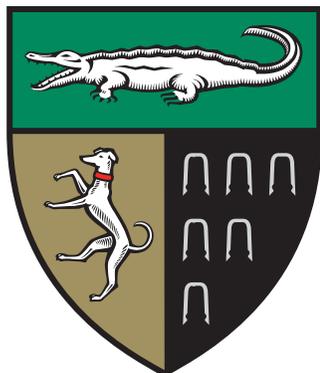


Yale Law School

2010–2011



BULLETIN OF YALE UNIVERSITY

Series 106 Number 10 August 10, 2010

BULLETIN OF YALE UNIVERSITY *Series 106 Number 10 August 10, 2010* (USPS 078-500) is published seventeen times a year (one time in May and October; three times in June and September; four times in July; five times in August) by Yale University, 2 Whitney Avenue, New Haven CT 06510. Periodicals postage paid at New Haven, Connecticut.

Postmaster: Send address changes to Bulletin of Yale University,
PO Box 208227, New Haven CT 06520-8227

Managing Editor: Linda Koch Lorimer
Editor: Lesley K. Baier
PO Box 208230, New Haven CT 06520-8230

The closing date for material in this bulletin was July 10, 2010.
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 The Yale Law School Bulletin is primarily a digital publication, available in both html and pdf versions at www.yale.edu/bulletin. A limited number of copies were printed on 30% postconsumer recycled paper for Yale Law School and for the permanent archive of the Bulletin of Yale University. Individual copies may also be purchased on a print-on-demand basis; please contact Joseph Cinquino at Yale Printing and Publishing Services, 203.432.6560 or joseph.cinquino@yale.edu.

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Calendar

2010

FALL

Aug. 23	M	Orientation for graduate students and visiting researchers begins
Aug. 25	W	Orientation for new J.D. students begins
Aug. 26	TH	Registration for all new students
Aug. 27	F	Orientation for all new students
Aug. 30	M	Orientation for all new students
Aug. 31	T	Registration for returning students First-term small groups meet
Sept. 1	W	Fall term begins, 8:10 a.m. Classes begin, 8:10 a.m. Add/drop period begins, 8:30 a.m.
Sept. 3	F	Only Monday classes will meet
Sept. 6	M	Labor Day. Classes do not meet
Sept. 10	F	Add/drop period closes, 4:30 p.m.
Oct. 14	TH	Fall recess begins, 6 p.m.
Oct. 15	F	No classes will meet
Oct. 18	M	No classes will meet
Oct. 19	T	Fall recess ends; classes resume, 8:10 a.m.
Nov. 19	F	Thanksgiving recess begins, 6 p.m.
Nov. 29	M	Classes resume, 8:10 a.m.
Dec. 15	W	Only Monday classes will meet
Dec. 16	TH	Only Friday classes will meet
Dec. 17	F	Classes end; winter recess begins, 6 p.m.

2011

Jan. 5	W	Recess ends; examination period begins, 9 a.m.
Jan. 17	M	Martin Luther King, Jr. Day. No classes, no examinations
Jan. 19	W	Examination period ends Fall term ends, 5 p.m.

SPRING

Jan. 24	M	Spring term begins, 8:10 a.m. Classes begin, 8:10 a.m. Registration for all students
Jan. 25	T	Add/drop period begins, 8:30 a.m.
Feb. 1	T	Add/drop period closes, 4:30 p.m.
Mar. 11	F	Spring recess begins, 6 p.m.

Mar. 21	M	Spring recess ends; classes resume, 8:10 a.m.
Apr. 29	F	Classes end, 6 p.m.
May 6	F	Examination period begins, 9 a.m.
May 13	F	Scheduled examinations end, 5 p.m.
May 19	TH	Self-scheduled examinations end, 5 p.m.
May 20	F	Rescheduled examinations end Examination period ends Spring term ends, 5 p.m.
May 23	M	University Commencement
June 1	W	Degrees voted by faculty

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President

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

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Victoria A. Cundiff, B.A., J.D.
Steven M. Fast, A.B., J.D., Macklin Fleming Visiting Lecturer in Law
Lawrence J. Fox, B.A., J.D., George W. Crawford Visiting Lecturer in Law
Nancy Gertner, M.A., J.D.
Frank Iacobucci, LL.B., LL.M.
Mark R. Kravitz, B.A., J.D.
Barbara Marcus, M.S., Ph.D.
Braxton McKee, M.D.
Leon M. Metzger, B.S., M.B.A.
James E. Ponet, B.A., M.A.
Stephen D. Ramsey, A.B., J.D.
Nagla E. Rizk, M.A., Ph.D.
John M. Samuels, J.D., LL.M., Jacquin D. Bierman Visiting Lecturer in Law
Laurence F. Schiffres, B.S., John R. Raben/Sullivan & Cromwell Visiting Lecturer in
Accounting
David A. Schulz, M.A., J.D.
John M. Walker, Jr., B.A., J.D.
Rüdiger Wolfrum, 1st and 2nd State Exams, Dr. iur.

Clinical Lecturers in Law

Robin S. Golden, B.A., J.D., Selma M. Levine Clinical Lecturer in Law
Susan V. Hazeldean, B.A., J.D.
Hope R. Metcalf, B.A., J.D.
David N. Rosen, B.A., LL.B.

Clinical Visiting Lecturers in Law

Frank P. Blando, M.B.A., J.D.
Lisa Nachmias Davis, B.A., J.D.
Francis X. Dineen, A.B., LL.B.
Stewart I. Edelstein, B.A., J.D.
Shelley Diehl Geballe, J.D., M.P.H.
Lee Gelernt, M.Sc., J.D.
Miriam S. Gohara, B.A., J.D.
Frederick S. Gold, A.B., J.D.
Rebecca M. Heller, 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.
 Daniel L. Kurtz, A.B., J.D.
 Barbara B. Lindsay, J.D., LL.M.
 Michael S. McGarry, A.B., J.D.
 Margaret M. Middleton, B.S., J.D.
 Cantwell F. Muckenfuss III, B.A., J.D.
 Laurence P. Nadel, A.B., J.D.
 Andrew J. Pincus, B.A., J.D.
 Charles A. Rothfeld, A.B., J.D.
 Barry R. Schaller, B.A., 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.

Tutors in Clinical Studies

Julieta L. Crawford, B.A., J.D.
 Jeremiah F. Donovan, B.A., J.D.
 William F. Dow III, B.A., LL.B.
 Holly B. Fitzsimmons, M.A., J.D.
 James I. Glasser, B.A., J.D.
 Beverly J. Hodgson, A.B., J.D.
 Hugh F. Keefe, B.A., J.D.
 Anthony J. Lasala, B.A., LL.B.
 Margaret P. Mason, B.A., J.D.
 P.J. Pittman, B.A., J.D.
 Barry R. Schaller, B.A., J.D.
 Michael O. Sheehan, M.A., J.D.
 David X. Sullivan, J.D., LL.M.
 James E. Swaine, B.A., J.D.

Tutor in Law

Jill M. Fraley, J.D., LL.M.

Assistants in Instruction

Coker Fellows

Maureen E. Boyle, A.B.
 Kiel R. Brennan-Marquez, B.A.
 Jay A. H. Butler, A.B.
 Adam D. Chandler, B.S., M.Sc.
 Melissa B. Collins, A.B.
 Travis M. Crum, B.A., M.Sc.
 Benjamin H. Ewing, A.B.
 Nathaniel T. S. Freeman, B.A.

Stephen N. Gikow, B.A.
Stephen S. Gilstrap, B.A., B.B.A.
Gabrielle R. Holburt, B.A.
Sophie A. Hood, B.A.
Margaret T. Hsieh, A.B., M.Phil.
Alex Iftimie, B.A.
Scarlet S. Kim, B.A.
Julia A. Malkina, B.A.
Nicholas Marais, B.Soc.Sc.
Sharanya Sai Mohan, B.A.
Aileen A. Nielsen, A.B., M.A.
Lisa Larrimore Ouellette, B.A., Ph.D.
Chelsea E. Purvis, B.A.
Danielle R. Sassoon, A.B.
Christopher A. Suarez, S.B., S.B., M.A.T.
Daniel L. Winik, B.A.
Maggie R. Wittlin, B.S.
Thomas P. Wolf, A.B.

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), J. Rubinfeld (Section B), J.M. Balkin (Group 1), K. Stith (Group 2), P.W. Kahn (Group 3), P. Gewirtz (Group 4)

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

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

Torts I (13001) 4 units. G. Calabresi (Section A), J.L. Coleman (Section B), D. Kysar (Group 1), P.H. Schuck (Group 2), J.F. Witt (Group 3)

Advanced Courses

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

Administrative Law (20294) 4 units. A course on the behavior of administrative agencies and their interaction with courts and legislatures, emphasizing the contributions of social science. In addition to studying some of the procedural issues of primary concern to reviewing courts, the course will consider the use of economic and scientific expertise in helping to determine agency choices. The course will blend substantive policy issues with procedural questions by focusing on the regulation of health and safety in the environment, in the workplace, and in the product market. Self-scheduled examination. S. Rose-Ackerman

Administrative Law: The Conservative Critique (20553) 2 or 3 units. According to some conservative scholars, American law took a “wrong turn” at the New Deal, and the rise of the “Administrative State” is a terrible mistake that should be curtailed or undone. This seminar will consider the arguments of conservative critics, including Friedrich von Hayek, Richard Epstein, Antonin Scalia, and Gary Lawson. A prior course or simultaneous course in Administrative Law is helpful but not required. Supervised Analytic Writing or Substantial Paper credit available. Enrollment limited to fifteen. Self-scheduled examination or paper option. E.D. Elliott

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

Advanced Antitrust: Directed Research (20175) 1 to 4 units. This seminar will coordinate student research and writing on topics related to antitrust. Paper required. Permission of the instructor required. G.L. Priest

Advanced Civil Liberties and National Security after September 11 (20483) 2 units, graded or credit/fail at student option. This clinic will focus on civil liberties cases arising out of U.S. government counter-terrorism policies, such as the misuse of law enforcement techniques like immigration and material witness detention powers. Open only to students who have taken the Civil Liberties and National Security after September 11 seminar and beginning clinic, or with special permission of the instructors. Enrollment limited. Permission of the instructors required. M.J. Wishnie, H.R. Metcalf, and L. Gelernt

Advanced Domestic Violence Clinic (20504) 1 to 3 units, credit/fail. Open only to students who have taken the Domestic Violence Clinic. Permission of the instructor required. R.A. Solomon

Advanced Immigration Legal Services (20382) 1 to 3 units, credit/fail. Open only 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 Iraqi Refugee Assistance Project (20574) 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 instructors required. M.I. Ahmad, M.J. Wishnie, and R. Heller

Advanced Landlord/Tenant Legal Services (20477) 1 to 3 units, credit/fail. Open only to students who have taken Landlord/Tenant Legal Services. 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. Open only 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. Open only to J.D. students. Enrollment limited to ten. R.D. Harrison

Advanced San Francisco Affirmative Litigation Project (20516) 1 to 3 units, credit/fail, with a graded option. H.K. Gerken and K. Ainsworth

Advanced Supreme Court Advocacy (20476) 3 units (2 fall, 1 spring). Open only to students who have taken Supreme Court Advocacy. Permission of the instructors required. D.M. Kahan, L. Greenhouse, J. Meyer, A.J. Pincus, and C.A. Rothfeld

Advanced Worker and Immigrant Rights Advocacy Clinic (20488) 1 to 3 units. A field-work-only option. Open only to students who have taken Worker and Immigrant Rights Advocacy Clinic. Permission of the instructors required. M.I. Ahmad, M.J. Wishnie, and S. Hazeldean

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

Alternative Business Structures: Seminar (20570) 2 units. A study of the legal aspects of noncorporate forms of doing business and the structuring of various kinds of businesses and industries. Scheduled examination. R.K. Winter

Alternative Dispute Resolution (20314) 3 units. This course will explore the theory and practice of dispute resolution outside of and as supplement to adjudication in the courts, and will cover negotiated settlements, mediation, and arbitration, as well as some newer applications. The course will examine the strengths and weaknesses of these and other methods of dispute resolution from private and public perspectives, with an emphasis on the legal and policy questions that alternative dispute resolution poses. Students will study ADR as future consumers and policy makers, rather than providers of the services. In other words, the central goal of the course is to enhance students' ability to counsel and represent clients in these forums, not necessarily to act as neutrals. The ADR course will coordinate with the Quinnipiac-Yale Dispute Resolution Workshop. Three or four guest lecturers will present papers over the course of the term. Students will read each speaker's paper and submit a page or two of questions/comments the day before the lecture. Grade will be based upon four journal entries, comments on speakers' papers, and a final examination. Enrollment will be capped at thirty-six. Self-scheduled examination. J.G. Brown

American Legal History, 1880–1980 (20102) 3 units. This course will deal with selected topics in the modern history of American law, legal thought, legal institutions, and the legal profession. Among topics expected to be covered: the law and regulation of corporate organizations and labor relations in the age of enterprise; the law of race relations in the Jim Crow South and urban North; the development of "classical" legalism in the private law of contract and tort and the public law of constitutional limitations; the Progressive and legal-realist critiques of "classical" legalism; the rise of the modern administrative state; the regulation of public order and perceived threats to it—political dissent,

deviant sexuality, immorality, alcohol, and immigration; the construction of law schools, law firms, the organized legal profession, the personal-injury bar, and public interest law; the legal thought of O.W. Holmes, Jr., and Louis Brandeis; New Deal legal thought and legislation; the legal order of the 1950s; expansion of enterprise liability and rise of the mass tort class action; civil rights movements and enforcement from the 1940s through 1980s; the “rights revolution” of the Warren Court and Great Society and the ensuing backlash. Self-scheduled examination with an option (open to a limited number of students) to write a research paper based on primary sources. *Also HIST 760a*. R.W. Gordon

***[The] American Legal Profession (20439)** 2 or 3 units. A credit/fail option is available to students who so elect during the first two weeks of the term. This course will deal with selected aspects of the history, organization, economics, ethics, and possible futures of the legal profession in the United States. Likely topics will include demographic changes in the profession; the evolution of law firms, bar associations, and law schools from the early twentieth century to the present; the development of corporate law, personal injury, mass torts and criminal defense practices, and the “public interest” bar; the dominant professional ethic of adversary-advocacy and its critics; the regulation of lawyers; the economics of the market for legal services; the organization and culture of law firm practice; the role of the lawyer as counselor; and the export of American lawyering models abroad. Self-scheduled examination, with option of a paper for extra graded credit. R.W. Gordon

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. Open only to students who have taken History of the Common Law or provide 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 preregistration period. J.H. Langbein

Appellate Advocacy: The Art of Appellate Practice and Procedure (20575) 3 units, credit/fail. This course will provide an introduction to appellate practice and procedure, designed to teach students the basic substantive knowledge and skills needed to advocate effectively on behalf of a client in an appellate court. The course begins with entry of judgment in the trial court and proceeds through preliminary motion practice, briefing, and oral argument. Connecticut’s appellate rules will be applied. Students will act as lawyers in a simulated appellate case based on a trial record and transcript, as well as preside during class in various roles including roles of trial judge and appellate judge. In addition to the basic instruction and analysis of selected opinions, invited practitioners and judges will address appellate advocacy and legal analysis. Enrollment limited to sixteen. Permission of the instructors required. S. Wizner and B.R. Schaller

Bankruptcy (20106) 4 units. This course will concern both business and consumer bankruptcies. It will ask: Why is a federal bankruptcy procedure necessary? What normative goals should animate that procedure? When should insolvent firms be reorganized rather than liquidated? What is the relation between an ex post insolvency law and the ex ante investment and other behavior of firms? How can a consumer bankruptcy law best resolve the trade-off between insurance – the discharge – and incentives – holding

people to their obligations? A casebook will form the basis of the readings, and there will be considerable stress on learning the law as well as the economics of bankruptcy. Self-scheduled examination. A. Schwartz

Behavioral and Institutional Economics (20083) 3 units. Behavioral economics incorporates insights from other social sciences, such as psychology and sociology, into economic models, and attempts to explain anomalies that defy standard economic analysis. Institutional economics is the study of the evolution of economic organizations, laws, contracts, and customs as part of a historical and continuing process of economic development. Behavioral economics and institutional economics are naturally treated together, since so much of the logic and design of economic institutions has to do with complexities of human behavior. The course will emphasize two main topics: behavioral macroeconomics and behavioral finance, though references will be made to other branches of economics as well. This course assumes some knowledge of economics but does not make heavy use of mathematics. Scheduled examination. This course will meet according to the Yale Graduate School calendar. *Also ECON 527a.* R.J. Shiller

Business Organizations (20356) 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, before moving 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 to be discouraged, as the course will focus primarily on fundamentals. Self-scheduled examination. R. Brooks

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 or the Federal Capital Habeas Corpus Project in representing people facing the death penalty. Students will make practical use of research and analytical skills; participate in investigations, and 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. Open only to students who intend to take Capital Punishment: Race, Poverty, and Disadvantage in spring 2011, or have already taken it. Enrollment limited to eight. Permission of the instructors required. S.B. Bright and M. Gohara

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

Classics of Tort Law (20557) 3 units. This course will be devoted to careful reading of some of the most important and influential essays and books in tort theory. Selections will include readings from Holmes, Calabresi, Posner, Weinrib, Epstein, Perry, and Ripstein, among others. The emphasis will be on understanding tort law and its relationship to other legal institutions, and on identifying and exploring some of its most puzzling aspects, including the difference between fault and strict liability, the requirement of proximate cause, and so on. Paper required. J.L. Coleman

***Community and Economic Development (20023)** 3 units, credit/fail. This multidisciplinary clinic focuses on issues of neighborhood revitalization, low-income housing, and 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.A. Solomon, R. Golden, S.M. Hudspeth, C.F. Muckenfuss, L.P. Nadel, and C. Stone

Comparative Church-State Relations: Laws and Policies (20572) 2 or 3 units. Modernity and liberal democracy rhyme with religious liberty, freedom of conscience and free speech, separation of religions and politics. But the interpretation of these principles varies across and within countries. Most recently, religious revival and the development of religious diversity have challenged old historical arrangements. Drawing on texts from different disciplines, the course will examine the different national models of church-state relations (United States, Canada, Europe, Asia, Latin America); the how and why of these new challenges; the places, discourses, and topoi in which they occur (public sphere, schools, universities, or in the army, religious symbols, creationism, religious subsidies from the state, etc.); and the legal and jurisdictional answers to them. Self-scheduled examination or paper option. P. Weil

