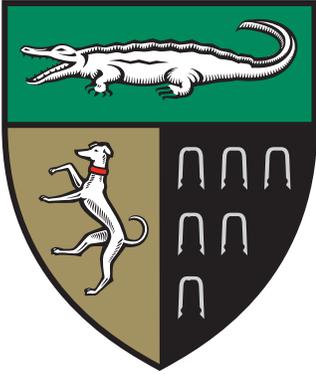


Yale Law School

2015–2016



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The University reserves the right to withdraw or modify the courses of instruction or to change the instructors at any time.

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Calendar

FALL 2015

Aug. 24	M	Orientation for all graduate students begins
Aug. 26–28	W–F	Orientation and registration for all new J.D. students
Aug. 31	M	Registration for all returning students First-term small groups meet
Sept. 1	T	Fall term begins, 8:10 a.m. Classes begin, 8:10 a.m. Add/drop period begins, 8:30 a.m.
Sept. 4	F	Only Monday classes meet
Sept. 7	M	Labor Day; classes do not meet
Sept. 11	F	Add/drop period closes, 4:30 p.m.
Oct. 8	TH	Fall recess begins, 9 p.m.
Oct. 9–12	F–M	No classes meet
Oct. 13	T	Classes resume, 8:10 a.m.
Nov. 25	W	Only Friday classes meet Thanksgiving recess begins, 6 p.m.
Nov. 30	M	Classes resume, 8:10 a.m.
Dec. 1	T	Only Friday classes meet
Dec. 7	M	Classes end, 9 p.m.
Dec. 8–13	T–SU	Reading period
Dec. 14	M	Examination period begins, 8:30 a.m.
Dec. 22	T	Examinations end Fall term ends, 5 p.m. Winter recess begins

SPRING 2016

Jan. 18	M	Martin Luther King, Jr. Day
Jan. 19	T	Spring term begins, 8:10 a.m. Registration for all students Classes begin, 8:10 a.m.
Jan. 20	W	Add/drop period begins, 8:30 a.m.
Jan. 29	F	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. 25	M	Classes end, 6 p.m.
Apr. 26–May 1	T–SU	Reading period
May 2	M	Examination period begins, 8:30 a.m.
May 16	M	Examinations end Spring term ends, 5 p.m.
May 23	M	University Commencement
June 1	W	Degrees voted by faculty
Aug. 1	M	Fifth-term certification deadline for rising third-year students

The President and Fellows of Yale University

President

Peter Salovey, A.B., M.A., Ph.D.

Fellows

His Excellency the Governor of Connecticut, *ex officio*

Her Honor the Lieutenant Governor of Connecticut, *ex officio*

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Jeffrey Lawrence Bewkes, B.A., M.B.A., Old Greenwich, Connecticut

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Francisco Gonzalez Cigarroa, B.S., M.D., San Antonio, Texas (*June 2016*)

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Donna Lee Dubinsky, B.A., M.B.A., Portola Valley, California

Charles Waterhouse Goodyear IV, B.S., M.B.A., New Orleans, Louisiana

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Margaret Hilary Marshall, B.A., M.Ed., J.D., Cambridge, Massachusetts

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Eve Hart Rice, B.A., M.D., Bedford, New York (*June 2021*)

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Douglas Alexander Warner III, B.A., Hobe Sound, Florida

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Vice President for Finance and Chief Financial Officer

Stephen Charles Murphy, B.A.

Effective September 1, 2015

Yale Law School Administration and Faculty

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Toni Hahn Davis, J.D., LL.M., Associate Dean
Mary Briese Matheron, B.S., Associate Dean
Asha Rangappa, A.B., J.D., Associate Dean
Mike K. Thompson, M.B.A., J.D., Associate Dean

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Professor Emeritus of Law and Professorial Lecturer in Law
Dennis E. Curtis, B.S., LL.B., Clinical Professor Emeritus of Law and Professorial
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Harlon Leigh Dalton, B.A., J.D., Professor Emeritus of Law
Mirjan Radovan Damaška, LL.B., Dr.Jur., Sterling Professor Emeritus of Law and
Professorial Lecturer in Law
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Professorial Lecturer in Law
Jan Ginter Deutsch, LL.B., Ph.D., Walton Hale Hamilton Professor Emeritus of Law
and Professorial Lecturer in Law
Robert C. Ellickson, A.B., LL.B., Walter E. Meyer Professor Emeritus of Property and
Urban Law and Professorial Lecturer in Law
Owen M. Fiss, M.A., LL.B., Sterling Professor Emeritus of Law and Professorial
Lecturer in Law
Robert W. Gordon, A.B., J.D., Chancellor Kent Professor Emeritus of Law and
Legal History
Michael J. Graetz, B.B.A., LL.B., Justus S. Hotchkiss Professor Emeritus of Law and
Professorial Lecturer in Law
Geoffrey Cornell Hazard, Jr., M.A., LL.B., Sterling Professor Emeritus of Law
John H. Langbein, LL.B., Ph.D., Sterling Professor Emeritus of Law and Legal History
and Professorial Lecturer in Law
Carroll L. Lucht, M.S.W., J.D., Clinical Professor Emeritus of Law and Professorial
Lecturer in Law
Jerry L. Mashaw, LL.B., Ph.D., Sterling Professor Emeritus of Law and Professorial
Lecturer in Law
Carol M. Rose, J.D., Ph.D., Gordon Bradford Tweedy Professor Emeritus of Law and
Organization and Professorial Lecturer in Law

Peter H. Schuck, M.A., LL.M., Simeon E. Baldwin Professor Emeritus of Law
 John G. Simon, LL.B., LL.D., Augustus E. Lines Professor Emeritus of Law and
 Professorial Lecturer in Law
 Robert A. Solomon, B.A., J.D., Clinical Professor Emeritus of Law
 Stephen Wizner, A.B., J.D., William O. Douglas Clinical Professor Emeritus of Law
 and Professorial Lecturer in Law

Faculty

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 Muneer I. Ahmad, A.B., J.D., Clinical Professor of Law (on leave, fall 2015)
 Richard Albert, B.C.L., LL.M., Visiting Associate Professor of Law and Canadian
 Bicentennial Visiting Associate Professor of Political Science (fall term)
 Anne L. Alstott, A.B., J.D., Jacquin D. Bierman Professor in Taxation (on leave,
 fall 2015)
 Akhil Reed Amar, B.A., J.D., Sterling Professor of Law
 Michelle Anderson, J.D., LL.M., Visiting Professor of Law and Peter and Patricia
 Gruber Fellow in Women's Rights (spring term)
 Rick Antle, B.S., Ph.D., Professor (Adjunct) of Law (fall term)
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 Jack M. Balkin, J.D., Ph.D., Knight Professor of Constitutional Law and the First
 Amendment
 Aharon Barak, LL.M., Dr.Jur., Visiting Professor of Law and Gruber Global
 Constitutionalism Fellow (fall term)
 Seyla Benhabib, B.A., Ph.D., Professor (Adjunct) of Law (fall term)
 Paul Bloom, B.A., Ph.D., Professor (Adjunct) of Law (spring term)
 Philip C. Bobbitt, J.D., Ph.D., Florence Rogatz Visiting Professor of Law (fall term)
 Lea Brilmayer, J.D., LL.M., Howard M. Holtzmann Professor of International Law
 Richard R.W. Brooks, Ph.D., J.D., Professor (Adjunct) of Law (fall term)
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 Professor Emeritus of Law and Professorial Lecturer in Law
 Steven G. Calabresi, B.A., J.D., Visiting Professor of Law (fall term)
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 George Chauncey, M.A., Ph.D., Professor (Adjunct) of Law (fall term)
 Marian R. Chertow, M.P.P.M., Ph.D., Professor (Adjunct) of Law (fall term)
 Amy Chua, A.B., J.D., John M. Duff, Jr. Professor of Law
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 Joseph M. Crosby, B.A., M.B.A., Associate Dean
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 and Professorial Lecturer in Law

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Daniel C. Esty, M.A., J.D., Hillhouse Professor of Environmental Law and
Policy, School of Forestry & Environmental Studies; and Clinical Professor of
Environmental Law and Policy, Law School
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spring 2016)
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Michael J. Graetz, B.B.A., LL.B., Justus S. Hotchkiss Professor Emeritus of Law and
Professorial Lecturer in Law (fall term)
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Dieter Grimm, LL.M., Dr.Jur., Visiting Professor of Law and Gruber Global
Constitutionalism Fellow (fall term)
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- Carol M. Rose, J.D., Ph.D., Gordon Bradford Tweedy Professor Emeritus of Law and Organization and Professorial Lecturer in Law (fall term)
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Lecturers in Legal Research

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 Michael Widener, B.A., M.L.S.