Comparative Civil Procedure (20554) 3 units. This seminar will examine the conduct of modern civil litigation in three major legal systems: England, Germany, and the United

States. It will explore the contrast between adversarial (party conducted) and non-adversarial (court conducted) procedure, then examine the major differences in pleading, the use of experts, the handling of court costs and lawyers' fees, the incentives for settlement, discovery, the taking (and excluding) of evidence, the forms of aggregative procedure such as class actions, the role of jurors or juror-like lay judges, and the systems of appellate review. All assigned readings will be in English. Seminar suitable for students wishing to satisfy one of the Law School's two writing requirements. Paper required. Enrollment limited. J.H. Langbein

Comparative Feminisms and Law (20555) 2 units. What is feminism and how does it relate to feminist struggles for social change? How can feminist legal thinking advance understandings of feminist engagements with law? In this seminar, we will explore the various ways in which gender has been addressed in different feminist approaches to law and how these different approaches impact on women's rights, especially in different cultural, historical, and political contexts. The seminar will engage with fundamental questions that confront feminists globally, in particular, what happens to feminist engagements with law when gender is no longer the lynchpin for political action? Can a women-centered approach survive the politics of diversity and historicity? Does diversity or an anti-essentialist position enable or disable feminist engagements with law? What do the critiques reveal about the mechanics of law, both here and there, and its role in women's empowerment? Paper required. Enrollment limited to sixteen. R. Kapur

Comparative Immigration and Citizenship Laws and Policies (20513) 2 units. This seminar will examine immigration, citizenship, integration, and antidiscrimination laws and policies in comparative perspective, including mainly North American and European (especially British, French, and German) cases, but also Asian and African ones. In these domains in particular, national laws and policies have and continue to be influenced (or counterinfluenced) by foreign experiences. Each session will consider the analysis and the interpretation of key policy reforms and of court cases across national boundaries and through history (for example, the quota system or the legalization regime in immigration policies, dual citizenship, denaturalization, or the legal treatment of ethnic discriminations). Self-scheduled examination or paper option. P. Weil

Conservative Legal Movements and Theories (20556) 2 or 3 units. This seminar will study the efforts of conservative movements of the last several decades to control and reorient the exercise of state power. Such movements include: libertarian or free-market conservatism; cultural and religious conservatism; law-and-order conservatism; national-security conservatism. The seminar will examine the institutions that conservative movements have created in an effort to shape law (the Eagle Forum, Federalist Society, think tanks, and public-interest law groups); as well as the legal theories they have developed to vindicate their visions (e.g., law-and-economics, textualism in statutory interpretation, and originalism or the unitary executive in constitutional interpretation). What links (and differentiates) these various conservative mobilizations? How have they been shaped by and through struggle with liberal adversaries over law? Enrollment limited to sixteen. Permission of the instructors required. Self-scheduled examination or (for the extra credit) research paper option with permission of the instructors. R.W. Gordon and R.B. Siegel

[The] Constitution: Philosophy, History, and Law (20190) 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. *Also PLSC 842a.* B. Ackerman

Constitutional Litigation Seminar (20259) 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 will be 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 a circuit court decision. 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. M.R. Kravitz and J.M. Walker, Jr.

Convicting the Innocent (20044) 2 or 3 units. This course will explore the causes of and remedies for miscarriages of justice in which persons other than the perpetrators of criminal offenses are found guilty. The 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, imposter and unqualified experts, incompetent lawyers, poverty, and their relationships to legal rules and practices. Among the specific contexts in which the examinations will occur are allegations of child sexual abuse, stranger rapes, robberies, and murders. Some attention will be paid to the special problem of capital punishment. Students who have selected writing topics and had those topics approved by November 15 may receive writing credit in lieu of the examination. Others will take an open-book examination, for which they will receive 2 units of credit. The credits awarded for papers will depend on the work involved in the paper. Papers may qualify for Supervised Analytic Writing or Substantial Paper credit. Scheduled examination or paper option. S.B. Duke

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

***Criminal Defense Project (20519)** 3 units, credit/fail (with graded option for returning students). This clinical offering will allow students the opportunity to participate in the defense of criminal cases, with training and fieldwork supervision provided by clinical faculty and experienced trial attorneys from the New Haven Judicial District Public Defenders Office and the Federal Public Defenders Office. A two-hour weekly seminar will address such topics as the right to counsel and client interviews, pretrial detention and release, pretrial investigation and discovery, motions practice, plea negotiations, 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, presenting closing argument, sentencing, and ethical issues encountered by criminal defense attorneys and prosecutors. Cases are 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. New students are required to take the Spring 2011 class (21590) as well. Enrollment limited. Permission of the instructors required. D.E. Curtis and T. Ullmann

Criminal Law and Administration (20061) 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

Critical Theory (20580) 1 unit. This course will review the most important developments in critical theory as it relates to law and jurisprudence. It will begin with a brief review of the critical tradition in Western philosophy including such thinkers as Friedrich Nietzsche, Karl Marx, Max Weber, Jean Paul Sartre, and Michel Foucault. The class will then look at the influence of this critical tradition in American legal theory, tracing the critical turn through the American legal realists, Critical Legal Studies, and the emergence of identity-based critical movements such as Critical Race Theory, Critical Feminist Theory, and Critical Approaches to Sexual Orientation. This course will meet six or seven times between November 2 and 19. Paper required. Enrollment limited to fifteen. R.T. Ford

Democracy and Distribution: The Politics, Law, and Economics of Affirmative Action (20538) 2 or 3 units. This course is designed to address the question: Under what conditions, if any, is affirmative action desirable? The class will examine arguments for and against affirmative action that have been put forward in the courts, in the philosophical literature, and in the political and economic arenas since the Jim Crow era in the United States (although there will be some comparative attention to affirmative action and Black Economic Empowerment policies in South Africa since 1994). Principal readings will be taken from such U.S. Supreme Court opinions as *Bakke v. California*, *Fullilove v. Klutznick*, the Michigan affirmative action cases, and *Ricci v. DeStefano*; theoretical writings by John Rawls, Robert Nozick, and Douglas Rae; historical work by Michael Klarman; and political, economic, and legal commentary by Boris Bittker, Randall Robinson, Lani Guinier, Austin Ranney, Mary and Thomas Edsall, and Samuel Bowles and Herbert Gintis. The main focus will be on affirmative action in education, employment, and

political representation. Enrollment limited. Paper required. No Supervised Analytic Writing credit. Substantial Papers possible, with permission of the instructors. This course will meet according to the Yale College calendar. *Also PLSC 287a/EPE 411a.* M.J. Graetz and I. Shapiro

Detention and Human Rights in the United States: Lowenstein International Human Rights (20581) 3 units, credit/fail. J.J. Silk and H.R. Metcalf

Dignity, Equality, and Community—Transnationally (20558) 3 units, no credit/fail option. This course will explore, through a comparative lens and in a transnational field, how constitutional democracies and federations grapple with concepts of dignity and equality in their laws of citizenship, residency, and the like. How does the aspiration to treat “all persons” as rights-holders conflict with practices that differentiate between members and various segments of nonmembers within a polity? What justifies or explains why polities discriminate between members and nonmembers within their borders? What forms of discrimination among members are consistent with guaranteeing the dignity and equality of citizens? Do federated systems of government offer distinctive answers to these questions? Through the course there will be comparisons of how different jurisdictions respond to these questions, and the class will trace the influence of transnational law across borders. Readings will include constitutional provisions, statutes, cases from various countries, and essays and articles from the fields of law, history, and political theory. On occasion, there will be appearances by visitors engaged in thinking through these problems. Enrollment limited. Self-scheduled open book examination; upon early consultation with the instructors, a few students may do papers with permission and the possibility of an extra credit. J. Resnik and R.B. Siegel

***[The] Education Adequacy Project (20403)** 3 units, credit/fail. This highly focused 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, A.A. Knopp, D.N. Rosen, and M. Weisman

[The] Engineering and Ownership of Life (20332) 2 units. This course will examine the history of innovation in living matter and the arrangements that innovators have

devised through the law and by other means to establish and protect intellectual property rights in the fruits of their labors. Attending mainly though not exclusively to the United States, it will probe the history of these two subjects both in their own right and their connections to each other and the larger social, economic, and political context from the late eighteenth century to the present. In the first half of the course, which will run to about 1950, the class will consider the history of plant and animal breeding and the role in establishing and maintaining intellectual property rights in plants and animals of devices such as breeder's associations, paintings, contracts, trade secrets, and the Plant Patent Act of 1930, which provided the first patent coverage of any type of living organisms in the world. The second half of the course, which will run from c. 1950 to the present, will cover, in part, advances in plant breeding and the enlargement of intellectual property protection for plants both in the United States and Europe through the creation of the plant variety protection system. The bulk of the second half will be devoted to the rise of genetic engineering; the establishment of broad patent protection for living organisms and their parts, including human genes, in the United States and Europe; the biotechnologies of medical diagnostics, pharmaceuticals, and agriculture; and the controversies surrounding these developments in the context of globalization. Paper required. Enrollment capped at ten Law students. This course will meet according to the Yale Graduate School calendar. *Also HIST 938a/HSHM 676a.* D.J. Kevles

Environmental Law and Policy (20348) 3 units. Introduction to the legal requirements and policy underpinnings of the basic U.S. environmental laws, including the Clean Water Act, Clean Air Act, and various statutes governing waste, food safety, and toxic substances. This course will examine and evaluate current approaches to pollution control and resource management as well as the “next generation” of regulatory strategies, including economic incentives and other market mechanisms, voluntary emissions reductions, and information disclosure requirements. Mechanisms for addressing environmental issues at the local, regional, and global levels will also be considered. Scheduled examination. *Also F&ES 824a.* E.D. Elliott

Environmental Management and Strategic Advantage (20490) 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 Yale School of Forestry & Environmental Studies calendar. *Also F&ES 807a and MGT 688a.* D.C. Esty and S.D. Ramsey

Environmental Protection Clinic (20316) 3 units, credit/fail. A clinical seminar in which students will be engaged with actual environmental law or policy problems on behalf of client organizations (environmental groups, government agencies, international bodies, etc.). The class will meet weekly, and students will work eight to ten hours per week in interdisciplinary groups (with students from the School of Forestry & Environmental

Studies and other departments or schools at Yale) on projects with a specific legal or policy product (e.g., draft legislation or regulations, hearing testimony, analytic studies, policy proposals) to be produced by the end of the term. Students may propose projects and client organizations, subject to approval by the instructor. Enrollment limited to twelve. *Also F&ES 834a*. D.C. Esty and K. Kennedy

Evidence (20057) 3 units. The course will cover the rules and practices relating to the admissibility of evidence in American trials, both civil and criminal. The Federal Rules of Evidence will be emphasized, supplemented with common law rules and constitutional principles. Students will be evaluated primarily on the basis of a timed, open-book examination. Active class participation may be taken into account, however, in determining the final grade. Scheduled examination. S.B. Duke

Federal Courts and the Federal System (20366) 4 units. This course will examine the changing “law of the federal courts” and its relation to the political, social, economic, and ideological conflicts that have created contemporary America. It revolves around the fundamental constitutional principles of federalism and separation of powers, and it focuses on both the normatively proper and actually operative role of the national courts in American law and government. Among the broad topics it covers are the nature of the Article III judicial power, the lawmaking authority of the federal courts, the power of Congress over the national judicial system, the jurisdiction of the Supreme Court and the lower federal judiciary, the nature and scope of the Eleventh Amendment, statutory and other nonconstitutional limitations on federal judicial power, the role of international law in the American legal system, and the authority of the national courts to provide legal remedies against governmental wrongdoing. Beneath the rules, principles, and technicalities in all of those areas lie the most fundamental political struggles that have driven American national development since the founding. Class participation will be a factor in determining final grades. Scheduled examination. E.A. Purcell, Jr.

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 will be 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 statements, (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.F. Schiffres

Global Health Ethics, Politics, and Economics (20576) 2 units. Billions lack access to basic medical care, and global health inequalities are wide and growing. Such radical

disparities cast doubt on the justice of supranational institutional arrangements (such as the TRIPS Agreement) and also pose ethical challenges for the global health community, especially international and domestic health and development institutions. Seeking to illuminate the normative issues involved, this course features a series of distinguished visitors, including academics as well as a few important representatives of international organizations, politics, foundations, NGOs, and relevant industries. Enrollment limited. *Also INRL 524a/ HPA 599a/PHIL 709a/PLSC 594a.* T. Pogge and J. Prah Ruger

***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 and Difference (20559) 2 units. This course will focus on how and why the relationship between human rights and its “Others” has been highly fraught and replete with tensions. Gender and cultural difference are the primary focus for exploring and unpacking two central claims on which human rights law is based: first, that human rights are universal; and second, that human rights is an optimistic, progressive, and emancipatory pursuit. These claims will be interrogated through the course materials focusing on themes such as the treatment of difference and how the “Other” has been addressed in human rights law. The readings expose students to some of the challenges posed by those who argue that human rights are culturally specific to the West, and therefore inappropriate in non-Western cultural contexts; or that they are a ruse for pursuing neo-imperial or neo-liberal agendas; or that they are exclusive and available to some subjects, not all subjects. Paper required. Enrollment limited to sixteen. *Also INRL 692a.* R. Kapur

Human Rights Workshop: Current Issues and Events (20134) 1 unit, credit/fail; or 2 units, graded. 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 contemporary issues – both theoretical and practical – generally through presentations from guest speakers, including scholars, advocates, and journalists. The workshop may be taken in either of two formats. Students enrolled for ungraded credit will prepare short response papers before several of the sessions and be responsible for posing a question at each of those sessions. Students enrolled for graded credit will be expected, in addition, to write a paper reflecting on the theme on which approximately half of the sessions will focus, the history and future of the human rights movement. P.W. Kahn and J.J. Silk

***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 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

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

Intellectual Property (20402) 3 units. An introduction to the law of trade secrets, patents, 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 Intellectual Property Law: The Principles, Politics, and Law Governing Global Flows of Information (20560) 3 units. It is common today to hear that we live in a “global information society.” Information and cultural objects – books, movies, music, software, data, genetic sequences, brands, medical technologies, etc. – are increasingly important to the global economy, and increasingly manipulable and mobile. They are also increasingly important to the fate of individuals and groups around the world, whether with regard to access to medicines and food, or opportunities to participate in education, culture, and governance. International intellectual property [IP] law has expanded substantially over the past few decades, and today seeks broadly to regulate transnational flows of information and culture. It has become accordingly more important to businesses and individuals alike, and more contested. This course will analyze the international IP regime, situating it within the dynamics of globalizing flows of information and cultural objects. It will provide an overview of the law, principles, and politics of this area of law. We will use case studies to illuminate the interaction among the three, and pay particular attention to the implications of IP law for development. Subjects covered will include patent law and related rights; traditional knowledge and genetic resources; trademark;

and copyright and related rights. Case studies will include considerations of access to medicines, private use and copyright levies in Europe, and “piracy” in China. Depending on course size, there may be a paper-in-lieu-of-final option. Students are required either to have taken a previous course in IP (or some subset thereof), or to have the permission of the instructor. Self-scheduled examination or paper option. A. Kapczynski

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 Supervised Analytic Writing or Substantial Paper credit. Self-scheduled examination or paper option. W.M. Reisman and G. Aguilar-Alvarez

International Law and Foreign Affairs: Seminar (20545) 4 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

Issues in American Foreign Policy (20578) 3 units. This seminar will examine current issues in American foreign policy. Much of the seminar will involve conventional seminar-style discussion of issues and readings, at times with the guest participation of leading scholars and practitioners in the foreign policy field. Central to the seminar, however, will be a variety of collaborative student projects intended to be part of ongoing foreign policy debates. Each student will be expected to undertake a significant writing project to be determined in consultation with the instructor during the course of the term. Paper required. Permission of the instructor required. P. Gewirtz

[The] Judicial Role in Constitutional Interpretation: Comparing the United States and Canada (20561) 1 unit. The Canadian Constitution explicitly authorizes the federal Parliament and provincial legislatures to override judicial rulings regarding broad categories of fundamental freedoms and legal rights. This provision appears in stark contrast to the U.S. scheme of judicial supremacy and finality in constitutional interpretation. The goal of this seminar is to explore the implications of this apparent difference between the two constitutional regimes – to assess the significance of judicial supremacy in principle and in practice, to consider whether this formal difference is more apparent than real, and to explore whether there are significant variances generally in the constitutional interpretative practices of the two courts. In pursuing this goal, we will compare specific rulings by the U.S. and Canadian Supreme Courts regarding rights of secession by states or provinces; protections of ethnic, racial, or language minorities; rights of privacy (in abortion or physician-assisted suicide); rights to state recognition of same-sex marriage; and the

propriety of state measures combating terrorism. The seminar will be jointly led by an American constitutional lawyer and a former Justice of the Canadian Supreme Court, and will meet for six two-hour sessions between September 13 and 29. Paper required. Enrollment limited. R.A. Burt and F. Iacobucci

Jurisprudence (20308) 3 units. This course will examine a variety of historically influential responses to basic questions concerning the nature and legitimacy of law and the difference (if any) between law and morality. Readings will include works by legal positivists, natural lawyers, legal realists, and critical legal scholars. Examination or paper option. S.J. Shapiro

Knowledge, Technology, and Development: Perspectives from Egypt and the Arab World (20564) 1 unit. This course will meet for three weeks toward the middle of the term, dates to be announced. Paper required. N. Rizk

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 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. Scheduled examination. R.C. Ellickson

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. No Supervised Analytic Writing or Substantial Paper credit. Short papers will be required during the term. R.W. Brooks and R. Romano

***Law and the Market (20034)** 1 to 3 units. The market is a theoretical construct, but economics postulates that it operates rationally, and that in some sense regulation is a limitation on a natural state of affairs. Common law postulates that the instance before the court is being resolved rationally. Does that postulate make the common law a “natural” form of regulation? When this instructor was taking the introductory corporate law course, what was heard around the halls was that most of corporate and securities law would be learned if one understood *Perlman v. Feldmann*. I agreed with that statement,

and agreed more strongly each year I myself taught introductory corporate law. Lack of a clear holding means most courses no longer include that opinion. It remains relevant, however, because it continues to be cited periodically, an instructive example of the complex relationship between the common law and corporate and securities decisions; and it is therefore central to the materials in this course.

The theory of the course is that what matters in litigation is less the law as it is than the question decision makers are persuaded to treat as relevant. In judicial opinions, the relevant information may be about the litigants, the market, or the corporation, as well as, or in addition to, the law. The course will examine a set of judicial decisions (including *Perlman v. Feldmann*) to determine how law (whether judicial or legislative) functions as a method of regulating business activity. J.G. Deutsch

Law and Social Movements (20562) 2 or 3 units. This seminar will investigate the relationship between law and social movements in both domestic and transnational contexts, asking how law matters to social movements and how movements matter to law. Theories of law do not typically identify a (legitimate) role for social movements, and they at times even treat social movements as a threat to the rule of law. But recent legal theory (e.g., democratic constitutionalism, demosprudence) has begun to analyze how law and movements help constitute one another. Can legal theory bring social movements clearly into view? If so, how, and with what consequences for our conception of law? Can movement conflict play a role in establishing the authority of supranational law? Conversely, can law play a role in establishing transnational publics? The course will consider these and other questions through readings in sociological and political theory on mobilization, counter-mobilization, and conflict. The class will also consider examples of movement mobilization, around constitutional issues ranging from guns, abortion, race, and marriage to transnational topics in public and private law. Several visitors will present to the seminar on law and social movements. Self-scheduled examination, with paper option (for the additional unit) with permission of the instructors. R.B. Siegel and A. Kapczynski

***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 six. D.E. Curtis and F.P. 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 the registrar required. Deputy Dean

***Legal Profession: Traversing the Ethical Minefield (20522)** 3 units. Almost every course one takes in law school makes one better able to help clients fulfill their hopes and dreams. This course is designed to help students fulfill their own 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 class 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. L.J. 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 the class 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 Theory Colloquium (20563) 3 units. This course should be of interest to anyone considering becoming an academic. Students will be exposed to cutting-edge debates in legal theory, will learn to evaluate and criticize legal scholarship, and will have an opportunity to observe and participate in academic workshops. The Legal Theory Workshop

convenes every other week. During the weeks when it convenes, students will be expected to attend the Legal Theory Workshop and participate in a lunchtime session with the speaker. During the weeks when no workshop is taking place, students will meet twice (Tuesday and Thursday) in order to read and discuss the papers to be presented in the next Legal Theory Workshop as well as background readings from the legal theory canon. Students will submit weekly reaction papers as well as a paper based on independent research at the end of the term. Students who enroll in the fall are neither expected nor required to participate in the spring colloquium, although they may do so. Paper required. Enrollment limited. Permission of the instructors required. Open only to J.D. students. H.K. Gerken, T.L. Meares, and S.J. Shapiro

***Legal Writing for Litigators (20532)** 3 units. This seminar will train students to craft strong briefs, research memos, and business correspondence. In addition to reading 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. Students will prepare approximately six assignments to train them to litigate effectively. Enrollment limited to twenty. N. Messing

Legislation (20066) 2 units. This course will provide a short introduction to theories of the legislative process and their relation to the theory and doctrine of statutory interpretation. (The course is normally offered for 3 units.) 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. Enrollment limited to seventy-five. Self-scheduled examination. 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 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, and 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 begin their participation in the fall term. Enrollment limited. J.L. Pottenger, Jr., S.D. Geballe, and C.C. Staples

Liman Public Interest Workshop: Community, Confinement, Labor, and Rights (20324)

1 unit, credit/fail. The Liman Workshop will focus on four concepts: community, confinement, labor, and rights. To do so, the class will use the detention and incarceration of individuals—both adult and juvenile—in Connecticut as a case study to understand the claims for incarceration and its impact on communities, human capital, safety, and justice. Connecticut offers a window into these issues because it is the home base of Yale Law School and has the highest incarceration rate in the nation for African-American men. The workshop will consider the legal, sociological, and political underpinnings, the role of state and federal courts, legislatures, and transnational rights' claims, in shaping the current situation and changing it. In addition to weekly discussions, students may have research or clinical opportunities for additional credit. Students who attended the 2009–2010 workshops—which focused on many issues within prison walls—are welcome and encouraged to return. Students who are pursuing other crime- or prison-related academic or clinical activities are also encouraged to participate. 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 continues in the spring and may evolve in focus over the year. J. Resnik and H.R. Metcalf

Local Government in Action: Workshop on Affirmative Litigation in the City of San Francisco (20498) 1 unit, with the option of additional units. H.K. Gerken and K. Ainsworth

***Lowenstein International Human Rights Clinic (20188)** 3 units, credit/fail. Students will work on a variety of human rights projects, generally in support of human rights organizations' advocacy efforts. Projects and class sessions 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 law and principles and their application, instruction in and development of human rights research and writing skills, and opportunities for critical examination of human rights practice, including intense discussion of the issues that clinic projects raise. The clinic will have one or more student directors. Enrollment limited to eighteen. Interested LL.M. students must consult with the instructors before enrolling. Permission of the instructors required. J.J. Silk and L.E. Fletcher

Media Freedom and Information Access Practicum (20565) 2 or 3 units, credit/fail for students in their first term, graded for students in their second term. Students in this practicum will work with attorneys on cases involving media freedoms and information

access; they may also be required to write related research papers. Enrollment limited to ten. Permission of the instructors required. J. M. Balkin and D. Schulz

Media Law (20566) 2 units. This course will study the regulation of communications media, including newspapers, broadcast media, cable, and the Internet. Topics will include telecommunications regulation, defamation, rights of publicity, privacy, access to information, and press freedom. A previous course on the First Amendment or Intellectual Property law is not required. Enrollment limited to fifteen. Self-scheduled examination or paper option. J. Balkin and A.S. Cohen

***Military Justice (20030)** 3 units. This course will explore the nature and function of contemporary military justice. Topics will include the constitutional rights of military personnel; court-martial jurisdiction and offenses; trial and appellate structure and procedure; collateral review; the roles of commanders, Congress, the Supreme Court, and the President; command influence; the role of custom; and punishment. Military commissions, command accountability, military justice on the battlefield, jurisdiction over defense contractors, judicial independence, transparency, adultery, fraternization, and the application of international human rights norms to military justice will be addressed. Professional responsibility is an integral part of the course and will be examined in light of the ABA's Model Rules of Professional Conduct and comparable service rules, with particular attention to attorney competence, conflicts of interest, mobility between prosecution and defense functions, fee arrangements, maintaining client confidences, media relations, prosecutorial independence, supervision of others, unlicensed practice, and the disciplinary process. The course will also consider how the military justice system can be improved and what, if anything, can be learned from the experience of other countries. Enrollment limited to twenty. Self-scheduled examination. E.R. Fidell

Native American Law (20257) 3 units. The course will examine the concept of indigen-ousness and the trajectory of legal relations between Native American tribes and the federal and state governments. Particular attention will be given to shifting federal poli-cies, the development and jurisdiction of tribal courts, tribal sovereignty and legisla-tive competence, tribal membership, criminal and family law, constitutional rights, taxation, gaming, and the control of natural and cultural resources. The role of the federal courts, including the changing approach of the Supreme Court, will be studied, as will the expe-rience of other countries with indigenous populations. The American experience will be evaluated in light of the 2007 United Nations Declaration on the Rights of Indigenous Peoples. There will be a field trip. Enrollment limited to thirty. Self-scheduled examina-tion. E.R. Fidell

Nonprofit Organizations Clinic (20051) 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. *Also MGT 695a*. J.G. Simon, L.N. Davis, and B.B. Lindsay

Operating a Hedge Fund (20567) 3 units. This multidisciplinary, general-management-focused course will provide an overview of the challenges of launching and operating alternative investment management firms – particularly, hedge funds – and will explore the impact of global macro current events on alternative-investment managers, investors, and regulators. Those who are interested in launching a hedge fund; joining a hedge fund, either as a trader, general counsel, or in another administrative capacity; investing in a hedge fund; counseling a hedge fund; becoming a public-policy maker; or learning about general management skills (but viewed through the lens of operating a hedge fund) should benefit from this course. The course will cover critical managerial aspects and characteristics of hedge funds and the hedge-fund industry. It may describe operations, control, administration, due diligence, and valuation issues. Groups of four will present the mock hedge funds and prepare due diligence questionnaires about them. Four one-to-two-page papers required. Enrollment will be capped at fifty. L. Metzger

Politics, Law, and the American State (20579) 3 units. An investigation of the political and legal development of the American state in the contemporary era. Topics will include the interplay of the president, courts, and Congress; the role of government in regulating American society and promoting economic security; and the challenges to American governance posed by rising inequality and global economic integration. Permission of the instructor required. Paper required. Enrollment limited to twelve. J.S. Hacker

***Professional Ethics and the Legal Profession (20012)** 3 units. Comprehensive and critical coverage of the Rules of Professional Conduct and the Code of Professional Responsibility, including proposals for change. Also considered will be major problems currently facing the legal profession, 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 (20207) 3 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 will 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. C. Priest

Property, Social Justice, and the Environment (20202) 2 or 3 units. Private property is sometimes cast as the villain in social and environmental problems, but sometimes it is cast as the solution to the same problems. This seminar will explore the relationship of property to social and environmental concerns in the context of several past and present controversies over property rights. Topics on the “social justice” side will include some or

all of the following: racially restrictive covenants; private and especially “gated” communities; land titling programs in less developed areas; and (time permitting) the expansion of intellectual property, particularly as this affects indigenous peoples or persons in less developed countries. Issues on the “environmental” side may include the free-market environmental movement; the so-called takings question in relationship to the environment; private wildlife rights; conservation easements; governmentally created private rights such as appropriate water rights, tradeable emission permits, and habitat trading programs; and community ownership of forests and other natural resource bases. While we will search for common themes about the range, capacities, and limitations of property regimes, theoretical purity should not be expected in this overview; moreover, topics may change in response to particular student interest. The class will meet during the first seven weeks of the term. Enrollment limited to fourteen. Self-scheduled examination or paper option. C.M. Rose

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, comparing 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 class will 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 M.S. McGarry

Public Order of the World Community: A Contemporary International Law (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; (4) nationality and human rights; and (5) the regulation of armed conflict. 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 criminalization). What was the impetus for the condemnatory psychiatric and legal regulations that were thus overturned? What was the impetus that led to these regulatory reversals? What are the forces impelling the current advocacy efforts both for and against state recognition of same-sex marriage? Do the changes arise from new conceptions of psychological abnormality, of societal welfare, of morality? This seminar will ask these same questions regarding issues of gender identity, prostitution, pornography, and violence in intimate relationships, specifically invoking psychoanalytically based psychological conceptions of individual and social behavior, especially regarding unconscious thinking processes; one goal of this seminar is to acquaint students with these conceptions and to evaluate their usefulness in understanding the regulation of sexuality. Paper required. Enrollment limited. R.A. Burt, B. Marcus, and B. McKee

Rights in Conflict: Abortion and Same-Sex Marriage (20573) 2 or 3 units. This seminar will explore the emergence of sexual and reproductive rights, with the goal of examining how constitutional decision making unfolds through social conflict. Using conflicts over abortion rights and claims for sexual freedom as historical case studies, the course will probe the relation between social movements, politics, and law. How did mobilization and counter-mobilization shape and limit the law? What does this analysis of movement claims and counterclaims teach us about the substance of the rights at issue, and of intersections between them? During the final weeks of the seminar, the class will be joined by visitors who are writing and litigating on questions of same sex marriage. Enrollment limited to twenty. Self-scheduled examination or paper option (for additional credit) with permission of the instructors. R.B. Siegel and L. Greenhouse

[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

class 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 judges and their interrelationships 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 Credit (20317) 3 units. This course will examine the use of credit and collateral in sale and loan transactions ranging from routine consumer purchases to complex business transactions. The primary source of the law is Article 9 of the Uniform Commercial Code, but the course will also explore real estate law and federal bankruptcy law to the extent necessary to understand the secured financing system. The course is problem-based and considers both statutory interpretation and policy in exploring how the legal system balances the interests of the various parties to secured financing transactions. Scheduled examination. E.J. Janger

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

Sexual Rights: Perspectives from International and Comparative Law (20568) 2 or 3 units. This seminar will explore the legal and political aspects of sexual rights claims in contemporary international, regional, and selected national forums. The term “sexual rights” has been increasingly used in national and international settings to encompass an expanding universe of claims relating to sexuality; these include freedom and equality of sexual orientations and behaviors, freedom from sexual violence, conditions for sexual health, rights to sexual expression and association, rights to marry and form families, as well as rights to sexual relationships without marriage, and freedom to determine

the relation between sexuality and reproduction. These claims are grounded in legal guarantees that are found in many different legal instruments, such as those relating to privacy, health, nondiscrimination, information, expression, association, and freedom from torture and arbitrary detention. Judicial, activist, and scholarly arguments for sexual rights (particularly those outside the United States) often borrow heavily across borders, invoking international, regional, and comparative standards. The status of sexual rights claims varies widely in national and regional courts, however, and political and doctrinal approaches are often inconsistent or inapplicable across claimants. Complications in building national and transnational coherence stem from cross- and intracultural differences of gender, racial and age-based social organization and norms, as well as the diversity of national legal doctrines and advocates' interests. Key questions guiding the seminar will include: How does sexual rights advocacy fit with other justice claims in debates about globalization and justice? What role do sexual rights claiming and attendant legal challenges play in national and global politics? What are the tensions between the push for transnational rights advocacy and local specificity? What impact does the turn to law have on these debates? Paper required. Enrollment limited. *Also INRL 686a.* A. Miller

Six Books on Law, Religion, and Culture (20412) 3 units. This seminar will meet (roughly) every other week, and shall do what the title implies: read, and discuss in detail, six books relating directly or (in a couple of cases) indirectly to law and religion. The course is not designed to teach the law of the church and state; no particular background is assumed. Readings will likely include, among others, Stephen Nissenbaum, *The Battle for Christmas*; Wole Soyinka, *Death and the King's Horseman*; and Peter Charles Hoffer, *The Salem Witchcraft Trials*; in addition to several sermons from the Abolitionist era. Paper required on a topic in law and religion. Enrollment limited to about eight. S.L. Carter

Supreme Court Advocacy (20431) 5 units (3 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 Writing 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 the instructors required. D.M. Kahan, L. Greenhouse, J. Meyer, A.J. Pincus, and C.A. Rothfeld

Transnational Development Clinic (20577) 6 units (3 fall, 3 spring), credit/fail, with a graded option. In this new yearlong clinic, students will work on a range of litigation and non-litigation projects designed to promote community-centered international development, with an emphasis on global poverty. Rather than focus on international development institutions, such as the World Bank or UN bodies, the clinic will work with

community-based clients and client groups and provide them with legal advice, counseling, and representation in order to promote specific development projects. In addition, the clinic will focus on development projects that have a meaningful nexus to the United States, in terms of client populations, litigation or advocacy forum, or applicable legal or regulatory framework. Projects will likely focus on some, but not all, of the following areas: remittances among immigrant workers in the United States; promotion of transnational worker networks; microfinance initiatives, either domestic or international; access to medicines litigation and policy; corporate accountability; and international trade policy. A seminar accompanying the fieldwork will provide readings and structured discussion to explore the relationships among law, development, and advocacy, with an emphasis on the role of the law and the lawyer in combating global poverty. The seminar will also serve as a site to interrogate prevailing and competing notions of development itself. In addition, the seminar will explore practice-based advocacy skills, including brief writing, oral advocacy, and policy advocacy; engage domestic and international law; and consider professional responsibility as applied to transnational development practice. Enrollment limited to six to eight. Permission of the instructors required. M.I. Ahmad and L.E. Fletcher

***Trusts and Estates (20096)** 3 units. Social values crystallize in how we think about passing our property in life and at death. The course will consider those values and the movement of law to respond to them. While focusing on current structures for passing wealth, including wills, trusts, and contracts that provide for others, the course will explore alternative structures, the intersection of the desire to control succeeding generations with their right to autonomy, federal and state taxation of transfers as both a complex system for generating revenue and an expression of social value, planning to avoid taxation, drafting to implement planning, and professional responsibility in representing competing interests. Self-scheduled examination. S.M. Fast

[The] Two Bibles and Injustice: Seminar (20464) 3 units. The central event of the Christian Bible is an unjust act—the crucifixion of Jesus. Responding to injustice as such is thus a more explicit and pressing concern in the Christian than in the Hebrew Bible. For this very reason, it is instructive to explore contrasts between the treatments of injustice in the two texts; and the differing emphases on retribution versus forgiveness for wrongdoing is a specially rewarding subject for inquiry. At the beginning of the seminar, the class will review some portions of the Hebrew Bible, which we have explored in much greater depth in our seminar *The Book of Job and Injustice*. (Participation in that seminar is not a prerequisite for enrollment.) The class will then proceed, for most of the term, to focus on close reading of the Christian Bible. At the conclusion of the seminar, the class will explore the contrasting responses to injustice of the two Bibles (and, in particular, the competing roles of retribution and forgiveness). Paper required. Enrollment limited. R.A. Burt and J.E. Ponet

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

Veterans Legal Services Clinic (20569) 3 units, credit/fail, with a graded option. There are approximately 250,000 veterans currently residing in Connecticut, many with acute and unique legal needs related to their military service or return to civilian life. In this new clinic, students will represent Connecticut veterans in a range of litigation and nonlitigation matters. Litigation matters are likely to include benefits, employment, housing, health law, and reentry cases, before state, federal, and administrative courts. In addition, students will represent local and national organizations in nonlitigation matters relating to the legal needs of veterans, including regulatory and legislative reform efforts, media advocacy, strategic planning, and other matters. The clinic will make special efforts to assist vulnerable veteran populations and those least connected to existing service networks, such as women, recently returned, noncitizen, LGBT, and elderly veterans. Students in the first term of this clinic will have an opportunity to shape and develop the clinic docket and fieldwork. The seminar portion is a practice-oriented examination of advocacy on behalf of veterans and of social justice lawyering generally. Enrollment limited. Permission of the instructors required. M.J. Wishnie, J. Selbin, and M. Middleton

***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 2010 or with special permission of the instructors. The clinic and fieldwork must be taken simultaneously in both terms. Permission of the instructors required. M.I. Ahmad, M.J. Wishnie, and S. Hazeldean

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

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 democratic values through the design and reform of intellectual property and telecommunications laws, regulations, treaties, and policies both internationally and in specific countries. These laws and policies shape the delivery

of health care services, the design of new technology and telecommunications services, access to education, and sharing of research and culture around the globe. Students will supplement projects with theoretical readings, engagement with policy makers, and frequent contact with Information Society Project Fellows. Paper required. Enrollment limited to ten. Permission of the instructors required. L.E. DeNardis and N. Bramble