Research Scholars and Fellows in Law

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 Information Society Project
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 Ludwig/Robert M. Cover Fellow in Law
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 William Clayton, M.B.A., J.D., Associate Research Scholar in Law and John R. Raben/
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 Eugene R. Fidell, B.A., LL.B., Senior Research Scholar in Law

Joseph J. Fins, B.A., M.D., Senior Research Scholar in Law and Solomon Center Distinguished Scholar in Medicine, Bioethics, and the Law
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Linda Greenhouse, B.A., M.S.L., Senior Research Scholar in Law and Knight Distinguished Journalist in Residence
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A. Nicole Hallett, B.A., J.D., Associate Research Scholar in Law and Robert M. Cover Clinical Teaching Fellow
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David Ipp, B.Comm., LL.B., Senior Research Scholar in Law
Frederick Lawrence, B.A., J.D., Senior Research Scholar in Law
Bethany Y. Li, B.A., J.D., Research Scholar in Law and Robert M. Cover Clinical Teaching Fellow
Darryl Li, J.D., Ph.D., Associate Research Scholar in Law and Robina Visiting Human Rights Fellow
Jonathan M. Manes, M.Sc., J.D., Associate Research Scholar in Law and Abrams Clinical Fellow, Information Society Project
Joseph G. Manning, A.M., Ph.D., Senior Research Scholar in Law
Hope R. Metcalf, B.A., J.D., Associate Research Scholar in Law and Executive Director, Orville H. Schell, Jr. Center for International Human Rights
Alice Miller, B.A., J.D., Associate Research Scholar in Law
Megan Quattlebaum, B.A., J.D., Associate Research Scholar in Law and Program Director, Justice Collaboratory
Caitlin B. Petre, B.A., M.A., Postdoctoral Associate in Law and Fellow, Information Society Project
Nicholas Rostow, Ph.D., J.D., Senior Research Scholar in Law
Marina Santilli, J.D., M.C.L., Senior Research Scholar in Law
David A. Schulz, M.A., J.D., Senior Research Scholar in Law
Zenichi Shishido, LL.B., Ph.D., Senior Research Scholar in Law
Norman I. Silber, Ph.D., J.D., Senior Research Scholar in Law
Priscilla Smith, B.A., J.D., Associate Research Scholar in Law and Senior Fellow, Program for the Study of Reproductive Justice, Information Society Project
Christina O. Spiesel, B.A., M.A., Senior Research Scholar in Law
Therese Strand, M.Sc., Ph.D., Associate Research Scholar in Law
James A. Thomas, B.A., J.D., Jack B. Tate Senior Fellow and Decanal Adviser
Michael Ulrich, J.D., M.P.H., Research Scholar in Law and Senior Fellow in Health Law
Graham Webster, B.S., A.M., Senior Research Scholar in Law and Senior Fellow, The China Center

Patrick Weil, M.B.A., Ph.D., Senior Research Scholar in Law (spring term)
 Robert D. Williams, B.A., J.D., Senior Research Scholar in Law and Senior Fellow,
 The China Center

Lecturers in Law

Sarah Baumgartel, A.B., J.D.
 Emily Bazelon, B.A., J.D.
 Brian Logan Beirne, B.S., J.D.
 Tessa Bialek, B.A., J.D.
 Jeremy L. Daum, B.S., J.D.
 Gregg Gonsalves, B.S.
 Linda Greenhouse, B.A., M.S.L., Joseph Goldstein Lecturer in Law
 Su Lin Han, M.A., J.D.
 Stephen Latham, J.D., Ph.D.
 James Ponet, M.A., D.D.
 Megan Quattlebaum, B.A., J.D.
 Michael Ulrich, J.D., M.P.H.
 Graham Webster, B.S., A.M.
 Robert D. Williams, B.A., J.D.

Visiting Lecturers in Law

Guillermo Aguilar-Alvarez, Lic. en Derecho (J.D.)
 Catherine Ashton, B.Sc.
 Yas Banifatemi, Ph.D., LL.M.
 Mark Barnes, J.D., LL.M.
 Stephen B. Bright, B.A., J.D., Harvey Karp Visiting Lecturer in Law
 Lincoln Caplan, B.A., J.D., Truman Capote Visiting Lecturer in Law
 Timothy Collins, B.A., M.B.A.
 Victoria A. Cundiff, B.A., J.D.
 Brian T. Daly, M.A., J.D.
 Eugene R. Fidell, B.A., LL.B., Florence Rogatz Visiting Lecturer in Law
 Gregory Fleming, B.A., J.D.
 Lawrence J. Fox, B.A., J.D., George W. and Sadella D. Crawford Visiting Lecturer
 in Law
 Lee Gelernt, M.Sc., J.D.
 Peter T. Grossi, Jr., M.A., J.D.
 Menaka Guruswamy, LL.M., D.Phil., Peter and Patricia Gruber Fellow in Global
 Justice
 David L. Harfst, B.A., J.D.
 Frank Iacobucci, LL.B., LL.M., Gruber Global Constitutionalism Fellow
 Jeffrey A. Meyer, B.A., J.D.
 Andrew J. Pincus, B.A., J.D.
 Stephen Preston, B.A., J.D., Oscar M. Ruebhausen Distinguished Senior Fellow
 Richard Ravitch, B.A., LL.B.
 Eric S. Robinson, M.B.A., J.D.
 Charles A. Rothfeld, A.B., J.D.

John M. Samuels, J.D., LL.M., George W. and Sadella D. Crawford Visiting Lecturer
in Law

Paul Schwaber, M.A., Ph.D.

Michael S. Solender, B.A., J.D.

Jacob J. Sullivan, M.Phil., J.D., Oscar M. Ruebhausen Distinguished Senior Fellow in
National Security

Robert Sussman, B.A., LL.D.

Stefan R. Underhill, B.A., J.D.

John M. Walker, Jr., B.A., J.D., George W. and Sadella D. Crawford Visiting Lecturer
in Law

Megan A. Wulff, M.P.H., J.D.

David M. Zornow, B.A., J.D.

Clinical Lecturers in Law

Alisha S. Bjerregaard, A.B., J.D.

Laura Fernandez, J.D., LL.M.

Joshua U. Galperin, J.D., M.E.M.

Shelley Diehl Geballe, J.D., M.P.H.

A. Nicole Hallett, B.A., J.D.

Bethany Y. Li, B.A., J.D.

Jonathan M. Manes, M.Sc., J.D.

Hope R. Metcalf, B.A., J.D.

David A. Schulz, M.A., J.D., Floyd Abrams Clinical Lecturer in Law

Visiting Clinical Lecturers in Law

Elizabeth K. Acee, B.S., J.D.

Sheldon S. Adler, B.A., J.D.

Melinda Agsten, A.B., J.D.

Diana Blank, Ph.D., J.D.

Ward Breeze, A.B., J.D.

Liam Brennan, B.A., J.D.

Craig B. Brod, B.A., J.D.

Sanford O. Bruce III, B.A., J.D.

John J. Buckley, Jr., A.B., J.D.

Heather L. Coleman, B.A., J.D.

Benjamin M. Daniels, M.S., J.D.

Lisa Nachmias Davis, B.A., J.D.

Francis X. Dineen, A.B., LL.B.

Tadhg Dooley, B.A., J.D.

Adam Fleisher, A.B., J.D.

Constance Frontis, B.A., J.D.

Gates Garrity-Rokous, B.A., J.D.

Jeffrey Gentes, B.A., J.D.

Miriam S. Gohara, B.A., J.D.

Frederick S. Gold, B.A., J.D.

Daniel A. Goldberg, B.A., J.D.
 David Hawkins, B.A., J.D.
 Rebecca M. Heller, B.A., J.D.
 Paul W. Hughes, M.A., J.D.
 Michael B. Kimberly, M.A., J.D.
 Alex A. Knopp, B.A., J.D.
 Barbara B. Lindsay, J.D., LL.M.
 Colman Lynch, B.A., J.D.
 C.J. Mahoney, A.B., J.D.
 Margaret M. Middleton, B.S., J.D.
 Joseph P. Moodhe, B.A., J.D.
 Cantwell F. Muckenfuss III, B.A., J.D.
 Ann M. Parrent, B.A., J.D.
 Katherine A. Reisner, M.Sc., J.D.
 David N. Rosen, B.A., LL.B.
 Sia M. Sanneh, M.A., J.D.
 Ellen Scalettar, B.A., J.D.
 Barry R. Schaller, B.A., J.D.
 Erin R. Shaffer, B.A., J.D.
 Marc Silverman, B.A., J.D.
 D. Hunter Smith, M.Sc., J.D.
 Lisa Suatoni, M.E.S., Ph.D., Timothy B. Atkeson Visiting Clinical Environmental
 Lecturer in Law
 Marc Trevino, A.B., J.D.
 Thomas Ullmann, B.S., J.D.
 Shawn Watts, B.A., J.D.
 Aaron Wenzloff, B.B.A., J.D.
 Michael M. Wiseman, A.B., J.D.

Tutors in Clinical Studies

Juliett L. Crawford, B.A., J.D.
 Jeremiah F. Donovan, B.A., J.D.
 William F. Dow III, B.A., LL.B.
 Holly B. Fitzsimmons, M.A., J.D.
 James I. Glasser, B.A., J.D.
 Hugh F. Keefe, B.A., J.D.
 Tara Knight, B.A., J.D.
 Anthony J. Lasala, B.A., LL.B.
 Margaret P. Mason, B.A., J.D.
 Diane Polan, 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.

Tutors in Law

C.J.W. Baaij, LL.B./LL.M., M.A.
Tasneem Ravindra Deo, B.A., LL.M.
James M. Tierney, M.A., Ph.D.

Assistants in Instruction

Coker Fellows

Hana Bajramovic, A.B.
John Boeglin, A.B.
Rakim Hassan Daquan Brooks, A.B.
Aurelia Chaudhury, B.A.
Jeffrey Chen, B.A.
David Christie, A.B.
Jaclyn Delligatti, B.A.
Grace Heusner, B.A.
Alexander Holtzman, B.A.
Kathryn Huddleston, A.B.
Tanya Kapoor, B.S.
Robert Klipper, B.A.
Stephanie Krent, B.A.
Christina Krushen, B.A., A.M.
Rebecca M. Lee, A.B.
Luke Maher, B.A.
Joseph Masterman, A.B.
Hava Mirell, B.A.
Thomas M. Nardini, B.A.
Christopher Pagliarella, B.A.
Jevon Potts, B.A.
Daniel Rauch, A.B.
Zachary Shapiro, B.A.
Geoffrey Shaw, B.A.
Julius Taranto, B.A.
Benjamin Wallace, B.A.
Kathryn Wynbrandt, B.A.
Jennifer Yun, B.A.