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 nondelegation 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. 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 draft chapters of the instructor's forthcoming book, which explores 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

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

Advanced Domestic Violence Clinic (21560) 1 to 3 units, credit/fail. Open only to students who have taken the Domestic Violence Clinic. Permission of the 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 taken 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 taken 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 Services for Immigrant Communities (21553) 1 to 3 units, credit/fail. Open only to students who have taken Legal Services for Immigrant Communities. Permission of the instructors required. C.L. Lucht and S. Wizner

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

Advanced Supreme Court Advocacy (21543) 3 units (2 fall, 1 spring). Open only to students who have taken Supreme Court Advocacy. Permission of the instructors required. D.M. Kahan, L. Greenhouse, J. Meyer, A.J. Pincus, and C.A. Rothfeld

Advanced Veterans Legal Services Clinic (21631) 2 units. Open only to students who have taken the Veterans Legal Services Clinic. Permission of the instructors required. M.J. Wishnie and M. Middleton

Advanced Worker and Immigrant Rights Advocacy Clinic (21555) 1 to 3 units. A fieldwork-only option. Open only to students who have taken the Worker and Immigrant Rights Advocacy Clinic. Permission of the instructors required. M.I. Ahmad, M.J. Wishnie, and S. Hazeldean

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

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

[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 Hebrew 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. R.A. Burt and J.E. Ponet

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

Capital Punishment Clinic (21082) 6 units (3 fall, 3 spring), credit/fail with the option of graded credit in the spring. 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 or the Federal Capital Habeas Corpus Project in representing people facing the death penalty. Enrollment limited to eight. Permission of the instructors required. S.B. Bright and M. Gohara

Capital Punishment: Race, Poverty, and Disadvantage (21426) 4 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. Enrollment limited to thirty-five. Permission of the instructor required. 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

[The] Civil Rights Revolution (21172) 2 units. An analysis of the constitutional law and politics during the period beginning with *Brown* and ending with the election of Ronald Reagan to the presidency. Enrollment limited. Self-scheduled examination or paper option. *Also PLSC 846b*. B. Ackerman

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

***Community and Economic Development (21016)** 3 units, credit/fail. This multidisciplinary clinic focuses on issues of neighborhood revitalization, low-income housing, and 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.A. Solomon, R. Golden, S.M. Hudspeth, C.F. Muckenfuss, L.P. Nadel, and C. Stone

Comparative Constitutional Law (21248) 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 will 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

Comparative Consumer and Products Liability Law (21654) 3 units. This course will explore consumer protection and product liability laws in the United States from a comparative and, where relevant, an international perspective. The class will consider cases of deception, fraud, and injury that arise when consumer products and services are purchased. The class will study how similar problems are handled differently by laws and administrative rules in the United States, selected countries of the European Union, and China. The response of the U.S. agencies, including the Federal Trade Commission, the Consumer Product Safety Commission, the Food and Drug Administration, and rules provided by the common law and Uniform Commercial Code, are compared to Chinese and European analogs, including the rulings of pan-European courts and administrative tribunals. Topics will include the comparative study of remedies available under warranty and contract laws; the study of product disclosure and labeling requirements; the treatment of automotive injury claims; legislative actions affecting food safety and public health; antifraud and privacy protections for electronic commerce; and challenges to deficiencies in the delivery of health care. Scheduled examination or paper option. N.I. Silber

Constitutional Impact and Law Reform Litigation: Issues and Strategies (21656) 2 units. This seminar will explore strategic and legal issues related to bringing impact litigation against the government as a tool for advancing constitutional and civil rights. The course will use the instructor's three decades of experience litigating complex civil rights and immigration class action and appellate cases to explore law reform litigation. The focus will be on suits against the federal government and will consider a range of doctrinal and practical problems. Among the issues that may be included are: selecting

test cases; strategic pleading; class action problems; bringing individual suits for systemic reform; using amicus briefs; suits for damages versus injunctive relief; standing, mootness, and organizational plaintiffs; settlement strategies and issues; coalition litigation; the role of media and public advocacy; 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 may be required to work in teams to develop an issue (in consultation with the instructor) for presentation to the class. A paper is required and Substantial Paper credit possible. Enrollment is limited. Permission of the instructor may be required. L. Guttentag

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.

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

Corporate Taxation (21524) 3 units. This course will be a detailed examination of the taxation of C corporations and their shareholders. Topics will include the tax treatment of corporation formations, cash and stock dividends, redemptions, transfers to corporations, liquidations, taxable asset and stock acquisitions, and tax-free reorganizations. Emphasis will be on rigorous analysis of statutory materials, and discussion of tax reform ideas. Recommended prerequisite: Federal Income Taxation. Scheduled examination. R. Mason

Criminal Defense Project (21590) 3 units, credit/fail (with graded option for returning students). This clinical offering will allow students the opportunity to participate in the defense of criminal cases, with training and fieldwork supervision provided by clinical faculty and experienced trial attorneys from the New Haven Judicial District Public Defenders office and the Federal Public Defenders Office. A two-hour weekly seminar will address such topics as the right to counsel and client interviews, pretrial detention and release, pretrial investigation and discovery, motions practice, plea negotiations,

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, presenting closing argument, sentencing, and ethical issues encountered by criminal defense attorneys and prosecutors. Cases are 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. Enrollment limited. Permission of the instructors required. D.E. Curtis and T. Ullmann

Criminal Law and Administration (21525) 4 units. This course is offered in several sections; it must be taken before graduation. This section will primarily address foundational issues in substantive criminal law, including the justifications of punishment, the requisites of criminal responsibility, defenses to liability, and inchoate and group crimes. In addition, this section will pay heed to the roles of prosecutors, appellate courts, trial judges, and juries – as well as the role of legislatures – in defining crimes. Time permitting, we will also consider certain controversial features of criminal law in the United States, including broad criminal liability, prosecutorial discretion, plea-bargaining, and determinate sentencing. Scheduled examination. K. Stith

Criminal Procedure: Pretrial and Trial (21217) 3 units. This course will cover the law regulating searches and seizures; the 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. 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. Supervised Analytic Writing and Substantial Paper credit available. Not ordinarily open to third-year students. Paper required. Enrollment limited to eight. Permission of the instructor required. S.B. Duke

Designing Organizations (21617) 2 or 3 units. Recent decades have brought rapid and continuing innovation in organizational forms and organizational law for both commercial and noncommercial enterprise. This seminar will focus on important developments in this process, with the objective of developing (1) a broader familiarity with current forms and their uses; (2) a deeper understanding of the historical development and likely future evolution of organizational forms and organizational law; and, generally (3) a sense of what kinds of organizational structures are workable, in both practical and legal terms, in contemporary society. 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; transactions on the firm/contract boundary, such as asset securitization; evolving forms such as LLCs, statutory trusts, and cell companies; the organization of mutual funds, hedge funds, and private equity firms; social enterprise – such as microfinance and fair trade – and the development of special hybrid nonprofit/for-profit forms (including the L3C and the B-Corporation) to promote it; innovative combinations of related nonprofit and for-profit firms to provide complex services such as health care; the organization of governmental enterprise (such

as public universities); the breakdown of the partnership form and the struggle over alternative forms in law practice and other service industries; and the changing structure of marriage and civil unions. Prerequisite: Business Organizations. 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. Enrollment limited to twenty. Permission of the instructor required. H. Hansmann

Detention and Human Rights in the United States: Lowenstein International Human Rights (21657) 3 units, credit/fail. J.J. Silk and H.R. Metcalf

E Pluribus Unum: Law and the Creation of the Unified State (21658) 2 units. This course will meet for the first half of the term. Permission of the instructors required. R.C. Post and D. Grimm

***[The] Education Adequacy Project (21470)** 3 units, credit/fail. This highly focused 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, A.A. Knopp, D.N. Rosen, and M. Weisman

Efficient Techniques in Legal Research (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. The course will meet weekly for the first seven weeks of the term. Students will be required to complete a series of short research assignments. S.B. Kauffman, J.B. Nann, and C. Tubbs

Employment Discrimination Law (21436) 2 units. This course will examine laws prohibiting employment discrimination on the basis of race, sex, religion, national origin, disability, age, and sexual orientation. The primary focus will be on the legal framework, but emphasis will also be given to social, empirical, and theoretical aspects of employment discrimination in today's workplace. The written work required for the course will be five short analytic essays on the course concepts and materials. Students interested

in completing their Supervised Analytic Writing or Substantial Paper in the employment discrimination area should sign up for separate independent writing credit, as neither Supervised Analytic Writing nor Substantial Paper credit can be substituted for the required essays for the course. C. Jolls

Environmental Protection Clinic (21321) 3 units, credit/fail. A clinical seminar in which students will be engaged with actual environmental law or policy problems on behalf of client organizations (environmental groups, government agencies, international bodies, etc.). The class will meet weekly, and students will work eight to ten hours per week in interdisciplinary groups (with students from the School of Forestry & Environmental Studies and other departments or schools at Yale) on projects with a specific legal or policy product (e.g., draft legislation or regulations, hearing testimony, analytic studies, policy proposals) to be produced by the end of the term. Students may propose projects and client organizations, subject to approval by the instructors. Enrollment limited to twelve. *Also F&ES 834b*. D.C. Esty and K. Kennedy

***Ethics Bureau at Yale: Pro Bono Professional Responsibility Advice (21653)** 2 units. Lawyers' need for ethics advice, consultation, and opinions is not limited to those who can pay. Impecunious clients and the lawyers who serve them are in need of ethics counseling and legal opinions on a regular basis. The goal for this Ethics Bureau would be to provide these essential services for those who cannot retain paying counsel. The work of the Bureau will consist of three major components. First, the Bureau will provide ethics counseling for pro bono organizations such as legal services offices and public defenders. Second, the Bureau will prepare standard of care opinions relating to the conduct of lawyers that are needed in cases alleging ineffective assistance of counsel and other challenges to lawyer conduct, cases in which the clients are impecunious and otherwise cannot secure expert assistance. Third, from time to time, the Yale Ethics Bureau would provide assistance to amici curiae, typically bar associations or ethics professors, on questions of professional responsibility in cases in which such issues are front and center. The students working at the Bureau will meet for class two hours per week and will be expected to put in approximately ten hours on Bureau projects each week. The classroom work will not only explore the ethical minefield, but also consider the role of expert witnesses in the litigation process, its appropriateness, and the procedural issues thereby raised. No prerequisites. Enrollment limited. Permission of the instructor required. L.J. Fox

Evidence (21142) 4 units. A survey of the American approach to the production of evidence. Although the major focus will be the Federal Rules of Evidence, the class will also study constitutional principles and philosophical arguments, and will do some comparative work as well. Scheduled examination. S.L. Carter

Federal Criminal Law: Advanced Research Seminar (21647) 2 or 3 units. Students who have completed a course in Criminal Law or in Criminal Procedure will conduct research and writing and present their work to others in the seminar. Paper (or several shorter projects) required. Permission of the instructor required. K. Stith

Federal Income Taxation (21050) 4 units. An introductory course on the federal income taxation of individuals and businesses. The course will provide an overview of the basic

legal doctrine and will emphasize statutory interpretation and a variety of income tax policy issues. The class will consider the role of the courts, the Congress, and the IRS in making tax law and tax policy and will apply (and question) the traditional tax policy criteria of fairness, efficiency, and administrability. Topics will include fringe benefits, business expenses, the interest deduction, the taxation of the family, and capital gains. No prerequisites. Enrollment will be capped at ninety. Scheduled examination. Y. Listokin

Federal Jurisdiction (21352) 4 units. This course will examine the relationship between federal courts and coordinate branches of the federal government, the interactions between state and federal courts, and the interplay of state and federal laws. Open only to J.D. students. Scheduled examination. A.R. Amar

Foreign Affairs and National Security Law (21634) 4 units. This course will cover the central constitutional and statutory doctrines relevant to U.S. foreign affairs and national security matters. It will address such topics as the distribution of foreign affairs and national security powers among the three branches of the federal government, the scope of the treaty power, the domestic implementation of international agreements, the status of international law in U.S. courts, and the international and domestic laws that govern the use of armed force by the United States. These topics will be discussed in the context of current events, including the detention and trial of those captured in the war on terror, the use of military force in Iraq and Afghanistan, and the use of unmanned drones for targeted killing. Students will also have the opportunity to write on recent developments in the law. Self-scheduled examination. O. Hathaway

Green Energy Policy (21633) 2 or 3 units. A major goal of the Obama Administration, as well as many other groups and authors, is to wean the United States 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 class will consider various existing policies and subsidies that discourage efficiency and renewable energy, and discuss 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 will be capped at thirty. E.D. Elliott

Guantánamo (21648) 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

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 and J.J. Silk

Immigration Law, Policy, and Constitutional Rights (21615) 2 units. This course will provide a foundation in immigration law and the constitutional principles governing admission and regulation of non-citizens as the basis for exploring some selected current topics in immigrants' rights and the normative values informing contemporary policies. The course will draw on the instructor's involvement in many current issues and his twenty-five years' experience litigating constitutional and civil rights cases on behalf of non-citizens in federal courts nationwide, including in the Supreme Court, as director of the ACLU's national program on immigrants' rights. In addition to an overview of the immigration system and constitutional principles, the class will cover topics such as the following (depending on student interest and current developments): detention of immigrants; federal immigration enforcement; state and local power to enact immigration laws; discrimination based on "alienage"; access to the courts for noncitizens; criminal-immigration issues; asylum and refugee protections; workplace rights of undocumented workers; extraterritorial application of the Constitution; and possible congressional "comprehensive immigration reform." Insofar as possible, guest speakers representing varying views will be invited to address areas of expertise. No prior course or background in immigration law is necessary. Substantial Paper credit may be available. Self-scheduled examination with some paper options possible. L. Guttentag

***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 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

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 Commercial Arbitration (21283) 2 units. International arbitration has increased as a function of international commerce. This seminar will examine systematically—through statutes, rules, and national and international cases and treaties—the establishment, operation, and implementation of awards of international arbitration tribunals; the role of national courts in compelling, facilitating, and enforcing or vacating arbitral awards; and policies currently under consideration for changing arbitral law and practices. Scheduled examination. W.M. Reisman

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

International Trade in a Globalizing World (21635) 3 units. This course will explore the structure of laws, policies, and negotiating practices that undergird international trade. Particular emphasis will be placed on the governance structures that regulate the trading system including multilateral institutions (the World Trade Organization as well as the IMF and other bodies) and domestic entities (the U.S. Trade Representative and the International Trade Commission). Focus will be given to worldwide efforts to open markets through the Global Agreement on Tariffs and Trade (GATT) as well as the Global Agreement on Trade in Services (GATS) and regional accords such as the North American Free Trade Agreement. Special attention will be paid to how the system of international economic law has addressed the integration of new issues including environmental protection, poverty alleviation, human and labor rights, and public health into the trade regime. Self-scheduled examination. D.C. Esty

Internet Privacy (21636) 3 units. The creative destruction of the Internet is upending settled expectations of all kinds, and nowhere is that more true than with privacy. There used to be a zone of privacy around the letters people wrote, the books and articles they read, the financial and medical records they kept, and their physical comings and goings. Now, the Web pages people visit and the e-mail they write are monitored by corporations for “behavioral targeting” advertising, and online book sellers keep track of book purchases. A vast amount of confidential financial and medical data is now stored in the “cloud,” where it is vulnerable to hackers and subpoenas. Online “street view” services put images of private homes online. Increasingly, GPS and cell phones allow corporations and the government to track people’s physical location in real time. Internet users have voluntarily given up some of their privacy, as the rise of Facebook, Twitter, and other self-disclosure forums demonstrates. But much of the erosion has occurred without people’s consent, or even knowledge. The technology in this area has been moving at Internet speed, but the law has not kept up. This course will explore how the Internet and other

technologies are changing the privacy landscape, and how courts, legislatures, agencies, advocacy groups, and legal commentators are responding. Enrollment will be capped at seventy-five. Scheduled examination or paper option. A.S. Cohen

Iraqi Refugee Assistance Project (21623) 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, U.S. 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 instructors required. M.J. Wishnie and R. Heller

Issues in American Foreign Policy (21626) 3 units. This seminar will examine current issues in American foreign policy. Much of the seminar will involve conventional seminar-style discussion of issues and readings, at times with the guest participation of leading scholars and practitioners in the foreign policy field. Central to the seminar, however, will be a variety of collaborative student projects intended to be part of ongoing foreign policy debates. Each student will be expected to undertake a significant writing project to be determined in consultation with the instructor during the course of the term. Paper required. Permission of the instructor required. P. Gewirtz

***Justice (21260)** 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. *Also PLSC 553b*. B. Ackerman

Landlord/Tenant Legal Services (21004) 3 units, credit/fail. Students in this clinical seminar will provide legal assistance, under the supervision of clinical faculty, to low-income tenants facing eviction in the New Haven Housing Court. Topics to be covered in discussions and class materials will include the substantive law of landlord-tenant relations, 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 (21228) 3 units. The construction, conveyancing, and financing of real estate are major aspects of the economy in the United States and are activities in which lawyers often are extensively involved. This course will cover legal aspects of land transactions, including mortgages and other means of real estate finance, mortgage insurance, the mortgage market, real estate broker agreements, real estate contracts of sale, construction agreements, the recording acts, title insurance, and Torrens Registration. 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

Law and Culture (21637) 2 or 3 units. Equity is the declaration that the legal process is bottomed on a value judgment. Law without equity, like an economic system without regulation, denies that such an addition to the process is necessary. Law in a constitutional democracy creates and regulates government and the corporation, the political and economic institutions whose interactions “creatively destroy” the social norms that define a culture. This course will be devoted to analyzing the legal process, attempting to describe its interaction with culture. Participants will develop papers and/or presentations about an aspect of the legal process of interest to them, analyzing its interaction with culture. Paper required. J.G. Deutsch

[The] Law and Economics of Corporate Control (21234) 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 on an examination, or a paper option with permission of the instructors. Self-scheduled examination or paper option. *Also MGT 664b.* 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 5-page essays responding to the papers being presented in the seminar. On off-weeks, students will read and discuss supplementary texts (suggested by our visitors) in preparation for the forthcoming visits of these scholars. Enrollment limited to eighteen. Paper option. A. Stone Sweet

[The] Law and Regulation of Banks and Other Financial Intermediaries (21171) 3 units. This course will begin with an overview of the business of banking and the role of financial intermediaries (investment banks, insurance companies), and historical, political, and economic perspectives on banking. The class will then discuss entry into the business of banking; the Dual Banking System; corporate governance of banks, activities restrictions, and limitations on investments; the regulation of deposit taking; safety and soundness regulation and prudential restriction on bank activities; consumer protection and lender liability; mutual funds; consumer protection and capital requirements; insurance and securities powers of banks and non-banks; affiliations between banks and

other companies; examination and enforcement issues; bank failure; and international banking. Particular attention will be paid to the ongoing financial crisis. Self-scheduled examination or paper option. J.R. Macey

***[The] Law and Regulation of Securities and Financial Markets (21065)** 3 units. This course will consider the regulation of the process of raising capital from investors in public offerings and private placements of such securities that is governed primarily by the Securities Act of 1933 (Securities Act). The course will also consider the regulation of trading and trading venues that is governed primarily by the Securities Exchange Act of 1934 (Exchange Act). Particular attention will be paid to stock market manipulation and insider trading, as well as to issues of market structure. The course will consider the nature and purpose of the legal obligations, particularly the obligations to make disclosure of “material” information that are assumed by participants in the securities markets in various contexts. The system of integrated disclosure, the definition and role “due diligence” by purchasers and sellers of securities, and various exemptions from the provisions of the rules also will be discussed. Emphasis will be given to the roles of the investors who buy securities and the companies that issue securities, and to the underwriters (investment bankers), lawyers, and accountants involved in the process. The course will consider the role of the Securities and Exchange Commission in regulating the capital markets and the participants in such markets. The ways that securities laws and regulations, including various provisions of the Securities Act and the Exchange Act, and the Sarbanes-Oxley Act of 2002, affect the corporate governance, strategic planning, and general business practices of U.S. companies also will be a topic of discussion. Self-scheduled examination or paper option. J.R. Macey

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. No Supervised Analytic Writing or Substantial Paper credit. Short papers will be required during the term. R.W. Brooks and C. Jolls

[The] Law of the Sea (21651) 2 units. This seminar will consider intensively some current problems concerning combating piracy; maritime boundary delimitation between adjacent or opposite states; procedures for determining the boundaries of outer continental shelves; rights and obligations of States not members of the U.N. Convention on the Law of the Sea; the Arctic and the controversy on whaling. Examination or paper option. W.M. Reisman and R. Wolfrum

Law of War: Humanitarian Law (21652) 2 units. This seminar will examine intensively the application of the *jus ad bellum* and the *jus in bello* in a number of subject areas: the relevance of Article 2(4) of the UN Charter; the right to self-defense; the role of regional organizations; international law applicable to air and missile warfare and in armed conflicts at sea, respectively; international humanitarian law in non-international conflicts; and direct participation in hostilities. In doing so the seminar will touch upon or deal with

the Kosovo conflict; the intervention in Iraq; the Gaza War; the conflict in Afghanistan, and the Congo conflict. Examination or paper option. W.M. Reisman and R. Wolfrum

Law, Politics, and Society in Latin America and the Caribbean (21620) 1 unit, credit/fail. This course will meet weekly at lunchtime for two hours to discuss current events in Latin America. Each student will be given responsibility for a particular country or region of Latin America and will report weekly on the important events in that country or region. Occasionally there will be guest speakers who are experts in Latin America to lead the discussion on that day's topic. 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 Latin America. Enrollment will be capped at twenty. S.B. Kauffman and T.M. Miguel

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 Profession: Traversing the Ethical Minefield (21638)** 3 units. Almost every course one takes in law school makes one better able to help clients fulfill their hopes and dreams. This course is designed to help students fulfill their own 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 class 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. L.J. Fox

***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, it is open to all and the class 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 Theory Colloquium (21639) 3 units. This course should be of interest to anyone considering becoming an academic. Students will be exposed to cutting-edge debates in legal theory, will learn to evaluate and criticize legal scholarship, and will have an opportunity to observe and participate in academic workshops. The Legal Theory Workshop convenes every other week. During the weeks when it convenes, students will be expected to attend the Legal Theory Workshop and participate in a lunchtime session with the speaker. During the weeks when no workshop is taking place, students will meet twice (Tuesday and Thursday) in order to read and discuss the papers to be presented in the next Legal Theory Workshop as well as background readings from the legal theory canon. Students will submit weekly reaction papers as well as a paper based on independent research at the end of the term. Enrollment in the fall colloquium is neither expected nor required. Paper required. Enrollment limited. Permission of the instructors required. Open only to J.D. students. H.K. Gerken, T.L. Meares, and S.J. Shapiro

Legislation (21227) 4 units. An introduction to the doctrines and theories of statutory interpretation, as well as to the organization and procedures of the legislature and theories of the legislative process. Topics will include the canons of statutory construction, the use of legislative history, the relationship of statutes to the common law, the implementation of statutes by administrative agencies, and the distinction between appropriations legislation and authorizing legislation. Self-scheduled examination. N. Parrillo

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). The 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: Community, Confinement, Labor, and Rights (21534) 1 unit, credit/fail. The Liman Workshop will focus on four concepts: community, confinement, labor, and rights. To do so, the class will use the detention and incarceration of individuals—both adult and juvenile—in Connecticut as a case study to understand the claims for incarceration and its impact on communities, human capital, safety, and justice. Connecticut offers a window into these issues because it is the home base of Yale Law School and has the highest incarceration rate in the nation for African-American men. The workshop will consider the legal, sociological, and political underpinnings, the role of state and federal courts, legislatures, and transnational rights' claims, in shaping the current situation and changing it. In addition to weekly discussions, students may have research or clinical opportunities for additional credit. Students who attended the 2009–2010 workshops—which focused on many issues within prison walls—are welcome and encouraged to return. Students who are pursuing other crime- or prison-related academic or clinical activities are also encouraged to participate. Workshop participants will explore emerging issues of theory and advocacy. Details will be announced during the fall term. J. Resnik and H.R. Metcalf

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.K. Gerken and K. Ainsworth

***Lowenstein International Human Rights Clinic (21152)** 3 units, credit/fail. Students will work on a variety of human rights projects, generally in support of human rights organizations' advocacy efforts. Projects and class sessions 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 law and principles and their application, instruction in and development of human rights research and writing skills, and opportunities for critical examination of human rights practice, including intense discussion of the issues that clinic projects raise. The clinic will have one or more student

directors. Enrollment limited to eighteen. Interested LL.M. students must consult with the instructor before enrolling. Permission of the instructor required. J.J. Silk

Media Freedom and Information Access Practicum (21627) 2 or 3 units, credit/fail for students in their first term, graded for students in their second term. Students in this practicum will work with attorneys on cases involving media freedoms and information access; they may also be required to write related research papers. Enrollment limited to ten. Permission of the instructors required. J.M. Balkin and D. Schulz

Medical Ethics and Law (21176) 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

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

Nonprofit Organizations Clinic (21056) 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 during the term. *Students who take the clinic for 2 units and who attend two professional responsibility sessions will satisfy the professional responsibility requirement. *Also MGT 695b*. J.G. Simon, L.N. Davis, and B.B. Lindsay

Political Theology (21640) 2 units. This seminar will explore the methodology and substance of a political theology of modernity, including its critique of liberal political theory. Readings will focus largely, although not exclusively, on several volumes of the instructor's recent work. Paper required. Enrollment limited to twelve. P.W. Kahn

Property (21409) 4 units. This course will consider property law as a set of doctrines that govern the control and use of resources. The class will begin by asking what it means to "own" things, and by considering the set of values that property law serves, or should serve (e.g., efficiency, community, fairness). Most of the time will be spent considering the conventional contours of private property regimes as applied to resources in land. The class will discuss how doctrines regarding forms of ownership, the rights of neighbors, and rules about voluntary transfers, landlord/tenant law, and takings mediate conflicts over resources between individuals and groups. In addition, there will be discussions of property regimes as applied to immaterial resources, environmental resources, and human bodies, and the class will address certain alternatives to private property, such as common property and public property regimes. Self-scheduled examination. A. Kapczynski

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 M.S. McGarry

Readings in Contemporary Labor Law Scholarship (21641) 2 units. This seminar will feature a sampling of recent scholarship (and some recent case law) on the legal regulation of union organizing and collective bargaining, and it will focus in particular on contemporary debates about "card check" recognition, corporate campaigns, employer neutrality agreements, and the Employee Free Choice Act. Paper required. Enrollment limited to twelve. Permission of the instructor required. M. Fischl

Reconstruction from the Right (21178) 2 or 3 units. Centering on the 1970s, an examination of changes in policy and society that moved the United States from the liberalism of the Kennedy-Johnson years to the conservatism of the Reagan era. Topics to be considered include the backlash against the women's and the civil rights movements; deregulation, tax, and economic policies; the rise of the religious right; the federalization of crime; the new immigration and regional migrations; the emergence of the personal computer, biotechnology, and reproductive technologies industries; and energy, environment, and globalization. Enrollment limited to eighteen, of which ten places are for Law students. *Also AMST 778b/HIST 778b/PLSC 814b.* M.J. Graetz and D.J. Kevles

Religion and the Constitution (21642) 2 units. This course will study the rights of religious liberty guaranteed by the First Amendment's Free Exercise and Establishment Clauses, along with related statutes. Enrollment limited to forty. Self-scheduled examination or paper option. J.M. Balkin

Representing Justice: Courts, Democracy, and Contestation (21643) 3 units. The relationship between courts, democracy, and representation is at the center of this course. The class will explore facets of ancient adjudication that were proto-democratic – forcing visibility, interaction, and some measure of constraint on governance as well as generating a tradition that law and justice be marked, as a public practice. The aims of the class include understanding how and why one remnant of the Renaissance – the personification Justice (seen in courts and cartoons) – continues to be legible as well as a site for contestation, while her sibling Virtues have dropped from sight.

This inquiry will consider how democracy changed adjudication as "rites" turned into "rights" – imposing requirements that governments provide "open and public" hearings and respect the independence of judges. Discussions will probe the relationships among courts, the press, and postal services as mechanisms for the dissemination of knowledge about government and for the shaping of public sphere(s) and popular cultural representations; therefore the class will engage a range of theorists such as Jeremy Bentham, Jürgen Habermas, Pierre Bourdieu, Nancy Fraser, and Jonathan Crary.

A third topic will be the radical import for courts of twentieth-century premises that "all persons" are entitled to equal treatment and dignity and to occupy all court roles – litigant, witness, lawyer, juror, judge, staff. That development in turn was both the result and cause for conflicts about the roles to be played by judges and adjudication, including

local disputes about the colors and shapes of faces and bodies offered up as iconic on courthouse walls.

If the project to the twentieth century was to open up courts, the questions for the twenty-first are what to do with all who seek redress. The result is a tension between practices of privatization and the history of when Bentham called “publicity” – the purposefully public faces of justice systems. As a consequence, myriad contemporary building projects, creating architecturally important courthouses, are at times disjunctive from the daily activities of courts, overwhelmed with problems of access, injustice, opacity, and the complexity of rendering judgments.

To understand the invention, visibility, and vulnerabilities of courts as they are known today will entail inquiries into reconceptualizations of persons, rights, courts, and governance, trans-temporally in local to national, regional, and transnational institutions. This enterprise is interdisciplinary, as the class reflects on the legibility of Justice as well as its contemporary counterpart, the monumental, purpose-built segregated space called a courthouse. This course will be taught in conjunction with the Yale University Art Gallery, whose collections relate to several segments of the class, including (1) representations of Justice and other Virtues from the sixteenth century through the twentieth; (2) representations of “Justice stories” from the Egyptian Maat through Last Judgment scenes, the once well-known story of the Blinding of Zaleucus, and Kongo Mnikisi figures; (3) documentation of courthouses, through photographers such as William Craft and Robert Adams. Some class sessions will take place at the Art Gallery and, during a segment of the class, the Art Gallery will provide displays of relevant materials in part of its fourth-floor study space. Papers (draft and final, not more than thirty pages, absent special additional credit) required. D.E. Curtis and J. Resnik

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. S.B. Kauffman and J.B. Nann

Responsibility in Law and Morals: Seminar (21644) 3 units. This limited enrollment course will focus on the classics in the theory of responsibility in both law and morality, focusing on the relationship between freedom and determinism, the distinction between acts and omissions, the relationship between responsibility and control, the normative significance of consequences, the relationship between blame and wrongdoing, and the role of these concepts in various legal institutions and practices. The class will have several guest speakers, and students will be required to write short response papers to the readings. This seminar will meet two times per week beginning in the first week of March. Paper required. Enrollment limited. J.L. Coleman

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 class 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. Enrollment limited to twenty. Permission of the instructor required. 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, and 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, when 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 in Corporate Law (21487-02) 1 unit, credit/fail. This course will include both lecture and discussion on methods and sources in corporate law, including securities law and criminal prosecutions of corporate fraud. Secondary sources will be emphasized, but basic finding-skills will also be addressed, including: case-finding, statutes-finding, locating legislative histories, and locating administrative materials. Online, print, and other resources will be considered throughout. Three guest speakers are scheduled: one who will present non-law business databases, another who will provide an introduction to reading a financial report, and a third guest (an Assistant U.S. Attorney and YLS alumnus) who will address the use of secondary sources in legal research generally, and with special attention to securities law and corporate fraud. S.B. Kauffman and M. Chisholm

Specialized Legal Research in Foreign and International Law (21487-01) 1 unit, credit/fail. This course will explore the major sources of international law, the law of some of the largest intergovernmental 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. Particular attention is paid to practical research issues and solutions. This course will meet weekly in the first half of the term. Minimum enrollment of five required. S.B. Kauffman, C. Tubbs, and T. Miguel

Supreme Court Advocacy (21262) 5 units (3 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 Writing 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 the instructors required. D.M. Kahan, L. Greenhouse, J. Meyer, A.J. Pincus, and C.A. Rothfeld

Taxation: Independent Research (21646) 2 or 3 units. The instructor will supervise students who wish to write papers about taxation. Credit hours depend upon the scope of the paper project. Enrollment limited to six. Y. Listokin

Theories of Statutory Interpretation: Seminar (21464) 2 or 3 units. This seminar will focus on recent theoretical and doctrinal work on matters of statutory interpretation. Authors will often present their own work; students in the seminar will research and write original papers of their own, under the instructor's supervision. Prerequisite: Legislation. Paper required. Enrollment limited to twelve. W.N. Eskridge, Jr.

Topics in Behavioral Law and Economics (21649) 2 units. This course will explore a range of issues at the intersection of law and human behavior, including people's conduct under risk and uncertainty; the commitment to fairness; social influences and peer pressure; adaptation; happiness; implicit bias; and judicial behavior. Some discussion will be devoted to the uses and limits of paternalism and to the ability of the legal system to accommodate and respond to what we know about human behavior. The course materials will consist of articles from the social science and legal literatures. Paper required. Supervised Analytic Writing or Substantial Paper credit available. Enrollment limited. C. Jolls

Transnational Development Clinic (21650) 6 units (3 fall, 3 spring), credit/fail, with a graded option. In this new yearlong clinic, students will work on a range of litigation and non-litigation projects designed to promote community-centered international development, with an emphasis on global poverty. Rather than focus on international development institutions, such as the World Bank or UN bodies, the clinic will work with community-based clients and client groups and provide them with legal advice, counseling, and representation in order to promote specific development projects. In addition, the clinic will focus on development projects that have a meaningful nexus to the United

States, in terms of client populations, litigation or advocacy forum, or applicable legal or regulatory framework. Projects will likely focus on some, but not all, of the following areas: remittances among immigrant workers in the United States; promotion of transnational worker networks; microfinance initiatives, either domestic or international; access to medicines litigation and policy; corporate accountability; and international trade policy. A seminar accompanying the fieldwork will provide readings and structured discussion to explore the relationships among law, development, and advocacy, with an emphasis on the role of the law and the lawyer in combating global poverty. The seminar will also serve as a site to interrogate prevailing and competing notions of development itself. In addition, the seminar will explore practice-based advocacy skills, including brief writing, oral advocacy, and policy advocacy; engage domestic and international law; and consider professional responsibility as applied to transnational development practice. Enrollment limited to six to eight. Permission of the instructors required. M.I. Ahmad and L.E. Fletcher

Treaties and Other International Agreements in International and National Law (21460) 2 units. The focus will be on the law of treaties and other international agreements from the perspective of international law and U.S. constitutional law. At that interface, the class will be especially concerned with the making of agreements and their incorporation; the termination of agreements; the effect of provisional application regimes; *Modus Vivendi* and unratified agreements. Scheduled examination or paper option. L. Brilmayer and W.M. Reisman

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. Permission of the instructors required. S. Wizner and J.L. Pottenger, Jr.