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. J. Rubinfeld (Section A), R.B. Siegel (Section B), A.R. Amar (Group 1), J.M. Balkin (Group 2), H.K. Gerken (Group 3), P. Gewirtz (Group 4), A. Kapczynski (Group 5)

Contracts I (11001) 4 units. S.L. Carter (Section A), A.T. Kronman (Section B), L. Brilmayer (Group 1), A. Chua (Group 2), H.B. Hansmann (Group 3), C. Priest (Group 4)

Procedure I (12001) 4 units. A.R. Gluck (Section A), H.H. Koh (Section B), D.N. Schleicher (Section C)

Torts I (13001) 4 units. G. Calabresi (Section A), D. Kysar (Section B), D.S. Grewal (Group 1), I. Kohler-Hausmann (Group 2), J.F. Witt (Group 3)

Advanced Courses

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

Administrative Law (20170) 4 units. This course will review the legal and practical foundations of the modern administrative state. Topics will include the creation of administrative agencies and the 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. Scheduled examination. J.L. Mashaw

Advanced Advocacy for Children and Youth (30102) 1 to 3 units, credit/fail, with a graded option. Open only to students who have completed Advocacy for Children and Youth. Permission of the instructor required. J.K. Peters

Advanced Community and Economic Development Clinic (30104) 1 to 3 units, credit/fail, with a graded option. Open only to students who have completed the Community and Economic Development Clinic. Permission of the instructors required. A.S. Lemar and C.F. Muckenfuss III

†**Advanced Criminal Justice Clinic (30107)** 2 units, graded or credit/fail, at student option. A fieldwork-only option. Prerequisite: Criminal Justice Clinic. Permission of the instructors required. F.M. Doherty, S.O. Bruce III, and T. Ullmann

†**Advanced Deals Workshop: Public Company M&A (20508)** 3 units. This course will be an advanced deals workshop focusing on the practical and legal issues that corporate lawyers face in structuring and negotiating merger and acquisition transactions involving public companies, as well as planning and defending against hostile takeovers. Topics will

include understanding the roles of corporate lawyers and other players in M&A transactions, structuring deals, drafting and negotiating merger agreements to allocate risk and protect the deal, designing and implementing corporate takeover defenses including litigation strategies, planning hostile takeovers, managing conflict transactions including squeeze-outs and leveraged buyouts, and responding to shareholder activists and hedge funds. Prerequisite: Business Organizations or equivalent. Permission of the instructor required. Self-scheduled examination. Enrollment limited to fourteen. E.S. Robinson

Advanced Education Adequacy Project (30163) 1 to 3 units. Open only to students who have completed Education Adequacy Project. Permission of the instructors required. D.N. Rosen, A.A. Knopp, J.P. Moodhe, and H. Smith

Advanced Educational Opportunity and Juvenile Justice Clinic (30110) 1 to 4 units, graded or credit/fail, at student option. Open only to students who have completed the Educational Opportunity and Juvenile Justice Clinic. Permission of the instructors required. M.S. Gohara and E.R. Shaffer

Advanced Environmental Protection Clinic (30165) 1 to 3 units, credit/fail. Open only to students who have successfully completed the Environmental Protection Clinic. Students who complete this course for 2 or more units may satisfy the professional responsibility (*) or professional skills (†) requirement. Permission of the instructor required. Enrollment limited to twenty. J.U. Galperin

Advanced Ethics Bureau (30167) 1 to 3 units, credit/fail, with a graded option. This course is for students who have already taken either the Ethics Bureau at Yale clinic or the instructor's course *Traversing the Ethical Minefield*, and who wish to earn 1 to 3 units by contributing further to the work of the Bureau. †Students may satisfy the professional skills requirement through this course only if they receive 2 or more units. Permission of the instructor required. Enrollment limited to eight. L.J. Fox

Advanced Global Refugee Legal Assistance (30171) 2 or 3 units. A fieldwork-only option. Prerequisite: Global Refugee Assistance Project. Permission of the instructors required. R.M. Heller and K.A. Reisner

Advanced Immigration Legal Services (30114) 1 to 3 units, credit/fail, with a graded option. Open only to students who have completed Immigration Legal Services. Permission of the instructor required. J.K. Peters

Advanced Landlord/Tenant Legal Services (30116) 1 to 3 units, credit/fail. Open only to students who have taken Landlord/Tenant Legal Services in a previous term. Permission of the instructors required. F.X. Dineen and J.L. Pottenger, Jr.

Advanced Legal Services for Immigrant Communities (30117) 1 to 3 units, credit/fail. Open only to J.D. students who have taken Legal Services for Immigrant Communities. Permission of the instructors required. Enrollment limited to four. D.E. Curtis, 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 Lowenstein International Human Rights Clinic (30174)** 3 or 4 units. Open only to students who have completed the Lowenstein International Human Rights Clinic. Permission of the instructors required. J.J. Silk and H.R. Metcalf

Advanced Property (20671) 2 units. This course will examine the concepts of real and personal property, their social and economic construction, and their consequences for human welfare: What does it mean—philosophically, socially, and economically—to own a piece of land or personal item? How is ownership established? Who should decide how the property is used? In fact, how should it be used? The course initially approaches these questions from a theoretical perspective, discussing certain foundational texts in social and economic theory. In particular, it probes the limits of economic reasoning in understanding property institutions, and examines whether—and how—we can compensate for these limitations by introducing social, cultural, and moral elements into our analysis. The class will then apply these general theoretical arguments to a variety of empirical settings: American land use regimes, particularly zoning ordinances and regulations; contemporary land use regulations in several foreign countries, covering Continental Europe, East Asia, and Latin America; and historical property institutions in early modern Western Europe and East Asia. By emphasizing a comparative and historical approach, the course attempts to highlight the social and cultural assumptions underlying many traditional theories of property ownership and utilization. Permission of the instructor required. T. Zhang

Advanced San Francisco Affirmative Litigation Project (30179) 1 to 3 units, credit/fail, with a graded option. Open only to students who have completed Local Government in Action: San Francisco Affirmative Litigation Project. Permission of the instructor required. H.K. Gerken

†**Advanced Supreme Court Advocacy (30181)** 4 units (2 fall, 2 spring). Open only to students who have completed Supreme Court Advocacy. Permission of the instructors required. L. Greenhouse, A.J. Pincus, C.A. Rothfeld, P.W. Hughes, M.B. Kimberly, and J.M. Balkin

Advanced Veterans Legal Services Clinic: Fieldwork (30126) 1 to 4 units, graded or credit/fail, at student option. A fieldwork-only option. Prerequisite: Veterans Legal Services Clinic. Permission of the instructors required. M.J. Wishnie, B.Y. Li, J. Parkin, and M.M. Middleton

Advanced Veterans Legal Services Clinic: Seminar (30125) 1 unit, graded or credit/fail, at student option. A weekly seminar session only for returning students. Prerequisite: Veterans Legal Services Clinic. Permission of the instructors required. M.J. Wishnie, B.Y. Li, J. Parkin, and M.M. Middleton

Advanced Worker and Immigrant Rights Advocacy Clinic: Fieldwork (30130) 1 to 4 units, graded or credit/fail, at student option. A fieldwork-only option. Prerequisite: Worker and Immigrant Rights Advocacy Clinic. Permission of the instructors required. M.J. Wishnie, A.N. Hallett, and J. Parkin

Advanced Worker and Immigrant Rights Advocacy Clinic: Seminar (30129) 1 unit, graded or credit/fail, at student option. A weekly seminar session only for returning students. Prerequisite: Worker and Immigrant Rights Advocacy Clinic. Permission of the instructors required. M.J. Wishnie, A.N. Hallett, and J. Parkin

†**Advanced Written Advocacy (30218)** 3 units. This seminar will train students to advocate for their clients more effectively. To improve students' strategic writing, we will scrutinize excellent trial motions and appellate briefs to see how top practitioners tell their clients' stories, organize and build legal arguments, and advance their clients' strategic interests. We will also review numerous other types of litigation-related documents, including letters, memoranda, complaints, and document requests. Although the course will provide a fair amount of instruction about the stylistic side of "legal writing," it will focus on advocacy's more substantive facets. Students will prepare several assignments, at least one of which will be prepared as part of a team. N. Messing

*†**Advocacy for Children and Youth (30101)** 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

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

Antitrust: Directed Research (20175) Units to be arranged. This seminar will provide an opportunity for discussion among students interested in writing Substantial or Supervised Analytic Writing papers on current (or historical) antitrust topics. Paper required. G.L. Priest

*†**Appellate Advocacy: The Art of Appellate Practice and Procedure (30196)** 3 units. 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. Students will be required to submit a two-page reflection paper. Permission of the instructor required. Enrollment limited to sixteen. B.R. Schaller

†**Appellate Litigation Project (30200)** 4 units (2 fall, 2 spring), graded or credit/fail, at student option. Students in the Appellate Litigation Project will represent pro se clients before the United States Court of Appeals for the Second Circuit. Under the supervision of Yale faculty and attorneys from the appellate group at Wiggin and Dana, teams of two students will work on cases referred through the Pro Bono Counsel Plan for the Second Circuit. This program provides legal representation to pro se appellants with meritorious civil cases pending before the court. The issues raised in these cases may include immigration, employment discrimination, prisoners' civil rights, and other section 1983 claims. The project will focus on prisoners' civil rights but may also include other types of cases. Students will take primary responsibility for drafting the briefs in their assigned case, and one of them will deliver oral argument before the Second Circuit. In the instructional portion of the project, students will learn principles of appellate law and practice, including concepts such as standard of review, preservation of issues, and understanding the appellate record. Students will also receive instruction in brief writing and oral advocacy. Due to the briefing and argument schedule for a civil appellate case, this is a two-term offering. This course is not open to M.S.L. students. Permission of the instructors required. Enrollment limited to four or six students depending on case assignments. S.B. Duke, B.M. Daniels, and T. Dooley

Art and Cultural Property Law (20601) 2 or 3 units. Topics in the law of artist's rights, art markets, and cultural property. The course will include such topics as moral rights, the right of publicity, law relevant to art galleries and dealers, auctions and museums, as well as problems in the protection of cultural property. Paper required. Enrollment limited to sixteen. J.Q. Whitman

Art and International Human Rights: Theory and Practice (20581) 3 units, graded, with a credit/fail option. This seminar will examine the dynamic connections between art and artistic practices and international human rights. Through readings, guest speakers, and workshops with artists, the seminar will consider the possibilities of art as an agent of social change; the relationships between aesthetics, politics, and ethics, with special attention to representations of suffering and atrocity; case studies of collaboration among artists, lawyers, and advocates; and issues of truth and objectivity in documentary. Students will also participate in collaborative projects with commissioned artists (for example, visual artists, playwrights, or choreographers), working closely with them in the design, research, and realization of new works. Student work on these projects will take the form of an "artistic research clinic." Guest speakers will include scholars, artists, curators, and human rights practitioners from across the world. Graduate students from diverse disciplines are encouraged to enroll. Paper required. Permission of the instructor required. Enrollment limited to fifteen. J.J. Silk

[The] Art of Argument: How to Write about the Law (20623) 2 units. The strong written argument is an essential aspect of effective legal advocacy. Lawyers must know how to

convincingly present and marshal evidence for a client's position, in writing that is as clear and sharp as possible. Increasingly, lawyers also make use of the media to advocate for clients and causes. In the court of public opinion, it is especially important that lawyers write and speak in crisp, engaging, and persuasive terms. To build these skills, this class is designed to teach students how to write for a broad audience — via the op-ed page of a newspaper, a magazine, or a general-interest Web site or blog, or in a book review to be published in a mainstream media outlet. The class will also discuss the ethics for lawyers of working as sources with the press, the responsibilities of lawyers to their clients in this context, and the responsibilities of journalists to their subjects and to the public. Students will learn how to use the media to educate the public and advocate for issues that are of professional interest. Multiple short writing assignments. Enrollment limited to fifteen. E. Bazelon and L. Caplan

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. Topics include economic fluctuations and speculation, herd behavior, attitudes toward risk, money illusion, involuntary unemployment, saving, investment, poverty, identity, religion, trust, risk management, social welfare institutions, private risk management institutions, and institutions to foster economic development. Midterm examination and take-home final examination of short essay form. Also *ECON 527a/MGT 565a*. R.J. Shiller

Bioethics and Law (20571) 2 or 3 units. Participants in this seminar will discuss the regulation by the federal government and, more importantly, by the states, of a number of current issues in biomedical ethics. Topics to be discussed include end-of-life care and aid-in-dying; abortion, assisted reproduction, and related family-law issues; experimentation on human subjects and on human tissues; organ recruitment, donation, and transplantation; and issues relating to informed consent and privacy. We will take brief comparative looks at other countries' regulations in some areas. Students will earn 2 units for a twenty-page paper, 3 units for a longer paper. Paper required. Enrollment limited to twenty. S. Latham

Business Organizations (20219) 4 units. This course will survey the law of business organizations with an emphasis on publicly traded corporations. The course will consider conflicts among shareholders and between shareholders and managers. We will survey the powers and duties of boards of directors and controlling shareholders and will address basic elements of finance as well as mergers and acquisitions, proxy fights, and insider trading. We will pay particular attention to Delaware corporate law. We will also consider aspects of the law of agency and partnership. Self-scheduled examination. J.D. Morley

†**Capital Punishment Clinic (30161)** 6 units (3 fall, 3 spring), credit/fail in the fall term, with the option of graded credit in the spring. Students will gain firsthand experience in capital defense, working as part of a team representing indigent defendants facing the death penalty in cases being handled by the Southern Center for Human Rights in Atlanta, the Equal Justice Initiative in Montgomery, Alabama, or Connecticut Public Defenders. Projects and case assignments will vary according to the position of each clinic case in the process, but all projects will require legal research, analysis, and writing, strategy meetings with team members, and preparation for appellate arguments and may include interviews with clients or witnesses. Students will complete at least one substantial writing assignment, such as a portion of a motion, brief, or memorandum of law. Opportunity for summer travel to the South to conduct research and investigation with the Southern Center for Human Rights is available but not required. Students may enroll in either the fall or spring term, or both. The course is limited to students who have taken *Capital Punishment: Race, Poverty, and Disadvantage*. Permission of the instructors required. Enrollment limited to four. S.B. Bright, A.M. Parrent, and S.M. Sanneh

[The] Changing Health Care Industry (20467) 1 unit, credit/fail. This course will investigate the legal and policy implications of the increasing consolidation and integration of the health care industry. For example, how does the practice, payment, and quality of medicine change when providers are also insurers? or when providers are acquired by hospitals? The course is motivated by the inaugural conference of the Solomon Center for Health Law and Policy at Yale Law School, cosponsored by the Yale School of Management, on November 13, 2015, which will bring together health care, business, and antitrust leaders across academia, government, and industry to think about these matters. No prior experience in health care or antitrust is required; the goal is for all to learn. Students will be expected to attend the conference, as well as three preconference seminar sessions and one postconference session. Students in the seminar will also be invited to all special conference events. Students wishing to receive a credit will either write a very short comment (online or in print) in conjunction with the conference, or assist with the publication of a book coming out of the conference. This course will take an interdisciplinary approach, investigating the impacts and effects from the perspective of physicians and hospitals, insurers and manufacturers, policy makers and government enforcement agencies, lawyers and economists. Given that this topic cuts across a number of academic fields, the readings will do the same. The course is open to students from the Law School and from the Schools of Management, Medicine, and Public Health. Permission of the instructors required. Enrollment limited to twenty-five. A.R. Gluck, M. Hall, M. Ulrich, and M. Wulff

Chemical Controls (20526) 2 or 3 units. This advanced environmental law course will build upon the survey course in environmental law and policy (which is not required but is useful) and will apply the concepts discussed in the survey course to the issue of regulating chemicals. The basic objective is to acquaint students with the similarities and differences among the U.S., EU, and Chinese approaches to regulating chemicals, biotechnology, and nanotechnology. We will begin with an examination of the basic paradigms of Quantitative Risk Assessment in the United States and the Precautionary Principle in the European Union. We will use a set of reading materials and articles that

includes portions of the U.S. Toxic Substance Control Act (TSCA), proposed amendments to reform TSCA, the EU regulation on the Registration, Evaluation, Authorisation and Restriction of Chemicals (REACH), China REACH, and the EPA, FDA, and USDA approaches relating to biotechnology, the EU Labelling and Traceability Law, the U.S.-coordinated effort on nanotechnology, and the EU White Paper Towards a European Strategy for Nanotechnology. The prospects for greater international harmonization in the regulation of chemicals will also be considered. Students will conduct and report on their research on topics related to the course. The emphasis will be on what the United States, the European Union, and China can learn from one another to improve their regulatory systems. Self-scheduled examination or paper option. Enrollment limited to twenty-five. E.D. Elliott

Chinese Law and Society (20670) 2 units. This course will survey law and legal practice in the People's Republic of China. Particular attention is given to the interaction of legal institutions with politics, social change, and economic development. Specific topics include, among others, the Party State, state capitalism, the judiciary, property law and development, business and investment law, criminal law and procedure, media (especially the Internet), and major schools of Chinese legal and political thought. Prior familiarity with Chinese history or politics is unnecessary but helpful. All course materials will be in English. Paper required. Permission of the instructor required. Enrollment limited to fifteen. T. Zhang

†**Civil Litigation Practice (30197)** 3 units. The course will begin with an overview of pleadings, discovery, and the anatomy of a civil lawsuit. It will then proceed to isolate and develop the skills of oral advocacy, through extensive learning-by-doing exercises, including conducting depositions; performing opening statements and closing arguments; conducting direct and cross-examinations of courtroom witnesses; and participating in a full-day jury trial. The course will also include preparation of pleadings and analysis of and critical thinking regarding the elements, underpinnings, and efficacy of the litigation process. The course materials include selected readings and three complete case files published by the National Institute of Trial Advocacy. A participatory session on mediation, under the guidance of an experienced mediator, is included. Prerequisite: Trial Practice. Enrollment limited to twelve. E.K. Acee and F.S. Gold

*†**Community and Economic Development Clinic (30103) and Fieldwork (30131)** 2 units, credit/fail or graded, at student option, for each part (4 units total). The clinic and fieldwork must be taken simultaneously. CED explores the role of lawyers and the law in building wealth and opportunity in low-income communities. The clinic focuses on issues of neighborhood revitalization, social entrepreneurship, sustainable development, and financial inclusion as they relate to community and economic development. Students in CED represent and partner with community organizations, nonprofits, community development financial institutions, neighborhood associations, and small foundations. These client organizations share an interest in promoting economic opportunity and socioeconomic mobility among low- and moderate-income people. Students will represent clients in a range of legal matters including formation and governance of for-profit, not-for-profit, and hybrid entities, negotiating and drafting contracts,

developing employment and other policies, structuring real estate transactions, resolving zoning and environmental issues, providing tax advice, drafting and advocating for legislation, and appearing before administrative agencies. CED engages students in local work that can then be used to inform policy development at the local, state, and federal levels. Students will gain skills in client contact, contract drafting, transactional lawyering, legal research and writing, regulatory and legislative advocacy, administrative agency contact, and negotiation. The class seminar will meet once a week for two hours and once a week for one hour and will cover federal, state, and local policies affecting urban and suburban places; substantive law in tax, real estate development, and corporate governance; and transactional and regulatory lawyering skills, such as negotiating and drafting contracts. Each student will meet with faculty once a week for fieldwork supervision. The clinic is open to students from the Schools of Law, Management, Divinity, Forestry & Environmental Studies, Public Health, and Architecture with prior approval from a faculty member. Permission of the instructors required. Enrollment limited to eight. A.S. Lemar and C.F. Muckenfuss III

Comparative Administrative Law (20517) 2 or 3 units. A seminar comparing the administrative law system of the United States with those in other parts of the world. The seminar will focus on the way statutory and constitutional law guides and constrains policy making by government ministries and independent agencies, and it will consider the oversight role of the courts and other bodies. The course will compare the United States with the EU, France, Germany, and the U.K., and it will also examine administrative law in the transition to democracy in emerging economies and in nondemocracies such as China. The particular comparative focus will depend on student background and interest. Prerequisite: one course on administrative law (either of the United States or of any other country.) Thus, LL.M. students are eligible if they have studied administrative law during their legal training. Biweekly reading responses and either a self-scheduled examination or a term paper. Three units of credit available for papers designed to earn Substantial Paper credit or for comparable papers by graduate students. Self-scheduled examination or paper option. Enrollment limited to fifteen. S. Rose-Ackerman