U.S. International Taxation (21100) 3 units. This course will cover the basic principles of U.S. international income taxation. The class will examine how the United States taxes both so-called (1) inbound transactions (income earned by foreign persons from investing and doing business in the United States), and (2) outbound transactions (income earned by U.S. persons from business activities and investments outside the United States). The principal focus of the course will be on how the United States taxes income earned by U.S. corporations from doing business outside the United States. Topics will include the foreign tax credit; the controlled foreign corporation rules; transfer pricing; and income tax treaties. The class will also consider international tax planning strategies currently used by U.S. multinational corporations and explore recently proposed changes to U.S. international tax law and policy. Prerequisite: Federal Income Taxation. Self-scheduled examination. J.M. Samuels

Veterans Legal Services Clinic (21630) 3 units, credit/fail, with a graded option. There are approximately 250,000 veterans currently residing in Connecticut, many with acute and unique legal needs related to their military service or return to civilian life. In this new clinic, students will represent Connecticut veterans in a range of litigation and non-litigation matters. Litigation matters are likely to include benefits, employment, housing,

health law, and reentry cases, before state, federal, and administrative courts. In addition, students will represent local and national organizations in nonlitigation matters relating to the legal needs of veterans, including regulatory and legislative reform efforts, media advocacy, strategic planning, and other matters. The clinic will make special efforts to assist vulnerable veteran populations and those least connected to existing service networks, such as women, recently returned, noncitizen, LGBT, and elderly veterans. Students in the first term of this clinic will have an opportunity to shape and develop the clinic docket and fieldwork. The seminar portion is a practice-oriented examination of advocacy on behalf of veterans and of social justice lawyering generally. Enrollment limited. Permission of the instructors required. M.J. Wishnie and M. Middleton

***Worker and Immigrant Rights Advocacy Clinic (21324) and Fieldwork (21540)** 2 units, credit/fail, with a graded option for each part (4 units total). Students will represent immigrants and low-wage workers in Connecticut in labor, immigration, trafficking, and other civil rights areas, through litigation for individuals and nonlitigation advocacy for community-based organizations. In litigation matters, students will handle cases at all stages of legal proceedings in Immigration Court, U.S. District Court, and other forums. The nonlitigation work will include representation of grassroots organizations in regulatory and legislative reform efforts, media advocacy, strategic planning, and other matters. The seminar portion is a practice-oriented examination of advocacy on behalf of workers and noncitizens and of social justice lawyering generally. The course will be a two-term offering (four credits each term). The clinic and fieldwork must be taken simultaneously in both terms. Enrollment limited. M.I. Ahmad, M.J. Wishnie, and S. Hazeldean

Work Law (21645) 3 units. For two decades, it has been commonplace for U.S. law schools to treat employment discrimination law, labor law, and individual employment law as separate subjects for teaching and study. But for those who practice labor and employment law, the boundaries that have defined this conventional division of the field are becoming increasingly porous, and as a result it is no longer possible, if indeed it ever was possible, to understand the constituent subjects in isolation from one another. This course is thus designed to treat the considerable overlap and interplay between and among the traditional subjects as a defining feature of the contemporary law of work, and it will proceed in four units: (1) an introductory unit that offers an historical account of the legal regulation of work in the United States; (2) a unit on workplace dispute resolution, with a “comparative institutions” approach that explores the mechanics as well as vices and virtues of the dispute resolution mechanisms dominating contemporary American work law (principally litigation, administrative law, and private arbitration in both union and nonunion settings); (3) a unit on workplace governance, which likewise features a “comparative institutions” approach, evaluating labor markets, human resource management, legislation, and union representation as contending forms of governance; (4) a final unit on “work law in an era of globalization,” which will explore a series of topics (including immigration, low-wage work, and work-family conflicts) that present particularly pressing challenges under contemporary law. Scheduled examination. M. Fischl

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 cosponsored 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 2009–2010 academic year follows:

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. Harvard Law Dean Martha Minow '79 gave the Cover Lecture in 2010 on “Confronting the Seduction of Choice: Law, Education, and American Pluralism.”

The *John Hart Ely Fellowship Lecture on Professional Responsibility* highlights research and teaching in the field of ethics and professional responsibility. This year, Stanford Law Professor Norman Spaulding gave the Ely Lecture, speaking about “Counseling Resistance to Law.”

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. The 2009–2010 Storrs Lecturer was Professor Nancy Fraser of the New School for Social Research, who lectured on “Marketization, Social Protection, Emancipation: Toward a Neo-Polanyian Conception of Capitalist Crisis” and “Predatory Protections, Tragic Tradeoffs, and Dangerous Liaisons: Dilemmas of Justice in the Context of Capitalist Crisis.”

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. Seattle University law professor Dean Spade spoke on the topic “Beyond Recognition.”

The *Judge Ralph K. Winter Lectureship on Corporate Law and Governance* supports lectures on corporate law and governance and related topics. Dartmouth finance professor Kenneth French discussed “Perspectives on Financial Regulation” in this year’s Winter Lecture.

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

The *Robert P. Anderson Memorial Lecture* provides a forum for distinguished judges to speak on matters of general importance to law and society.

The *Timothy B. Atkeson Environmental Practitioner in Residence Program* 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 *Ralph Gregory Elliot First Amendment Lectureship* provides for lectures on some aspect of the First Amendment to the U.S. Constitution.

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.

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

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 *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 *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 *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.

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.

The *Sherrill Lectureship* brings distinguished visitors with special expertise in problems of international law and international relations.

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 2009–2010 academic year were the Honorable Stephen G. Breyer, Associate Justice of the United States Supreme Court, who discussed “Making the Constitution Work: A Supreme Court Justice’s View”; U.S. Deputy Secretary of State James Steinberg ’78, who talked about “Law and Foreign Policy Challenges”; human rights activist and former South Africa Constitutional Court Justice Albie Sachs, who discussed “The Strange

Alchemy of Life and Law”; and renowned China law scholar, teacher, writer, and lawyer Jerome A. Cohen ’55, who delivered three lectures on “Law and Life in Asia.”

Other special guest lecturers included Marshall S. Huebner ’93 of Davis Polk & Wardwell LLP, speaking on “The AIG Rescue: A View from Inside,” and *Huffington Post* cofounder and editor-in-chief Arianna Huffington, who discussed “First Amendment Online Issues” as part of Yale Law School’s Liberty Tree First Amendment Online Colloquium.

In addition, many student organizations and Law School centers sponsored lectures and conferences throughout the academic year. The Supreme Court Advocacy Clinic and *The Yale Law Journal Online* sponsored a conference in Washington, D.C., on “Important Questions of Federal Law – Assessing the Supreme Court’s Case Selection Process.” The Knight Law and Media Program hosted a two-day conference on “Journalism and the New Media Ecology: Who Will Pay the Messengers?” The Robert L. Bernstein International Human Rights Fellowship Symposium explored “The Future of Development: Human Rights and International Aid Beyond the Economic Crisis.” And the *Yale Human Rights and Development Law Journal* and the Community Economic Development Clinic hosted a conference on “Developing Food Policy: U.S. & International Perspectives.”

Other notable conferences this year included the thirteenth annual Liman Colloquium, which examined prisons and those incarcerated; the sixteenth annual Rebellious Lawyering Conference, “Rabble? Meet Rouser”; *The Yale Journal of International Law*’s thirty-fifth anniversary conference on “Government Lawyering and International Law”; and the Information Society Project’s fourth annual Access to Knowledge Conference (A2K4).

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 affecting 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.

SPECIAL INITIATIVES

Yale Law School is shaped by the intellectual interests of its faculty and students. Those interests find expression not only in the 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 Latinoamérica de Teoría Constitucional y Política (SELA), a three-day seminar exploring the foundational ideas of constitutional democracy. SELA is cosponsored 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 Yale Center for Environmental Law and Policy, established in 1994 by Yale Law School and the Yale School of Forestry and 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 and 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 of 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, Ellickson, Hansmann, Jolls, Klevorick, Kronman, Listokin, Macey, Markovits, Mashaw, C. Priest, G. Priest, Romano, Rose, Rose-Ackerman, Schuck, Schwartz, and Winter. The center supports the *Journal of Law, Economics, and Organization*; a 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; and the relation between capitalism and the poor, and between capitalism and democracy. The center's codirectors are Professors George L. Priest and Susan Rose-Ackerman.

THE YALE LAW SCHOOL CENTER FOR THE STUDY OF 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 that 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. 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, Henry Hansmann, Christine Jolls, Alvin Klevorick, Anthony Kronman, John Langbein, Yair Listokin, Jonathan Macey, Daniel Markovits, Noah Messing, Robert Post, 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 of 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 United States. Its focus is on issues critical to China's ongoing reform process, especially judicial reform, criminal justice reform, administrative and regulatory reform, constitutional law, legal education, 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 workshops, colloquia, programs, and research and advocacy projects for current law students. In 2009–2010 the focus of the weekly workshop was on issues of incarceration. 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 2010–2011 awards, the Liman Program has supported 70 fellows at more than 60 public interest organizations.

Both fellows and current law students participate in workshops 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,” “Forty Years of Clinical Education at Yale: Generating Rights, Remedies, and Legal Services,” and “Imprisoned.”

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 Hope Metcalf.

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 knowledge and 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 2010, the center’s annual conference, the Robert L. Bernstein International Human Rights Fellowship Symposium, was “The Future of Development: Human Rights and International Aid Beyond the Economic Crisis.” The center also sponsored a student-organized series of panels, “Genocide, Mass Atrocity and the Law,” with support from the MacArthur Foundation International Justice Lecture Series program.

During 2009–2010, 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 “Immigrants’ Rights and the Obama Administration: Developments and Dangers,” “Child Soldiers, Justice, and the International Legal Imagination,” “Sexuality and Rights in the Middle East,” “Human Rights as Lived Experience: Mexican Migrants, the Roman Catholic Church and Languages of Dignity in New Haven,” “Palestinian Rights and Israeli Rule of Law,” and “Sexual Violence During War.”

The Schell Center also sponsored panels and talks at which human rights advocates and scholars, including a number of former Yale Law School students, addressed such topics as “Radical Evil on Trial... Again? Belated Justice for Argentina’s Disappeared,” “The Guantanamo Lawyers: Inside a Prison Outside the Law,” “Building a Just and Sustainable Haiti: How the U.S. and the World Can Help,” “Isolation or Engagement: The Role of Global Human Rights Organizations in Promoting Civil Society in Iran,” “Binational Strategies for Improving Human Rights,” and “Domestic Violence and International Law.” 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 a panel and photographic exhibition entitled “Congo/ Women—Portraits of War: The Democratic Republic of Congo,” “Bitter Harvest: Defending Communities in Nicaragua,” “Shedding Light on the Hermit Kingdom: Testimonies of a North Korean Spy,” and “Is International Health Aid as Efficient as It Could Be?”

The Schell Center administers several human rights fellowships.

The Robert L. Bernstein Fellowship in International Human Rights, inaugurated in 1997, funds recent Yale Law School graduates annually to engage in full-time human rights work for a year. In 2009–2010, Bernstein Fellows worked with Lawyers for Human Rights in Johannesburg to document the treatment of Zimbabwean refugees in South Africa; with the International Commission of Jurists in Geneva, Switzerland, conducting research within the ICJ’s Business, Human Rights Accountability Project; and with Human Rights Watch’s Health and Human Rights Program, researching human rights violations associated with HIV/AIDS and tuberculosis transmission and treatment in prisons in southern Africa.

The new Robina Foundation 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. The 2009–2010 Robina Fellows worked as a law clerk to the Chief Justice of the Constitutional Court of South Africa; as an intern in the office of the prosecutor at the International Criminal Court; and in Buenos Aires completing research for a book about Argentina’s trials of officials responsible for the crimes of that country’s “Dirty War.”

Each summer, the center provides students with travel grants for international human rights work. In 2009, Kirby Simon Summer Human Rights Fellowships allowed forty-one 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, Robina Foundation, and Tom and Andi Bernstein 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 director of the Schell Center is Professor Paul W. Kahn. The executive director is Professor James J. Silk. 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 2010–2011 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; an official TOEFL report, if English is not the applicant’s primary language; 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.htm.

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 Transfer Policy/Advanced Standing, in the chapter Admissions, Expenses, and Financial Aid. For additional information about requirements for joint-degree programs, see Joint Degrees, below.

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 the chapter Registration); 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. Students are strongly encouraged to begin their Supervised Analytic Writing

paper no later than the beginning of their penultimate term. Many faculty members require a two-term commitment for Supervised Analytic Writing papers and will not supervise students beginning papers in their last term.

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 below), 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 First Term, above).
2. Research and writing in a clinical program (see Writing Requirements, above, and Clinical Programs, below).
3. Research and writing in connection with seminars or courses.
4. Individual research and writing under faculty supervision (see Reading Groups and Supervised Reading and Research Programs, below).
5. Research and writing in connection with the Intensive Semester Research Program (see below).
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 Prizes, in the chapter Alumni and Endowment Funds).

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 more than a dozen main projects: (1) Capital Punishment, assisting members of the Capital Trial Unit of the Connecticut Public Defender Office in representing people facing the death penalty; (2) Criminal Defense, representing clients charged with felonies; (3) Domestic Violence, representing survivors of domestic violence in civil matters; (4) Education Adequacy, representing individuals and a coalition of Connecticut municipalities, boards of education, and nonprofits seeking to reform this state's school financing system; (5) 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; (6) Immigration, representing individuals seeking political asylum in the United States; (7) Landlord-Tenant, representing indigent tenants in eviction proceedings; (8) 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; (9) Legal Assistance, placing students in area legal services offices to represent the urban poor in civil matters; (10) Legal Services for Immigrant Communities, providing legal services to immigrants at an outreach site in New Haven; (11) Legislative Advocacy, representing clients seeking assistance in researching and drafting Connecticut legislation; (12) 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; (13) The Transnational Development Clinic works on a range of litigation and non-litigation projects that promote community-centered international development, with an emphasis on global poverty; (14) The Veterans Legal Services Clinic represents veterans currently residing in Connecticut with legal needs related to their military service or return to civilian life; and (15) Worker and Immigrant Rights Advocacy Clinic, representing immigrants and low-wage workers in Connecticut in labor, immigration, trafficking, and other civil rights areas.

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.

A number of other clinical programs give students direct experience in the practice of law in particular areas. For example, 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.

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 in the chapter Student Organizations and Journals. 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; Thomas Swan Barristers' Union; Morris Tyler Moot Court of Appeals; *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.

Because the study of law during the first term of law school is a difficult endeavor that requires near total concentration, students in their first term are strongly discouraged from working on law journals or participating in any activities other than their regular course work.

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.

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 may, however, 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 online at www.yale.edu/bulletin.

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 Writing Requirements, above).

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.

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 Accelerated Integrated J.D.-M.B.A. joint-degree program reduces the time taken to obtain both degrees to three academic years (six terms without a summer session). The program is available to prospective students applying simultaneously to the Law School and the School of Management, and to first-year Yale Law students. 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 and application instructions can be found at www.law.yale.edu/JDMBA.

A J.D.-M.B.A. joint-degree program, in which the J.D. and M.B.A. degrees are earned in four years, is also offered as an option. Students may apply to both the Law School and the School of Management simultaneously or to one school during their first year at the School of Management or their first or second year at the Law School 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 in early December for the Biological and Biomedical Sciences and the Departments of Economics, Epidemiology and Public Health, History, Political Science, Psychology, and Urban Education; and in early January for other departments.

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/cbl/jd_phd.htm.

LEAVES OF ABSENCE AND READMISSION, 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 Yale Health. The Law School reserves the right to place a student on a medical leave of absence when, on recommendation of the director of Yale Health or the chief of the Department of Mental Health and Counseling, 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 Yale Health 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 Yale Health and comply with the requirements set forth by the dean for 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 care, 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 in the chapter *Living at Yale*, 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.

U.S. MILITARY LEAVE READMISSIONS POLICY

Students who wish or need to interrupt their studies to perform U.S. military service are subject to a separate U.S. military leave readmissions policy. In the event a student withdraws or takes a leave of absence from Yale Law School to serve in the U.S. military, the student will be entitled to guaranteed readmission under the following conditions:

1. The student must have served in the U.S. Armed Forces for a period of more than thirty consecutive days;
2. The student must give advance written or verbal notice of such service to the dean or the dean's delegate. In providing the advance notice the student does not need to indicate whether he or she intends to return. This advance notice need not come directly from the student, but rather, can be made by an appropriate officer of the U.S. Armed Forces or official of the U.S. Department of Defense. Notice is not required if precluded by military necessity. In all cases, this notice requirement can be fulfilled at the time the student seeks readmission, by submitting an attestation that the student performed the service.
3. The student must not be away from the School to perform U.S. military service for a period exceeding five years (this includes all previous absences to perform U.S. military service but does not include any initial period of obligated service). If a student's time away from the School to perform U.S. military service exceeds five years because the student is unable to obtain release orders through no fault of the student or the student was ordered to or retained on active duty, the student should contact the dean or the dean's delegate to determine if the student remains eligible for guaranteed readmission.
4. The student must notify the School within three years of the end of his or her U.S. military service of his or her intention to return. However, a student who is

- hospitalized or recovering from an illness or injury incurred in or aggravated during the U.S. military service has up until two years after recovering from the illness or injury to notify the School of his or her intent to return.
5. The student cannot have received a dishonorable or bad conduct discharge or have been sentenced in a court-martial.

A student who meets all of these conditions will be readmitted for the next term, unless the student requests a later date of readmission. Any student who fails to meet one of these requirements may still be readmitted under the general readmission policy but is not guaranteed readmission.

Upon returning to the School, the student will resume his or her education without repeating completed course work for courses interrupted by U.S. military service. The student will have the same enrolled status last held and with the same academic standing. For the first academic year in which the student returns, the student will be charged the tuition and fees that would have been assessed for the academic year in which the student left the institution. Yale may charge up to the amount of tuition and fees other students are assessed, however, if veteran's education benefits will cover the difference between the amounts currently charged other students and the amount charged for the academic year in which the student left.

In the case of a student who is not prepared to resume his or her studies with the same academic status at the same point where the student left off or who will not be able to complete the program of study, the School will undertake reasonable efforts to help the student become prepared. If after reasonable efforts, the School determines that the student remains unprepared or will be unable to complete the program, or after the School determines that there are no reasonable efforts it can take, the School may deny the student readmission.

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 Yale 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 (12 units per term), which must include at least 18 units of regular course and seminar offerings (in the Law School or other schools in the University). These 18 units may include up to 6 units of individual writing 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. Participation in student-run programs, reading groups, journals, and

supervised reading may not count toward these 18 units, but may count toward the required 24 units. No uniform course of study is prescribed for LL.M. candidates.

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. Up to 6 units per year (or 8 units if a candidate takes a first-term ungraded course) may be taken credit/fail, with the consent of the instructor. Work taken credit/fail should be designated as such on the records of the registrar at the time of registration; it 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. If an extension is warranted, LL.M. work must be completed by December 1 of the year in which the student was to have graduated.

For information on admission procedures for the LL.M., please see the chapter Admissions, Expenses, and Financial Aid.

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

The Doctor of the Science of Law (J.S.D.) program is designed for LL.M. graduates of Yale Law School who intend to teach law and would like to pursue a research project promising 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 ordinarily be completed within five years from the date of J.S.D. admission. Extensions may be granted with the approval of the dissertation supervisor.

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 The Office of International Students and Scholars, and International Center for Yale Students and Scholars, in the chapter Living at Yale, for information about international students at Yale.

For information on admission procedures for the J.S.D. program, please see the chapter Admissions, Expenses, and Financial Aid.

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

The Law School has established the Master of Studies in Law (M.S.L.) 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 doctorates who have research or teaching objectives in mind, or mid-career 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 First Term, in the chapter Academic Requirements and Options). First-term small groups are open only with the approval of the instructor. The M.S.L. candidate may substitute an elective for one of the first-term courses. 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. Typically no more than 6 units of credit for courses outside the Law School can be counted toward the degree. 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. If an extension is warranted, M.S.L. work must be completed by December 1 of the year in which the student was to have graduated.