Comparative Constitutional Law (20140) 2 units, or more units with permission of the instructors. An effort to define the key concepts adequate for an evaluation of the worldwide development of modern constitutionalism since the Second World War. Enrollment limited. *Also PLSC 709a.* B. Ackerman and R. Albert

Comparative Constitutional Law: Seminar (20121) 2 units. This seminar will provide a comparative perspective on American constitutional law by looking at analogous case law and institutions from other constitutional democracies including the U.K., Germany, France, Japan, India, Canada, South Africa, Australia, Indonesia, South Korea, Brazil, Italy, Israel, and the European Union. Topics will include amendment mechanisms, secession, judicial review, separation of powers, federalism, fundamental rights, equality, freedom of expression, freedom of religion, comparative procedure, property rights and economic liberties, entitlements to government aid, and guarantees of democracy. The course requirements are a ten-page take-home exam essay and a twenty-five-page paper. Permission of the instructors required. Self-scheduled examination and paper required. A.R. Amar and S.G. Calabresi

Comparing U.S. and European Constitutionalism (20542) 2 units. Modern constitutionalism was invented in the United States but soon adopted in many European countries. Both constitutional systems undoubtedly belong to the type of liberal democracies. But there are also striking differences, for instance in the historical origin that continues to exercise its influence today, in the understanding of fundamental rights, the separation of powers, the function and acceptance of judicial review, constitutional amendments, the attitude toward international law, etc. Knowledge of these differences sharpens the understanding of one's own constitutional system, makes the deeper roots behind the differences visible, and furnishes alternatives that may be useful when it comes to interpreting constitutions and solving constitutional conflicts. At the end, the question will be asked whether or not the constitutionalization process in the EU follows the American model of 1787. This course will meet for the first half of the term, between September 2 and October 7. Self-scheduled examination or paper option. D. Grimm

Constitutional Interpretation (20442) 2 units. An advanced constitutional law course, open only to students who have already taken an introductory course in American Constitutional Law at Yale or elsewhere. This course will revolve around the text of the United States Constitution and four books authored by the instructors: P. Bobbitt, *Constitutional Fate* (1982); A. Amar, *America's Constitution: A Biography* (2005); P. Bobbitt, *Constitutional Interpretation* (1991); and A. Amar, *America's Unwritten Constitution* (2012). Self-scheduled examination or paper option. A.R. Amar and P.C. Bobbitt

†**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 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 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. J.A. Meyer 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 will probably be asked to present a topic during the term and to ask a question or make a comment during every class meeting. Attendance and participation are therefore required. Students who have selected writing topics and have had those topics approved by November 30 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. Enrollment limited to twelve. S.B. Duke

†**Corporate Crisis Management (30215)** 2 units, credit/fail. As a result of unplanned for (or badly planned for) negative events, companies increasingly find themselves as targets of aggressive legal action, media coverage, and regulatory pressure. This is particularly the case for large or name-brand companies. Recent examples include the GM and Toyota recalls; the data breaches at Sony Pictures Entertainment, Target, and Home Depot; and JPMorgan's London Whale. The scale can range from an existential threat, such as BP's oil spill, to a more minor reputational crisis, such as Lululemon's recall. One of the key challenges presented by these developments is that they do not arise from the usual interactions that characterize "normal" business. Instead, companies must organize and act across traditional hierarchies and areas of expertise and many times face antagonistic, unexpected tactics designed for maximal visibility and shock effect, potentially to force industry-wide change. In advising clients in these situations, lawyers must coordinate business concerns, legal issues, stakeholder concerns, and regulatory matters, as well as plan for both expected and unexpected outcomes. This class is based on experiential learning: a rich set of case studies and crisis simulation exercises balances the theoretical and legal frameworks and will help participants to improve their strategic thinking as well as team management and communication skills in high-stress situations. Permission of the instructors required. Enrollment limited to sixteen. H.L. Coleman, M. Trevino, and M.M. Wiseman

Corporate Environmental Management and Strategy (20490) 3 units. This survey course will focus on understanding how adroit environmental management and strategy can enhance business opportunities; reduce risk, including resource dependency; promote cooperation; and decrease environmental impact. 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 address rising expectations related to corporate responsibility). This course will meet according to the School of Forestry & Environmental Studies calendar. Paper required. Permission of the instructors required. Enrollment limited to forty, from all Yale schools; ten seats are reserved for Law students. *Also F&ES 807a and MGT 688a.* D.C. Esty and M.R. Chertow

*†**Criminal Justice Clinic (30105) and Fieldwork (30106)** 2 units, credit/fail, with a graded option, for each part (4 units total). The clinic and fieldwork must be taken simultaneously. Students represent defendants in criminal cases in the Geographical Area #23 courthouse (the "GA") on Elm Street in New Haven. Students handle all aspects of their clients' cases under the direct supervision of clinical faculty. Students learn how to build relationships with clients, investigate and develop their cases, construct persuasive case theories, negotiate with opposing counsel, prepare motions and briefs, and advocate for clients in court. Students also explore the legal framework governing the representation of clients in criminal cases, including the rules of professional responsibility.

Throughout, students are encouraged to think critically about the operation of the criminal justice system and to reflect on opportunities for reform. Because of the frequency of court appearances, students must keep two mornings a week (Monday–Friday, 9 a.m.–1 p.m.) free from other obligations. Students must also return to the Law School in time to participate in an August 27 and 28, 2015, orientation program intended to prepare them for criminal practice. Enrollment limited. F.M. Doherty, S.O. Bruce III, and T. Ullmann

Criminal Justice Reform: Theory and Research in Action (30182) 3 units, credit/fail. We are at a pivotal moment with respect to American policing (and arguably the U.S. criminal justice system more generally). Police shootings in places such as Ferguson, North Charleston, and Cleveland – as well as the death of Eric Garner after police put him in a chokehold in Staten Island and the death of Freddie Gray after he was transported in a police van in Baltimore – have brought national attention to the questions of how police should do their jobs and even how that job should be defined. Perhaps at no point since the 1960s, when the Kerner Commission wrote an influential report on American policing following a period of widespread urban unrest, have long-held assumptions about the purposes and methods of policing been called so deeply into question. Academics and researchers can and should be a part of the conversation about how to make policing (and all of the components of criminal justice operation) simultaneously more effective, just, and democratic. Participants in this workshop will explore theories (procedural justice, legitimacy, social network analysis, implicit bias, among others) and empirical findings that are being marshaled to rethink the function and form of policing. They will also engage in research projects and public policy advocacy that aim to give these ideas practical effect. Our immodest goal is that participants should have an opportunity to help define the face of American policing in the twenty-first century. We meet weekly; preparation and attendance at these discussions are required for credit. If you need to miss a class, please be in touch with the instructors in advance of the meeting. Students missing more than two sessions without permission will not receive credit. Graded credit may be available to students who wish to write papers (including Substantial Papers and Supervised Analytic Writing papers) in connection with this course. Enrollment limited to twenty. Permission of the instructors required. T.R. Tyler and M. Quattlebaum

Criminal Law and Administration (20061) 4 units. An introduction to criminal law and its administration, including the requisites of criminal responsibility, the defenses to liability, inchoate and group crimes, sentencing, and the roles of legislature, prosecutor, judge, and jury. This course is given in several sections; it must be taken before graduation. Students may satisfy the graduation requirement by satisfactorily completing Criminal Law and Administration or Criminal Law, but they may not enroll in both courses. Self-scheduled examination. J.Q. Whitman

Criminal Procedure: Charging and Adjudication (20359) 4 units. This course has also been called Criminal Procedure II. We will examine the law governing prosecution and criminal trials in the United States. While I hope that some significant portion of the class will already have taken a course on criminal law, criminal investigation, evidence, or federal courts, there is no prerequisite for this course. The emphasis will be on the rules and practices of the state and federal courts in the United States, but we will also consider

some comparative criminal adjudicative mechanisms. Students will be expected to critically consider the proper standards and institutions for provision of defense counsel and for regulating the grand jury, formal criminal charging, pretrial release, plea bargaining, discovery, speedy trial, jury selection, jury trial, sentencing, direct appeal, and collateral review of convictions. Scheduled examination. K. Stith

Criminal Procedure: Investigation (20270) 3 units. This course will cover the law regulating searches and seizures (including electronic eavesdropping); the interrogation of suspects, witnesses, and defendants; bail; preliminary hearings; grand jury proceedings; and the right to counsel. Attendance and participation may be considered in grading. Students who regularly do not attend will be dropped from the class. Scheduled examination. S.B. Duke

Critical Legal Theory (20263) 2 units. Critical movements in American legal scholarship emerged between 1975 and 1990. These movements debated the value of rights discourse and studied how legal argument and legal culture either obscured or apologized for continuing injustices in American society. In this course, we will revisit some of the scholarly work published during this period and consider whether it has relevance for today's world. We will also read selected contemporary work in order to ask what a critical approach to law would look like in the twenty-first century. Self-scheduled examination or paper option. Enrollment limited to fifteen. J.M. Balkin

Decarbonizing the U.S. Power Sector: Driving U.S. Climate Policy under the Clean Air Act (20620) 2 units. The Obama Administration's Clean Power Plan (CPP) is the centerpiece of its efforts to drive down power plant emissions of greenhouse gases linked to climate change. Since the final CPP will be released in the summer of 2015, this seminar will be well-timed to tap into the enormous interest and debate that the CPP has engendered. It will unfold against the backdrop of intensive efforts by policy makers, lawyers, and experts to understand the final rule and its implications, evaluate legal and political options, and begin implementation. Applying a multidisciplinary perspective, the seminar will examine the interplay between the legal, economic, and political dimensions of the CPP. Key areas of focus will be: how the CPP relates to the larger context of climate science; the relationship between the CPP and historical efforts to address climate change; the strengths and limitations of the Obama Administration's aggressive reliance on the Clean Air Act; the effectiveness of different emission reduction tools; key criticisms of the CPP proposal and how the final rule addresses them; the energy policy and regulatory choices states must make during implementation; and the timing and likely outcome of legal challenges. The goal is to give students an understanding of the CPP's role in climate science and policy and a nuts-and-bolts immersion in the practical realities of implementing a complex regulatory framework. Paper required. Enrollment capped at nine Law students. *Also MGT/F&ES*. R. Sussman

Decision Making under Conditions of Uncertainty (20626) 1 unit. The course will focus on government and private decision making under conditions of high normative diversity and epistemological uncertainty. The class will focus on how policy makers should respond to the unpredictable events now overtaking the Ukraine. The class will be co-taught by Dean Robert Post and Timothy Collins, and during its meetings in

September and November, the class will be co-taught by the Baroness Catherine Margaret Ashton, former High Representative of the Union for Foreign Affairs and Security Policy and First Vice President of the European Commission. For most meetings, the course will feature guest speakers. The economist Roger Myerson will co-teach the first class on strategic decision making; the political scientist Graham Allison will co-teach the second class on supplementing rational actor models. We are still in the process of determining future speakers, but they will include experts on the present Ukrainian crisis. We will also likely devote a class to evaluating normative claims for secession. Paper required. Enrollment limited to fourteen Law students. *Also MGT/GLBL 597a*. R.C. Post, T. Collins, and C. Ashton

Democracy and Distribution (20538) 2 units. The attention showered in 2015 on Thomas Piketty's book *Capital in the Twenty-First Century* brought issues of inequality in the distribution of income and wealth to the forefront of public and scholarly attention. An enormous body of research has been produced over the past two decades to understand the nature of the dramatic rise in inequality, especially in the United States, and its causes. A long list of proposals for legal change has emerged in response to the outpouring of data and analysis. This course will explore the facts and the causes of and political barriers to potential responses to these recent developments, principally but not exclusively in the United States. Ultimately, the question requires an examination of the relations between democracy and the distribution of income and wealth. Particular attention will be paid to the ways in which different groups, classes, and coalitions affect, and are affected by, democratic distributive politics. Attention will be paid to theories of distribution, politics of distribution, distributive instruments, and the implementation of policies affecting distribution. Substantive topics covered will include, for example, regulation, protectionism, taxes, social insurance, welfare, public opinion, education, and unions. This course will meet according to the Yale College calendar. Supervised Analytic Writing or Substantial Paper credit possible, with permission of the instructors. Paper required. Enrollment limited to ten Law students. *Also PLSC 287a/EP&E 411a*. M.J. Graetz and I. Shapiro

†**Dialogue between the Highest Courts: Cooperation, Cohabitation, or Conflict? (20666)** 2 units. One of the emerging trends in modern countries is the development of so-called multinational dimensional protection of individual rights. In consequence, questions concerning protection of those rights may be addressed in parallel under different norms of reference (for example, national constitutions as well as international and supranational instruments) and adjudicated before different (national, international, and supranational) judicial bodies. While potentially beneficial for protection of rights, multinational dimensional protection may result in jurisdictional overlaps. From the national perspective, there may be an endemic competition between a supreme court and a constitutional court. From the international perspective, there may be no clear borders between jurisdiction of different courts, as is the case with the two European highest courts: the European Court of Human Rights and the Court of Justice of the European Union. And, finally, from the cross-level perspective, national and international courts may be called to decide on the same matter. It generates a considerable potential for conflict, as it is in the nature of every highest court that it may not be willing to accept

limitations to its jurisdictional supremacy. This seminar will identify and review several examples of dialogue between the highest courts. The class will mostly focus on different European systems and will devote particular attention to cases concerning individual rights and liberties. We will see that, in the realities of judicial dialogue, different courts arrive at different solutions and – while quite often there is a common will to cooperate – some courts could hardly resist the temptation to enter into an open conflict. In brief, this seminar will serve as an introductory guide into the complicated system of constitutional and international jurisdictions in the modern world. Paper required. Enrollment capped at seventeen. L. Garlicki

*†**Education Adequacy Project (30162)** 3 units. The Education Adequacy Project (EAP) provides a unique opportunity for students to participate in and help lead institutional reform litigation. The EAP pursues a single complex lawsuit to ensure the State of Connecticut provides all Connecticut children with adequate and equitable educations. Students work with attorneys at Debevoise & Plimpton as well as local counsel in an integrated trial team. A major, multiweek trial is scheduled to begin in October 2015 and, barring a change in schedule, the next term will involve supporting, attending, and participating in the trial. Students have to date played a significant role in determining the case's litigation strategy. Class time is devoted to litigation strategy and discussion with supervising attorneys, training in litigation skills, and internal clinic logistics. New students should be aware that it may be difficult to become fully oriented with the case in the short time between the beginning of the term and the anticipated start of trial. The clinic, however, will accept a limited number of new students if they are exceptionally interested and eager to participate. Permission of the instructors required. D.N. Rosen, A.A. Knopp, J.P. Moodhe, and H. Smith

Employment Discrimination Law (21310) 4 units. This course will examine the regulation of employment discrimination through Title VII of the Civil Rights Act of 1964 and related laws. It is an introductory, but comprehensive course that emphasizes the major analytical frameworks for conceptualizing race and sex discrimination – and equality – in the workplace. The course will combine a pragmatic, litigation-oriented perspective with a theoretical, sociological one, as it investigates the assumptions underlying various legal approaches and situates legal trends within larger social and historical contexts. The course will provide a solid theoretical foundation for understanding differing conceptions of discrimination and equality in other areas of law, such as anti-discrimination law and constitutional law. It will also provide students with the background necessary to deal with discrimination problems in a clerkship or practice setting. Scheduled examination. V. Schultz

*†**Environmental Protection Clinic (30164)** 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 ten to twelve 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). Students may propose projects and client organizations,

subject to approval by the instructor. Brief statement of interest required; please e-mail joshua.galperin@yale.edu for information. Enrollment limited to thirty. *Also F&ES 970a.* J.U. Galperin, D. Hawkins, and L. Suatoni

*†**Ethics Bureau at Yale: Pro Bono Professional Responsibility Advice and Advocacy (30166)** 3 units. Lawyers' need for ethics advice, consultation, and expert opinions is not limited to those whose clients can pay. Impecunious clients and the lawyers who serve them are in need of ethics counseling and legal opinions on a regular basis. For example, Yale Law students have provided essential assistance preparing amicus briefs in numerous Supreme Court cases. A few of these cases resulted in victory for the petitioner and citations to the amicus brief in the majority opinions. The work of the Bureau consists of four major components. First, the Bureau provides ethics counseling for pro bono organizations such as legal services offices, public defenders, and other NGOs. Second, the Bureau prepares standard-of-care opinions relating to the conduct of lawyers, prosecutors, and judges that are required in cases alleging ineffective assistance of counsel and other challenges to lawyer conduct. Third, from time to time, the Yale Ethics Bureau provides 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. It did so in a United States Supreme Court case, *Maples v. Allen*, citing the amicus brief of the clinic. Fourth, the Bureau provides ethics opinions for the National Association of Public Defenders, position papers for various American Bar Association entities, articles for law reviews and other publications, and editorials on topics of current interest. The twelve students working at the Bureau meet for class two hours per week and are expected to put in approximately ten hours on Bureau projects each week. The classroom work explores the law governing lawyers, but also considers the role of expert witnesses in the litigation process, its appropriateness, and the procedural issues thereby raised. No prerequisites. Preference given to prior Ethics Bureau enrollees and students who previously took the instructor's ethics class. Permission of the instructor required. Enrollment limited to twelve. L.J. Fox

***Ethics in Law and Markets (20622)** 3 units. The focus of this course is on how a society's ethical norms and values have been reflected in societies throughout history. Generally speaking, this course will study the validity of the hypothesis that "an economic system runs on trust, reputation, and ethics, and that any deficit in these fundamental components of capital markets and financial markets necessarily will imperil the financial system as a whole." We will discuss the evolution of views on ethics in business generally and how, if at all, the dominant ethical views in a society affect business conditions. We also will consider the way that globalization and the emergence of economic interactions among many different cultures have affected attitudes and practices related to ethics. We also will consider the future of trust, reputation, and ethics in business. Attention will be paid to ethical issues within the private sector as well as in government and across society generally. Paper required. G. Fleming and J.R. Macey

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

Federal and State Courts in a Federal System (20366) 4 units. The “Federal Courts” play a central role in today’s political debates. The class will focus on the development of the identity, doctrine, and jurisprudence of the federal courts in relation to state courts and to the other branches of the federal government. To do so, the class will consider the degree to which the U.S. Constitution allocates authority among the branches of the federal government and among state, federal, and tribal courts. Questions of the meaning of national and of state “sovereignty” lace the materials. Beneath the sometimes dry discussions of jurisdictional rules and doctrines of comity lie conflicts about such issues as race, religion, the beginning and end of life, abortion, Indian tribal rights, and gender equality. In addition to considering the political and historical context of the doctrinal developments, the class will examine the institutional structures that have evolved in the federal courts, theories of federalism, current questions about the size and shape of the federal courts, the different methods for judicial selection and kinds of state and federal judges, as well as the effects of social and demographic categories on the processes of federal and state adjudication. On occasion, the class will also consider concepts of federalism comparatively. Class participation will be part of the final grade. No credit/fail option. Self-scheduled examination. Enrollment capped at seventy-five. J. Resnik

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. No preference given to third-year students. Scheduled examination. Enrollment capped at ninety. Y. Listokin

Federal Indian Law (20038) 3 units. This course will examine the trajectory of legal relations between Native American tribes and the federal and state governments. Particular attention will be given to shifting federal policies, tribal sovereignty and legislative competence, constitutional rights, tribal membership, criminal law (including the evolving jurisdiction of tribal courts following enactment of the Violence Against Women Reauthorization Act of 2013), family law, taxation, gaming, and the protection of natural and cultural resources. The American experience will be evaluated in light of the 2007 United Nations Declaration on the Rights of Indigenous Peoples, the case law of other countries with indigenous populations, and decisions of international human rights bodies. There may be a field trip to one of the Connecticut reservations. Self-scheduled examination. E.R. Fidell