For information on admission procedures for the M.S.L. program, please see the chapter Admissions, Expenses, and Financial Aid.

Registration

All new J.D. students and all graduate students are required to register in person on August 26, 2010, at the Law School.

All returning J.D. students are required to register in person on August 31, 2010, at the Law School. Students may not register for their penultimate term unless they have completed one of the two writing requirements (see Writing Requirements, in the chapter Academic Requirements and Options).

All students must register in person for the spring term on January 24, 2011.

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

All J.D. students, except first-term students, and all graduate students may sample courses and rearrange course selections for a period of time following registration, as specified by the registrar for each term. 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 2010 the deadline for adding or dropping such a course will be Friday, December 17; in spring 2011 the deadline will be Friday, April 29. 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 2010, requests for rescheduled examinations must be made between December 10 and 17; in spring 2011, between April 25 and 29.

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 instructor 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 2011, 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 2011.
3. Arrange for the submission of transcripts of undergraduate and graduate schools attended to the Law School Admission Council (LSAC) for the Law School Credential Assembly Service (CAS). 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 CAS 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 CAS subscription. The application must be submitted by February 15, 2011. 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 a CAS 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 www.lsac.org 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 Office of Admissions 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 CAS and the LSAT, may be obtained directly from the Law School Admission Council (LSAC), online at www.lsac.org; Box 2000, 662 Penn Street, 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, a CAS report, law school transcripts, and at least two letters of recommendation from law school professors. CAS 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, a CAS report, a law school transcript, two letters of recommendation from law school professors, and a cover letter explaining the applicant's reason for visiting. CAS 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 \$25,375 per term, including mandatory fees. The total yearly bill is \$50,750, 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 (refer to admissions for the degree of Juris Doctor in the chapter Admissions, Expenses, and Financial Aid) 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 percent 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 percent point has earned 100 percent of the Title IV funds. In 2010–2011, the last days for refunding Federal Student Aid funds will be November 7, 2010, in the fall term and April 6, 2011, 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 percent of tuition will be rebated for withdrawals that occur on or before the end of the first 10 percent of the term (September 11, 2010, in the fall term and February 3, 2011, in the spring term).
 - b. A rebate of one-half (50 percent) of tuition will be granted for withdrawals that occur after the first 10 percent but on or before the last day of the first quarter of the term (September 29, 2010, in the fall term and February 19, 2011, in the spring term).
 - c. A rebate of one-quarter (25 percent) of tuition will be granted for withdrawals that occur after the first quarter of a term but on or before the day of midterm (October 27, 2010, in the fall term and March 27, 2011, 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 Federal Unsubsidized Direct Loans, if any; then to Federal Subsidized Direct Loans, if any; then to Federal Perkins Loans; Federal Direct Graduate PLUS Loans; next to any other federal or state, private or institutional scholarships and loans; and finally, any remaining balance to the student.
 5. Recipients of federal and/or institutional loans who withdraw are required to have an exit interview before leaving Yale. Students leaving Yale receive an exit packet from Student Financial Services with 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, below.

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 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 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 at their official Yale e-mail addresses and to all student-designated authorized payers. It is imperative that all students 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 late fees of \$125 per month (up to a total of \$375 per term) 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. 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 \$125 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 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 18. 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 2010–2011 is \$19,700. Individual cases may, of course, vary from these estimates, but all financial aid need determinations are based on these averages.

Among the goals of the aid policy are allocating 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 2010–2011 students are expected to meet \$37,500–\$39,500 (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 2009, the Law School provided fellowships for 161 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 2010, students are eligible to receive up to \$6,000 through SPIF.

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 \$27 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 2010), 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 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 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 15, 2010:
 - (a) a completed application form from Yale Law School along with required additional materials;
 - (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 academic and professional qualifications of the applicant (letters must be in English or accompanied by an English translation);

3. Take the Test of English as a Foreign Language (TOEFL), administered at centers throughout the world by the Educational Testing Service, no later than November 1, 2010, unless the applicant's secondary (high school) education was completed in the United States, U.K., Australia, New Zealand, Ireland, or Canada (in English medium of instruction schools). Applicants who have at least a four-year degree from the United States or the countries listed above may request a waiver of the TOEFL. The admissions committee looks for a minimum score of 600 on the paper-based TOEFL or 100 on the iBT TOEFL.
4. Pay a nonrefundable application fee of \$75 or submit a request for waiver of the fee, stating the reason(s) why payment would pose a financial hardship.

Application forms may be accessed and submitted online or downloaded from the Web site at www.law.yale.edu/admissions. Early filing is recommended. All LL.M. admission decisions are announced in mid-March.

A J.S.D. applicant must:

1. Show promise of superior scholarship. 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 ordinarily 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 three committee members who are willing to serve as supervisor and readers. The committee should be composed of at least two members of the Yale Law School faculty, one of whom must be the chair;
 - (d) letters of recommendation from two members of the Yale Law School faculty;
 - (e) a writing sample, which would ordinarily be a paper written as an LL.M. student.

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 23, 2011. All J.S.D. admission decisions are typically announced in late April.

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 Financing Law School, above). Tuition for resident J.S.D. candidates will be announced at a later date online. To be maintained on Law School records, nonresident J.S.D. candidates are charged a \$175 fee per term. An additional fee of \$175 will be charged upon approval of a dissertation.

Grants and loan funds for 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 and research 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 a doctoral degree or be a doctoral candidate in a field other than law, unless the applicant is a working journalist. Journalists must 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).

The letter of application, supporting materials, and the nonrefundable 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, January 10, 2011. All M.S.L. admissions decisions are made and announced in March.

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 the black community.

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 nonprofit organization that funds innovative public interest law projects around the country. Founded in 1981, it currently distributes two to four grants each year. Students raise money for the organization by planning various social events for the Law School community; then, each spring, students evaluate and discuss legal fellowship proposals submitted by young attorneys and select which of these projects to fund.

The *Iraqi Refugee Assistance Project* (IRAP) is a student-run organization that organizes legal advocacy on behalf of Iraqi refugees abroad trying to resettle in safe third countries. IRAP also conducts policy research into the refugee resettlement process, and provides nonfinancial direct services (such as help with school enrollment and snow) to resettled Iraqi refugees in New Haven.

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.

The *Native American Law Students Association* works to advance and/or advocate for legal issues, cultural issues, and subject matter affecting Native Americans, Alaska Natives, Native Hawaiians, and American Indian Nations.

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 and their friends. 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.law.yale.edu/outlaws.

The OWLS, or Older Wiser Law Students, 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 those who 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) promotes diversity in education and student life at Yale Law School. The organization supports the interests of students of PANA descent and raises awareness of challenges facing minorities in the law. PANA organizes academic, professional, social, cultural, and service activities to build community among its members and to create a more diverse educational environment.

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 schoolwide mock trial competition. Students acting in pairs conduct opening statements, closing arguments, and direct and cross-examinations at trial. Federal and state judges, as well as practicing attorneys, preside over the trials. Barristers' Union also sponsors the trial advocacy team, which competes in national mock trial competitions against other law schools.

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.

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.

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.

The *Women of Color Collective* (WoCC) is a student organization dedicated to supporting the professional, academic, and social growth of women of color at the Law School. Throughout the year, WoCC organizes career panels, hosts monthly social dinners, and promotes dialogue around the unique experiences and challenges faced by women of color in the law.

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 medically related bankruptcy to access to experimental therapy. 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 in print along with rolling online content, YJIL serves as a forum for the analysis of contemporary problems within the fields of international, transnational, and comparative law. YJIL also seeks to foster a community dedicated to the study and practice of international law at Yale Law School and welcomes all students with an interest in international affairs. YJIL's Web site is www.yjil.org.

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 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 academic and informal pieces on a wide range of issues at the intersection of law and policy, including affirmative action, election reform, climate change, corporate governance, immigration, education policy, and the war on terrorism. YLPR welcomes contributions by professors, practitioners, and students. YLPR's Web site is <http://yalelawandpolicy.org>.

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, book reviews, features, and student notes and comments on a broad range of legal topics. In addition, the journal publishes an online

companion magazine, *The Yale Journal Online*, and regularly cohosts 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 competitive 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 include raising awareness of practices that threaten that dignity, engaging in thoughtful debate, and supporting 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 several 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 (YLW) provides a forum for discussion of issues and concerns that women share with regard to teaching, classroom atmosphere, curriculum, and the outside legal community. To this end, YLW cultivates debate and discussion of issues pertaining to women and gender broadly defined; promotes speech and action by YLW members on issues of import to women; devotes resources to student support and professional development; recognizes and fosters outstanding achievement; and advocates in service of women's interests in society.

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.

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.

Upon graduation, virtually all Yale Law students have accepted employment. These jobs include prestigious judicial clerkships, positions with private law firms or government agencies, and national and international public interest fellowships.

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 2009 accepted employment in twenty-seven different states.

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 2010 and partial repayment for many alumni earning above that amount. See Career Options Assistance Program, in the chapter Admissions, Expenses, and Financial Aid, 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 250,000-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, most with dual degrees in law and library science, 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 Apartments 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 2010–2011 are available as of April 1 online and can be submitted directly from the Web site (www.yale.edu/gradhousing/incoming/application.html). 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 Yale Off-Campus Housing Service is available to the Yale community. A new system has been designed to allow incoming affiliates to the University access to the online database by visiting the Web site at www.yale.edu/offcampushousing. The use of your University NetID allows you immediate access to search the listings. Those who do not have their NetID can set themselves up as a guest by following the simple instructions. For answers to questions, please e-mail ofc@yale.edu or call 203.432.9756.

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.

Information Technology

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.

All students are assigned a Network ID (NetID) that enables access to Yale resources. To stay connected for research, learning, and collaboration, the Law School community uses YLS: Inside, the Law School's intranet and learning management system. For more information, visit <https://inside.law.yale.edu>.

Yale Law School Information Technology Services assists students with questions and concerns about computer hardware and software. For more information visit 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 the chapter Lecture Programs and Other Academic Opportunities). 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 “International Framework: Yale’s Agenda for 2009 to 2012,” which is available online at www.world.yale.edu/framework/index.html.

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. See 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 description 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. See description in this bulletin and 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. See www.ycsg.yale.edu.

The Yale World Fellows Program hosts fifteen 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. See 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. See 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)* newspaper 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.

Founded in 1832, when patriot-artist John Trumbull donated more than 100 of his paintings to Yale College, the Yale University Art Gallery is the oldest college art museum in the United States. Today the gallery's encyclopedic collection numbers more than 185,000 objects ranging in date from ancient times to the present day. These holdings comprise a world-renowned collection of American paintings and decorative arts; outstanding collections of Greek and Roman art, including the artifacts excavated at the ancient Roman city of Dura-Europos; the Jarves, Griggs, and Rabinowitz collections of early Italian paintings; European, Asian, and African art from diverse cultures, including the recently acquired Charles B. Benenson Collection of African art; art of the ancient Americas; the Société Anonyme Collection of early-twentieth-century European and American art; and Impressionist, modern, and contemporary works. The gallery is currently embarking on the next phase of its expansion project, which includes the renovation of the Swartwout building and Street Hall, the two historic structures adjacent to the recently renovated Kahn building. The gallery is both a collecting and an educational institution, and all activities are aimed at providing an invaluable resource and experience for Yale faculty, staff, and students, as well as for the general public. Learn more from the gallery's Web site: <http://artgallery.yale.edu>.

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. In addition to recitals by graduate and faculty performers, the School of Music presents the Yale Philharmonia, the Chamber Music Society at Yale, the Duke Ellington Jazz Series, the Horowitz Piano Series, New Music New Haven, Yale Opera, and concerts at the Yale Collection of Musical Instruments. Undergraduate organizations include the Yale Concert and Jazz bands, the Yale Glee Club, the Yale Symphony Orchestra, and numerous other singing and instrumental groups. The Department of Music sponsors the Yale Collegium, productions of new music and opera, and undergraduate recitals. The Institute of Sacred Music presents 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, 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 Center, 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, a small meeting room, a music practice room, a family playroom, and an ITS computer lab with printer and copier. The McDougal Center is open weekdays, weeknights, and weekends during the academic year, with reduced hours during recesses and summer. 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, 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 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 fourth week of June through Labor Day. 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, ultimate, 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

The new Yale Health Center opens on campus at 55 Lock Street in late summer 2010 (until then, services will be provided at the 17 Hillhouse Avenue location). The center is home to Yale Health, a not-for-profit, physician-led health coverage option that 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 acute care clinic, and specialty services such as allergy, dermatology, orthopedics, and a travel clinic. Yale Health coordinates and provides payment for the services provided at the Yale Health Center, as well as for emergency treatment, off-site specialty services, inpatient hospital care, and other ancillary services. Yale Health's services are detailed in the *Yale Health Student Handbook*, available through the Yale Health Member Services Department, 203.432.0246, or online at www.yale.edu/yhsp.

ELIGIBILITY FOR SERVICES

All full-time Yale degree-candidate students who are paying at least half tuition are enrolled automatically for Yale Health (YH) Basic Coverage. YH 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 Acute Care.

Students on leave of absence or on extended study and paying less than half tuition are not eligible for YH Basic Coverage but may enroll in YH Student Affiliate Coverage. Students enrolled in the Division of Special Registration as nondegree special students or visiting scholars are not eligible for YH Basic Coverage but may enroll in the YH 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 YH 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 YH Member Services Department. Enrollment applications for the YH Student Affiliate Coverage, Billed Associates Plan, or Fee-for-Service Program are available from the YH Member Services Department.

All students who purchase YH Hospitalization/Specialty Coverage (see below) are welcome to use specialty and ancillary services at Yale Health Center. Upon referral, YH will cover the cost of specialty and ancillary services for these students. Students with an alternate insurance plan should seek specialty services from a provider who accepts their alternate insurance.

HEALTH COVERAGE ENROLLMENT

The University also requires all students eligible for YH Basic Coverage to have adequate hospital insurance coverage. Students may choose YH 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.

YH Hospitalization/Specialty Coverage For a detailed explanation of this plan, see the *Yale Health 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 YH 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, YH 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 YH Hospitalization/Specialty Coverage Students are permitted to waive YH 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 YH Member Services Department. Students are encouraged to review their present coverage and compare its benefits to those available under YH. 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 YH Hospitalization/Specialty Coverage but later wish to be covered must complete and send a form voiding their waiver to the YH 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. YH premiums will not be prorated.

YH Student Two-Person and Family Plans A student may enroll his or her lawfully married spouse or civil union 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 YH Basic Coverage and YH Hospitalization/Specialty Coverage. YH Prescription Plus Coverage may be added at an additional cost. Coverage is not automatic and enrollment is by application. Applications are available from the YH Member Services Department or can be downloaded from the YH 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.

YH 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 YH Student Affiliate Coverage, which includes services described in both YH Basic and YH Hospitalization/Specialty Coverage. Prescription Plus Coverage may also be added for an additional cost. Applications are available from the YH Member Services Department or can be downloaded from the YH 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.

YH Prescription Plus Coverage This plan has been designed for Yale students who purchase YH Hospitalization/Specialty Coverage and student dependents who are enrolled in either the Two-Person Plan, the Student Family Plan, or Student Affiliate Coverage. YH Prescription Plus Coverage provides protection for some types of medical expenses not covered under YH 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 *Yale Health 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 YH Hospitalization/Specialty Coverage and/or YH Prescription Plus Coverage. The student will not be eligible for any YH benefits, and the student's YH 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 YH 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 YH Student Affiliate Coverage.

Leaves of absence Students who are granted a leave of absence are eligible to purchase YH Student Affiliate Coverage during the term(s) of the leave. If the leave occurs during the term, YH Hospitalization/Specialty Coverage will end on the date the leave is granted and students may enroll in YH 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 YH Hospitalization/Specialty Coverage will be applied toward the cost of Affiliate Coverage. Coverage is not automatic and enrollment forms are available at the YH Member Services Department or can be downloaded from the YH 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 YH Hospitalization/Specialty Coverage and YH

Prescription Plus Coverage. They may purchase YH Student Affiliate Coverage during the term(s) of extended study. This plan includes services described in both YH Basic and YH Hospitalization/Specialty Coverage. Coverage is not automatic and enrollment forms are available at the YH Member Services Department or can be downloaded from the YH 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 Yale Health, please refer to the *Yale Health Student Handbook*, available from the YH Member Services Department, 203.432.0246, 55 Lock Street, 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, 2010. 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 Yale Health 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 4. 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 at 35 Broadway (rear entrance), Room 222. Office hours are Monday through Friday, 8:30 a.m. to 4:30 p.m. Voice callers may reach staff at 203.432.2324; fax 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, postdoctoral associates, 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 local hosts for international students and as English conversation partners. Interested individuals should contact OISS at 203.432.2305.

OISS maintains an extensive Web site (www.yale.edu/oiss) 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. 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 the Office of International Students and Scholars (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, call 203.432.2305 or visit the center at 421 Temple Street.