Financial Reporting: A Legal Perspective (20405) 3 units. Financial Reporting will help students acquire basic accounting knowledge that is extremely useful in the day-to-day practice of law. Accounting systems provide important financial information for all types of organizations across the globe. Despite their many differences, all accounting systems are built on a common foundation. Economic concepts, such as assets, liabilities, and income, are used to organize information into a fairly standard set of financial statements. Bookkeeping mechanics compile financial information with the double entry

system of debits and credits. Accounting conventions help guide the application of the concepts through the mechanics. This course provides these fundamentals of accounting and more. It looks at how U.S. Generally Accepted Accounting Principles (GAAP) report transactions and events. The methodology will always be the same: understand the underlying economics of the transaction, and then understand GAAP. A key goal of the course is to have the student develop the ability to infer the economic events and transactions that underlie corporate financial reports. The institutional context within which financial reports are produced and used also plays a vital role in extracting and interpreting the information in those reports. The cases we study are invariably embedded in some context, and we will explore important elements of this context as they arise. Scheduled examination. R. Antle and S.J. Garstka

[The] Foundations of Legal Scholarship (20653) 3 units. This seminar will focus on legal scholarship, including some older classics as well as newer work that we consider important. Books, articles, and papers will cover a wide range of subject areas and methodologies in both public law and private law. Permission of the instructors required. P.W. Kahn and D. Markovits

Health Law (20576) 3 units. This course will introduce students to the structure, financing, and regulation of the health care system and proposals for its reform. Legal topics include the Affordable Care Act, Medicare, medical staff disputes, health care antitrust, HMOs, and insurance regulation. Self-scheduled examination. Enrollment capped at forty. M. Hall

Human Dignity: Research Seminar (20500) 2 units. Human dignity has been a part of Western society for more than 2,500 years and was formed as a theological and philosophical concept. In the wake of the Second World War, and following the atrocities committed by the Nazis and the Holocaust of the Jewish people, human dignity became an important concept in international law, constitutional law, and legal theory. This research seminar will focus on understanding the legal concept of human dignity. It will focus on issues such as the importance of the intellectual history of human dignity to the modern legal concept; the relationship between the religious meaning of human dignity and the legal meaning; the contributions of Kant, Dworkin, and Waldron to the understanding of human dignity as a modern legal concept; what is human dignity as a constitutional value; the relationship between the right to human dignity and other human rights; what does human dignity as a value or a right contribute to legal issues such as discrimination, the death penalty, abortion, and bioethics (cloning, stem cell research, genetic engineering); is there a difference between constitutions that expressly recognize human dignity and those that recognize it through implication; the role that human dignity plays in the American Bill of Rights; and the role of comparative law in understanding human dignity. Students will meet individually with the instructor during the term to discuss their papers. Hours to be arranged. Paper required. Enrollment limited to twenty. A. Barak

Human Rights Workshop: Current Issues and Events (20134) 1 unit. Conducted in workshop format, the course will examine contemporary issues in human rights practice and theory. Guest speakers, including scholars, advocates, and journalists, will present each week on a diverse range of topics in human rights, including sessions on progressive

constitutions in Latin America and on art and human rights. Readings are generally distributed in advance of each session. Students prepare short response papers before several of the sessions and are responsible for asking the speaker a question at each of those sessions. The workshop will meet approximately every other week. P.W. Kahn and J.J. Silk

***+Immigration Legal Services (30113)** 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, on 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 their casework. Enrollment limited to four. J.K. Peters

***In-House Lawyering: Ethics and Professional Responsibility (20123)** 3 units. This course will provide an introduction to identifying, analyzing, and resolving (or at least mitigating) ethical challenges and professional responsibility issues. The challenges that corporate (or “in-house”) counsel face will be our primary context because corporate counsel, as opposed to attorneys operating within a law firm or a government agency, generally must identify and resolve ethical issues with limited external support. This course will be a thematic weekly seminar, with each class generally being dedicated to a specific issue or representational situation. Guest lecturers will occasionally supplement class discussion. There will be no foundational text, but students will need to purchase a bound copy of the ABA Model Rules of Professional Conduct and the Restatement. The readings for the course will be published opinions, law journal articles, and articles from the popular media (which will be available online or through Westlaw/Lexis). Previous exposure to professional responsibility concepts (e.g., another ethics class or prior preparation for the MPRE) is useful but is by no means a prerequisite. Self-scheduled examination. Enrollment capped at thirty. B.T. Daly

International Arbitration: Seminar (20643) 2 units. This research-oriented seminar will focus on both international commercial and investor-state arbitration. In recent decades, the importance of both has exploded into prominence, prompting a wave of new scholarship. Students will read and discuss the most important recent research in the field in view of developing research projects of their own. Student collaboration on a project is encouraged. A paper or literature review is required. A. Stone Sweet

International Criminal Law (20269) 2 or 3 units. After a brief survey of the history of international criminal law and the development of international criminal courts, the seminar will examine the problem of sources and goals of international criminal justice. Alternative responses to mass atrocities will be explored. Genocide, crimes against humanity, war crimes, and the crime of aggression will then be examined in some detail. Next, the attention of the seminar will focus on the departures of international criminal procedure and evidence from forms of justice prevailing in national law enforcement systems. The seminar will end with an analysis of special difficulties encountered by international criminal courts. Scheduled examination or paper option. Enrollment limited to twenty. M.R. Damaška

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

†**International Law and Foreign Relations: Seminar (20545)** 4 units. This course will offer an opportunity to study, research, and participate in current legal debates over international law and foreign relations. Students will work on research topics selected by the instructor and the class from among those presented by U.S. congressional staff, executive branch lawyers, or nonprofit groups working on issues relating to international law or foreign relations law. Research projects may also be generated by the class itself. In past years, the seminar has researched topics including the law of cyber-attack, the power of the U.S. government to detain terrorism suspects, the scope of the Treaty Power, the relationship between human rights law and the law of armed conflict, extraterritorial application of human rights obligations, the law governing the U.S. targeted killing program, and the legal requirements of various human rights treaties. The seminar has also submitted amicus briefs to the D.C. Circuit and U.S. Supreme Court. Students will work both individually and in small groups to write reports on selected topics and, as appropriate, produce recommendations for reform. Weekly class meetings provide an opportunity for students to present and discuss their ongoing research. Students will also have an opportunity to meet with attorneys and policy makers who are directly involved in the legal debates on which the class is working. Substantial Paper credit is available. Enrollment limited to eight. O. Hathaway

Jurisprudence (20279) 2 units. This is a reading group on legal theories, including naked power, natural law, positivism, sociological jurisprudence, American legal realism, and policy sciences. Readings will be examined both on their own terms and from the perspective of the New Haven School. We will meet as a group nine times over the course of the term as well as one-on-one with the instructor. Paper required and may be acceptable for Substantial Paper or Supervised Analytic Writing credit. W.M. Reisman

Justice (20104) 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, Iris Marion 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 553a/PHIL 718a.* B. Ackerman

†**Landlord/Tenant Legal Services (30115)** 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 to eight. F.X. Dineen and J.L. Pottenger, Jr.

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 1 unit of ungraded credit per term. Neither Substantial Paper nor Supervised Analytic Writing credit will be available through the seminar. Short reaction papers will be required during the term. C. Jolls

Law and Cognition: Seminar (20227) 2 units. The goal of this seminar will be to deepen participants' understanding of how legal decision makers—particularly judges and juries—think. We will compile an in-depth catalog of empirically grounded frameworks, including ones founded in behavioral economics, social psychology, and political science; relate these to historical and contemporary jurisprudential perspectives, such as “formalism,” “legal realism,” and the “legal process school”; and develop critical understandings of the logic and presuppositions of pertinent forms of proof—controlled experiments, observational studies, and neuroscience imaging, among others. Students will write short response papers on weekly readings. Enrollment capped at twenty-five. D.M. Kahan

Law and Economics Research Seminar (20090) 3 units. Research and writing on topics in law and economics. Topics to be arranged with the instructor. Students interested in preregistering for this course should submit topic statements to the instructor. Paper required. Permission of the instructor required. Enrollment limited to six. A.K. Klevorick

Law and Macroeconomics (20371) 1 to 3 units. This seminar will examine the interaction between law and macroeconomic fluctuations, with an emphasis on the “Great Recession.” Unlike conventional law and economics, the seminar assumes that aggregate demand plays an important role in determining output. Topics include regulation as a determinant of aggregate demand, the income tax code and government spending as determinants of aggregate demand, the role of corporate law during the financial crisis, and central banks' legal authority to conduct unconventional monetary policy. Students who write papers will earn additional credit units. Enrollment limited. Y. Listokin

[The] Law and Regulation of Banks and Other Financial Intermediaries (20346) 2 or 3 units. This course will begin with an overview of the legal and business environment in which banks and other financial intermediaries (investment banks, insurance companies) operate. The course will focus on the law, history, politics, and economics affecting firms engaged in businesses such as banking, insurance, investment banking, mutual funds. We will then discuss entry into the business of banking; the dual banking system; the shadow banking system; corporate governance of banks, activities restrictions, and limitations on investments; the regulation of deposit taking; safety and soundness regulation

and prudential restriction of 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 recurring problem of financial crisis, systemic risk, and to the Dodd-Frank Wall Street Reform and Consumer Protection Act provisions related to consumer protection and the resolution of failed banks. The concept of “Systemically Important Financial Institutions” and the “Volcker rule,” which purports to prohibit banks and bank holding companies from engaging in proprietary trading (trading with their own capital rather than on behalf of customers), will also be subjects of attention. There are no prerequisites for this course. Information about financial economics and accounting and market microstructure that may be necessary in order to understand the legal and policy concepts developed in the course will be taught as part of the course. Self-scheduled examination and short paper required for 3 units of credit, or self-scheduled examination only for 2 units of credit. J.R. Macey

†**Legal Assistance (30191)** 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 six to eight. F.X. Dineen

Legal Practicum (20008) 1/2 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 instructor required. Deputy Dean

***Legal Profession: Traversing the Ethical Minefield (20522)** 3 units. Almost every course you take in law school makes you better able to help your clients fulfill their hopes and dreams. This course is designed to help fulfill your own professional obligations while also providing services to your 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 we 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. The class will use a casebook, Susan Martyn and Lawrence Fox, *Traversing the Ethical Minefield*, and a standards book, Susan Martyn,