Law School Students

DEGREES CONFERRED

Juris Doctor, September 26, 2009

Seun Ayobami Adebisi
Stephanie Oluchukwu Akpa
Mary Frances Christensen
Brian C. Deese
Clark S. Gard
Ria L. Letren
Jennifer S. Roberts
Laquesha Shantelle Sanders
Robynn Kimberly Sturm
Lindsey Ohlsson Worth

Master of Laws, September 26, 2009

Yifat Bitton
Enrique Pasquel
Eunjung Suk

Doctor of the Science of Law, September 26, 2009

Simone M. Sepe

Juris Doctor, December 12, 2009

Ravi M. Gupta

Master of Laws, December 12, 2009

Akihiko Nakagawa

Doctor of the Science of Law, December 12, 2009

Wesley MacNeil Oliver

Juris Doctor, February 20, 2010

Patrick Stephen Kabat
Ashley Ridgway Leonczyk
Sue Meng
Emily Jane Oldshue
Connor Nathaniel Raso

Juris Doctor, April 10, 2010

David Isaac Rabinowitz
Joshua Alexander Rolnick
Therese McCabe Wales

Master of Laws, April 10, 2010

Ursula Zavala

Juris Doctor, June 2, 2010

Mary Patricia Adkins
Kaitlin Monahan Ainsworth
Michael Thad Allen
Scott Richard Anderson
Amanda Lindsay Andrade
Yaw Asare Anim
Franklin Edwin Ard
Christina Pui Asavareungchai
Shahar Azoulay
Ava Vedanta Baker
Laurie Michelle Ball
Matthew James Barbabella
Ady Barkan
Deanna Elizabeth Barkett
Henry Allan Barkhausen
Brian Wesley Barnes
Paul Timothy Beaton
Samuel Kryzan Berger
Anya Bernstein
Tal Bialostocki
Sadie Rose Blanchard Bridgford
Jedediah Grant Brinton
Erin Louise Brooks
Kate Emily Brubacher
Elizabeth Claire Bullock
Jorge Xavier Camacho
Courtney Adele Carrell
Stephanie Young-Ae Cha
Lauren Christine Chamblee
Connie Kay Chan
Jennifer Marie Chang
David Hsiaojin Chao
Paul Michael Clark
Christine Clarke
Kathleen Elisabeth Claussen
Jonathan Lee Cochran
Justin Michael Collings
William Claude Collins III
Anjali Sudhir Dalal
Karl Thomas Dannenbaum

Livia Karlson DeMarchis
 David Joseph Diamond
 Sara Mireille Edelstein
 Caroline Campbell Edsall
 Nwamaka Genevieve Ejebe
 Jacqueline J. Esai
 John D. Esterhay
 Adam Judd Farbiarz
 Russell W. Farr
 Vikram Fielding-Singh
 Brian Clifton Finucane
 Sarah E. Fortt
 Dov Fox
 Brian René Frazelle
 Rebecca Clair Freeland
 Terra Linden Gearheart-Serna
 Lauren Britz Gerber
 Kristen Mary George Ghattas
 Rory Alexander Profit Gillis
 Jeremy Golubcow-Teglass
 Andrew Christopher Gomez
 Marcie N. Graham
 Kathleen Gretchen Greene
 Christopher Lee Griffin, Jr.
 Adam Anderson Grogg
 Karen F. Grohman
 Benjamin Rush Gross
 Caroline Amy Gross
 Brendan Michael Groves
 Daniel G. Habib
 Abeba Emnetu Habtemariam
 Seunghee Ham
 Jennie Soon-My Han
 Scott Andrew Hartman
 Mark Howard Hatch-Miller
 Robert James Heberle
 Timothy James Heggem
 Rebecca Melissa Heller
 Bret Douglas Hembd
 Natalie M. Henderson
 Emily Rowena Holness
 Julie Erin Holt
 Ari Benjamin Asher Holtzblatt
 Alan Michael Hurst
 Elisha Nicole Jackson

Suneela Jain
 Benjamin Bryant Johnson
 Jonathan Max Justl
 David Michael Kaden
 Jeffrey Sterling Kahn
 Margot Einan Kaminski
 Alex Oliver Kardon
 Jennifer Michelle Keighley
 Mishele Kieffer
 Maren Elise Klawiter
 Benjamin David Klein
 Jacob A. Kling
 Craig J. Konnoth
 Rebecca Liane Krauss
 Karen Jennifer Kudelko
 Dror Ladin
 Nadia Claire Solway Lambek
 Songe LaRon
 DeLisa Lynn Lay
 Christopher Ratcliffe Le Coney
 Jeffrey Kwong Lee
 William Ranney Levi
 Mirra Alexandra Orcutt Levitt
 James Alan Ligtenberg
 Jacob Thomas Lillywhite
 Benjamin Alan Lindy
 Jaclyn Amy Link
 Bradley Scott Lipton
 Tomas Lopez
 John Jacob Lucchi
 Erin Jessica Macdonald
 Grant Bellows Martinez
 Martin Roman Martos, II
 Peter John McElligott
 Sabria Alexandra McElroy
 Stephen Edward McKeown
 Lucas Ligon Mills
 David Michael Morrell
 Elliot D. Morrison
 Lauren Elizabeth Morse
 John Frederick Muller
 Daniel Erik Mullkoff
 Ana Isabel Muñoz
 Lindsay Cotten Nash
 Alexandra Clare Orme

Joseph Aaron Pace
 Carol Yuan Chi Pang
 Christina Nicole Parajon
 Lauren Prinz Pardee
 Jennifer Ricki Pavane
 Matthew Todd Pearl
 Nicholas Keller Pedersen
 David Antonio Perez
 Sergio Perez
 Avi Mordechai Perry
 Rebekah Sue Perry
 Elizabeth Anne Phelps
 Levi Isaac Pinsky
 Leslie V. Pope
 Megan Quattlebaum
 Douglas Bryan Rand
 Erika Maki Rasch
 Amelia Olga Rawls
 Elizabeth Pesses Retersdorf
 María Alejandra Rodríguez Terry
 Jonathan Douglas Ross-Harrington
 Basha Frost Rubin
 Eric Sandberg-Zakian
 Nina Rachel Sassoon
 Aaron William Scherzer
 Jessica Emily Schumer
 Justin Jon Schwab
 Michael Rolf Seringhaus
 Mark Harold Shawhan
 Gladriel Desiree Shobe
 Robert Kenneth Silverman
 David Hunter Smith
 Avi Justin Springer
 Emily Anne Stirba
 Thomas Patrick Stutsman
 Trevor Christensen Sutton
 Nabiha Binte Syed
 Janice Le Ta
 Benjamin Philip Taibleson
 Alexander William Tausanovitch
 Jennifer Rae Taylor
 Jeffrey Michael Tebbs
 Elina Tetelbaum
 Luke Paul Thara
 Elizabeth M. Tulis

Marisa Bronwyn Van Saanen
 Anna Vinnik
 Erin Brantley Webb
 Winthrop Alexander Blauvelt Wells
 Jonah Andrew White
 Daniel Jacob Winnick
 Jason M. Wittlin-Cohen
 Adrienna Wong
 Alexander Wu
 Kevin Jon Zaragoza
 Justin Scott Zaremby
 Aaron Simcha Jon Zelinsky
 David Zhou

Master of Laws, June 2, 2010

Jennifer Katherine Bond
 Gregor Christandl
 James Edward Fowkes
 Florian Grisel
 Michaela Hailbronner
 Ines Jaureguiberry
 Madhav Khosla
 Hugo David Leith
 Marcelo Rangel Lennertz
 Gwendolyn M. McKee
 Noa J. Mishor
 Gunnar Nordén
 Mehrdad Payandeh
 Shitong Qiao
 Kalyani Ramnath
 Anastasia Sotiropoulou
 Isaias Yemane Tesfalidet
 Lei Tian
 Leslie-Anne Wood

**Doctor of the Science of Law,
 June 2, 2010**

Chie Kojima

SUMMARY OF ENROLLMENT, 2009–2010

Juris Doctor Candidates		Doctor of the Science of Law	18
Class of 2010	195	Master of Laws	23
Class of 2011	194	Master of Studies in Law	1
Class of 2012	213	Visiting Researchers	9
Joint Degree	18	Visiting Student	1
<i>Total Juris Doctor</i>	<i>620</i>	<i>Total enrollment</i>	<i>672</i>

INSTITUTIONS REPRESENTED

One student from each institution unless otherwise indicated

Albert-Ludwigs-Universität Freiburg [Germany] (2)	Claremont McKenna College
Albion College	Colgate University (2)
American University (5)	College of the Holy Cross
American University of Beirut [Lebanon]	Colorado College
Amherst University (4)	Columbia University (22)
Aristoteleio Panepistimio Thessalonikis [Greece]	Columbia University [Barnard College]
Arizona State University (5)	Concordia University [Canada]
Arkansas State University	Cornell University (10)
Athinisin Ethnikon Kai Kapodistriakon Panepistimion [Greece]	Creighton University
Baylor University	Dartmouth College (15)
Biola University	Dickinson College
Birmingham-Southern College	Duke University (14)
Bob Jones University	East China University of Political Science and Law [People's Republic of China]
Boston College (2)	Emory University (3)
Bowdoin College	Fordham University (4)
Brandeis University (2)	Fudan University [People's Republic of China]
Brigham Young University (5)	George Washington University (2)
Brown University (21)	Georgetown University (7)
Bryn Mawr College (2)	Gettysburg College
California State University	Gonzaga University
Calvin College	Gordon College
Carleton College	Grinnell College
Carnegie Mellon University	Hampton University
Chulalongkorn University [Thailand]	Harvard University (76)
City University of New York [Bernard Baruch College]	Harvey Mudd College
City University of New York [City College]	Hebrew University of Jerusalem [Israel]
City University of New York [Herbert Lehman College]	Heinrich-Heine-Universität Düsseldorf [Germany]
	Hillsdale College
	Howard University (2)
	Indiana University (2)

- Institut d'Etudes Politiques de Paris
[France]
- Johns Hopkins University (6)
- Kalamazoo College
- Kyoto University [Japan]
- Leopold-Franzens Universität Innsbruck
[Austria]
- London School of Economics and
Political Science [United Kingdom]
- Louisiana State University (2)
- Loyola College [Maryland]
- Loyola Marymount University
- Loyola University [Illinois]
- Massachusetts Institute of Technology
- McGill University [Canada] (2)
- Middlebury College (3)
- Millsaps College
- Minnesota State University
- Montclair State College
- Morehouse College
- Morgan State University
- Mount Holyoke College (2)
- Nanjing University [People's Republic of
China]
- National Law School of India University
[India] (2)
- National Taiwan University [Taiwan] (2)
- National University of Ireland [Ireland]
- New York University (7)
- Northwestern University (8)
- Oberlin College (2)
- Ohio State University
- Peking University [People's Republic of
China]
- Pennsylvania State University
- Pepperdine University
- Pomona College (3)
- Pontificia Universidad Católica de Chile
[Chile]
- Pontificia Universidade Católica do Rio
de Janeiro [Brazil]
- Princeton University (27)
- Rice University (2)
- Rutgers, State University of New Jersey
(2)
- Saint John's University [New York]
- Sarah Lawrence College (2)
- Scripps College
- Seattle University
- Smith College
- Sookmyung Women's University
[Republic of Korea]
- Spelman College
- Stanford University (35)
- State University of New York at Buffalo
- Swarthmore College (7)
- Taylor University
- Tel Aviv University [Israel] (2)
- Touro College
- Trinity Christian College
- Trinity University [Texas]
- United States Naval Academy
- Universidad Católica de Córdoba
[Argentina]
- Universidad Complutense de Madrid
[Spain]
- Universidad de los Andes [Colombia]
- Universidad Nacional de La Plata
[Argentina]
- Universidad Panamericana [Mexico]
- Universidade de Lisboa [Portugal]
- Universidade de São Paulo [Brazil]
- Universidade Federal do Rio Grande do
Sul [Brazil]
- Università Cattolica del Sacro Cuore
[Italy]
- University of Alabama
- University of Alberta [Canada]
- University of Arkansas
- University of Asmara [Eritrea]
- University of Calgary [Canada]
- University of California at Berkeley (12)
- University of California at Irvine
- University of California at Los Angeles
(9)
- University of California at Santa Barbara
- University of Cambridge [United
Kingdom] (2)
- University of Cape Town [South Africa]
- University of Chicago (12)

University of Colorado	University of the Philippines
University of Connecticut	[Philippines]
University of Denver	University of Tokyo [Japan]
University of Florida (4)	University of Toronto [Canada] (2)
University of Georgia (3)	University of Tulsa
University of Iowa (2)	University of Virginia (3)
University of Kansas (2)	University of Washington (3)
University of Mary Washington (2)	University of Western Australia
University of Maryland (2)	[Australia]
University of Massachusetts	University of Wisconsin at Eau Claire
University of Miami (2)	University of Wisconsin at Madison (3)
University of Michigan at Ann Arbor (9)	University of Witwatersrand [South
University of Missouri (2)	Africa]
University of North Carolina at Asheville	Vanderbilt University (3)
University of North Carolina at Chapel	Vassar College
Hill (5)	Virginia Polytechnic Institute and State
University of North Texas	University
University of Notre Dame [Indiana] (3)	Wake Forest University
University of Oklahoma	Washington and Lee University (4)
University of Oregon (3)	Washington University [Missouri] (8)
University of Ottawa [Canada]	Wellesley College (6)
University of Oxford [United Kingdom]	Wesleyan University (7)
University of Pennsylvania (14)	Westfälische Wilhelms-Universität
University of Pittsburgh (2)	Münster [Germany]
University of Redlands	Whitman College (2)
University of Rochester	Williams College (4)
University of Saint Andrews [United	Wuhan University [People's Republic of
Kingdom]	China]
University of Southern California (5)	Yale University (87)
University of Tennessee	Yeshiva University
University of Texas at Austin (6)	Yonshei University [Republic of Korea]
University of Texas at Dallas	
	<i>Total institutions, 185</i>

GEOGRAPHICAL DISTRIBUTION

One student from each state or country unless otherwise indicated

United States

Alabama (4)	District of Columbia (9)
Alaska (2)	Florida (19)
Arizona (12)	Georgia (10)
Arkansas	Hawaii (2)
California (79)	Idaho
Colorado (6)	Illinois (17)
Connecticut (79)	Indiana (6)
Delaware	Iowa (5)
	Kansas (5)

Kentucky (4)
 Louisiana (4)
 Maine (3)
 Maryland (28)
 Massachusetts (19)
 Michigan (11)
 Minnesota (6)
 Mississippi (2)
 Missouri (4)
 Montana
 Nebraska (2)
 Nevada
 New Hampshire (6)
 New Jersey (24)
 New Mexico (3)
 New York (99)
 North Carolina (8)
 Ohio (10)
 Oklahoma (3)
 Oregon (5)
 Pennsylvania (21)
 Rhode Island (4)
 South Carolina (3)
 South Dakota (3)
 Tennessee (4)
 Texas (30)
 Utah (4)
 Vermont
 Virginia (18)
 Washington (7)
 Wisconsin (6)

Total states, 48

Foreign Countries

Argentina (3)
 Australia
 Austria
 Barbados
 Bermuda
 Brazil (3)
 Canada (14)
 Chile
 China, People's Republic of (7)
 Eritrea
 France

Germany (4)
 Greece (2)
 India (2)
 Ireland
 Israel (5)
 Italy
 Japan (2)
 Kenya
 Korea, Republic of (3)
 Mexico
 Norway
 Philippines
 Poland
 Portugal
 South Africa (2)
 Spain
 Sweden
 Switzerland
 Taiwan (2)
 United Kingdom

Total countries, 31

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., days of panels and visits in Geneva, Switzerland, a constitutional law 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, and 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 2010 is "2010: A Weekend Odyssey Exploring Science and Law."

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

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.Hon. 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, Ph.D. 1937, of Washington, D.C., 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, 1939–75.

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.

Martin R. Flug '55 Professor of International Law Fund (2010) Established by a gift from Martin R. Flug, LL.B. 1955, and the Margulf Foundation, to support the teaching and research activities of a preeminent scholar with a uniquely distinguished reputation who has demonstrated continued excellence, innovation, and intellectual vitality in the field of international law.

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.

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.

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.

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, 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.

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.

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.

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, 1958–81. 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.

Anne Urowsky Visiting Professorship at Yale Law School (2008) Established by a gift from Richard J. Urowsky, B.A. 1967, J.D. 1972, to support visiting or junior (nontenured) faculty members, in honor of his mother, Anne Urowsky.

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.

J. Skelly Wright Professorship (2008) Established by a bequest of Mrs. Helen Wright and gifts from 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 (1948–62) and the U.S. Court of Appeals for the District of Columbia Circuit (1962–87).

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.

Gregg L. Engles '82 Fund (2008) Established by a gift from Gregg L. Engles, J.D. 1982, for the general support of the Law School.

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.

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.

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.

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, Professor Gene 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.

Curtis H. 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.

Edward R. Becker '57 Scholarship (2009) Established by gifts from the Becker family, former law clerks, and friends of the Honorable Edward R. Becker, LL.B. 1957, with a preference for students from the greater Philadelphia area.

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.Hon. 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.

Robert Fisk Cavanagh '56, '59 J.D. Scholarship (2009) Established in memory of Bob Cavanagh, for Yale Law School students who share the spirit of local civic commitment that he exemplified over the course of his fifty-year professional life.

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 Law 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 & 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 Law 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.

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 health care law and policy.

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 A. 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, J.D. 1936; mayor of Denver, Colorado, 1947–55; and president of the University of Colorado, 1957–63; 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.

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.

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 by Benjamin F. Stapleton III, LL.B. 1969, in memory of his father, Benjamin F. Stapleton, Jr., LL.B. 1942, to support Yale Law School students who also study at the Yale School of Forestry & Environmental

Studies. In the event that no student is eligible in any given year, scholarships are awarded to Law School 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 under-served 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 Law 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 Law 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 & 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 that 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 (1943–1986), 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, B.A. 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, LL.B. 1956, on the occasion of his fiftieth 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 Law 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.

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, LL.B. 1964, 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.

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

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 and Oscar Ruebhausen/Debevoise & Plimpton Fund (2005) Established by a bequest of Oscar M. Ruebhausen, LL.B. 1937, and augmented by members of the Debevoise & Plimpton firm, honoring Oscar's wife, Zelia, to support student intellectual activities, 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 a 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.). 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>

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 Engineering & Applied Science Est. 1852. Courses for college graduates. Master of Science (M.S.), Master of Engineering (M.Eng.), and Doctor of Philosophy (Ph.D.) awarded by the Graduate School of Arts and Sciences.

For additional information, please write to the Office of Graduate Admissions, Yale School of Engineering & Applied Science, PO Box 208267, New Haven CT 06520-8267; tel., 203.432.4250; e-mail, grad.engineering@yale.edu; Web site, <http://seas.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, <http://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.) awarded by the Graduate School of Arts and Sciences.

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, www.environment.yale.edu

School of Public Health Est. 1915. Courses for college graduates. Master of Public Health (M.P.H.). Master of Science (M.S.) and Doctor of Philosophy (Ph.D.) awarded by the Graduate School of Arts and Sciences.

For additional information, please write to the Director of Admissions, Yale School of Public Health, PO Box 208034, New Haven CT 06520-8034; tel., 203.785.2844; e-mail, ysph.admissions@yale.edu; Web site, <http://publichealth.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.). Doctor of Philosophy (Ph.D.) awarded by the Graduate School of Arts and Sciences.

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.) awarded by the Graduate School of Arts and Sciences.

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.). Doctor of Philosophy (Ph.D.) awarded by the Graduate School of Arts and Sciences.

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>

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, 221 Whitney Avenue, 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 Vice President for Human Resources and Administration, PO Box 208322, New Haven CT 06520-8322, 203.432.8049, 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

BULLETIN OF YALE UNIVERSITY
New Haven CT 06520-8227

Periodicals postage paid
New Haven, Connecticut