Lawrence Fox, and Bradley Wendel, *The Law Governing Lawyers*. Class attendance and participation are essential. Scheduled examination. Enrollment capped at forty. L.J. Fox

†**Legislative Advocacy Clinic (30118)** 3 units, credit/fail. This clinical seminar will give students an opportunity to participate in the state legislative and policy-making processes by advancing—and defending—the interests of a Connecticut public interest organization of their choice. Clinic students may select their projects from a range of options supplied by the faculty, or they may approach the clinic with an organization/cause already in mind. Recently, students in the clinic have focused on public health, fair housing, workers’ rights, education, juvenile justice, tax policy, and women’s health. One of our longtime clients (Connecticut Voices for Children) is a key player on a broad spectrum of policy issues affecting Connecticut families. The clinic’s work includes both affirmative legislative initiatives and defensive efforts to respond to proposed legislation deemed inimical to the interests of its clients. An orientation to Connecticut’s politics and demographics, as well as issues of ethics and professional responsibility for lawyers working in the legislative arena, will be important foci of this clinic. In the fall term, students will develop policy proposals, 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, prepare and present “white papers,” 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 to fifteen. J.L. Pottenger, Jr., S.D. Geballe, A.A. Knopp, and E. Scalettar

†**Liman Project: Incarceration and Reform (30172)** 2 units, credit/fail, with a graded option. This project will enable students to learn about the law of, and to work on understanding facets of, incarceration. One ongoing project involves studying how prisons use and regulate long-term isolation (sometimes called “solitary confinement,” or “restricted housing,” or “administrative segregation”) and working on how to reduce the numbers of persons in isolation and the degrees of isolation for those in such placements. A national survey is underway, and additional data collection and analyses will be done, along with more research on the law and policies related to isolation. Another project focuses on the role gender plays in incarceration, in terms of the ways in which women and men are classified and placed in facilities, and the programs and rules imposed. Again, the goals include research and reform. Students work in teams and meet regularly with supervisors. With permission, students may elect to write a related Supervised Analytic Writing or Substantial Paper for additional graded credit. The projects usually span more than one term and have, on occasion, resulted in published articles. Permission of the instructors required. J. Resnik, J. Kalb, S. Baumgartel, and L. Fernandez

Local Government in Action: San Francisco Affirmative Litigation Project (30178)

1 unit, with the option of additional units. This course will introduce students to local government lawyering. Working directly with attorneys from the Affirmative Litigation Task Force 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, assist in filing a case, or help litigate one already under way. 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 either develop and propose a potential lawsuit or assist in one of the City's ongoing affirmative litigation cases. Students joining in the fall are expected to make a one-year commitment (both fall and spring terms). In addition, students enrolling in this course for the first time in fall 2015 must complete their one-year commitment in the course to receive professional responsibility credit. Permission of the instructors required. H.K. Gerken and T. Bialek

*†**Lowenstein International Human Rights Clinic (30173)** 4 units, credit/fail. Students will work on a variety of human rights projects, generally in support of advocacy efforts of human rights organizations. Projects are designed to give students practical experience with the range of activities in which lawyers engage to promote respect for human rights; to help students build the knowledge and skills necessary to be effective human rights lawyers; and to integrate the theory and practice of human rights. Class sessions will include an overview of basic human rights standards and their application; instruction in human rights research and writing skills; and critical examination of approaches to human rights advocacy and enforcement. The clinic will have one or more student directors. Permission of the instructors required. Enrollment limited to eighteen. J.J. Silk and H.R. Metcalf

*†**Media Freedom and Information Access Clinic (30175)** 3 or 4 units, credit/fail for students in their first term, graded for students in their second term. Students in the clinic will work on all aspects of cases involving press freedom, open government, free speech, and related issues. Clients include investigative journalists, traditional and new media organizations, activists, advocacy organizations, researchers, and academics. Pending matters typically include litigation under the First Amendment and Freedom of Information laws in both federal and state courts. The clinic's cases involve a diverse array of issues, focusing in particular on national security, surveillance, privacy, technology, and government accountability. Students may also have the opportunity to engage in non-litigation advocacy and client counseling. The seminar will focus on substantive law, case discussions, skills training, and ethical issues. Students will have the opportunity to write related research papers. Permission of the instructors required. Enrollment limited. D.A. Schulz, J.M. Manes, and J.M. Balkin

†**Mortgage Foreclosure Litigation Clinic (30119)** 2 or 3 units, credit/fail. Students in this clinical seminar will represent homeowners fighting foreclosure in Connecticut state

courts. They will conduct motion practice and discovery, including legal research and writing. Affirmative litigation against lenders, and a wide-ranging “amicus practice,” also are important pieces of the clinic’s work. Although this is primarily a litigation clinic, many of the clients are also participating in court-annexed mediation, in an effort to restructure their mortgages, so students will also gain experience in client counseling and ADR. Students will also provide brief advice and assistance to *pro se* homeowners at the courthouse. Enrollment limited to eighteen. J.L. Pottenger, Jr., and J. Gentes

Nonprofit Organizations Clinic (30177) 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. †Students may satisfy the professional skills requirement through this course only if they receive 2 or more units. *Also MGT 695a.* J.G. Simon, M. Agsten, L.N. Davis, and B.B. Lindsay

Privacy at 50: Sex, the Family, and the Constitution (20249) 2 units. The year 2015 marks the fiftieth anniversary of *Griswold v. Connecticut*, the Supreme Court decision that established the constitutional right of married couples to use contraception. Beginning with mid-twentieth-century debates about the role of the criminal law in regulating sex, this course will examine the roots of *Griswold* and identify competing understandings of privacy, equality, and dignity in debates over abortion, LGBT rights, same-sex marriage, and emerging issues concerning reproduction and parenting today. In reading cases and legislation, we will draw on primary sources and recent scholarship to consider how social mobilization and counter-mobilization have shaped and limited constitutional law governing the regulation of sex and family. What might privacy’s past teach us about its future? And what might we learn from the evolution of these cases about the relationship between law and social movements? No preference given to students in their final year of law school. Self-scheduled examination. Enrollment limited to thirty. R.B. Siegel, L. Greenhouse, and G. Chauncey

Property (20377) 4 units. Law and informal norms combine to create the bedrock institutions that govern human entitlements in scarce resources. Land will be a principal focus of the course, but attention also will be given to other resources, such as wild animals, labor, water, the electromagnetic spectrum, and intellectual property. A regime of private property in a particular resource will be compared to alternative regimes such as communal, open-access, and state-owned property. At maximum, a private owner of a resource has a right to exclude, a privilege of use, and a power of transfer. The many legal limitations on these powers, such as public accommodations laws, will be explored. The course will address the temporal division of property interests, co-ownership arrangements, and ownership by a managing entity such as a landlord or trust. Toward the end of the term, urban and public-law issues will take center stage. Topics will include housing policy, the constitutional rights of property owners, and the regulation of land uses through nuisance law, easements and covenants, and municipal zoning. Scheduled examination. R.C. Ellickson

Property: Individual Research (20457) 3 units. The instructor will separately supervise up to six 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

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, and particularly in the light of current concerns with climate change. We will begin with some basic theories about the “commons” problem and the ways that property rights do or do not evolve to address that problem. Time permitting, other topics may include: land rights, land reform, and development projects (primarily less developed countries); wildlife and fisheries management (global); water management (United States and global); tradable pollution rights (United States); carbon trading schemes and other less conventional approaches to climate change management; property aspects of climate change adaptation; free-market environmentalism and private land use restrictions (conservationist or exclusionary?) (United States and global); and indigenous land claims and claims to intellectual property (global). 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 twice weekly during the first seven to eight weeks of the term. Paper required; may be reflective (2 units) or research (3 units). Enrollment limited to eighteen. 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. We will do so on a comparative law basis. We will compare it with U.S. jurisprudence, while trying to see whether constitutional rights are better protected by the U.S. method of categorization or by a proportionality analysis. We will follow the development of proportionality in recent U.S. constitutional law and evaluate its place in the constitutional scheme of things. This course will meet during the first half of the term. Paper required. A. Barak

†**Prosecution Externship and Instruction (30193)** 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. Federal placements are available in New Haven or in Bridgeport; the federal caseload is varied, including misdemeanors, felonies, or specialized areas such as career criminal, drug trafficking, or appellate work. The State’s Attorney for New Haven, which also has a varied but faster-paced docket, can take one or two student placements. All students are required to attend weekly class sessions, which 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. Students also apply for the State's Attorney during the previous term, though interviews may take place after the student has been accepted into the externship program. Although enrollment is limited and permission of the instructors is required, timing and the involvement of outside agencies remove this clinic from the usual sign-up process for limited enrollment courses. Selection for this course takes place before limited-enrollment course bidding. K. Stith, L. Brennan, and M. Silverman

Qualitative Research Design in Legal Research (20283) 3 units. This seminar introduces basic issues of method and research design for students engaged in qualitative legal research. It provides an overview of essential features of any major paper or thesis dissertation, a survey of approaches to qualitative research, as well as a checklist of common problems to try to avoid. Topics include the components of a good literature review; concept formation, typologies, and theory building; the uses of single case studies in building and testing theory; the problem of case selection and causal inference and how to manage them; and strategies for "small-n" comparison. The seminar will emphasize close reading and roundtable discussion of texts. Student will write two 3-page response papers on the readings for two of the sessions. Paper required (original research, substantial literature review, or prospectus). Enrollment limited to twelve. A. Stone Sweet

†**Reading Cases in Corporate Law (20621)** 2 units. This course will examine the extent to which judicial opinions—the units that create the structure of the common law or the authoritative interpretations of the directives issued by administrative agencies—effectively limit the activities of economic actors. Prerequisite: basic corporate law. Knowledge of securities law would be helpful but is not required. Self-scheduled examination or paper option. J.G. Deutsch

Regulation and Legal Culture: The Case of Automobile Safety Regulation (20419) 2 to 3 units. In 1965 the United States began a radical new experiment in auto safety regulation. The goal was to force the technology of automobile design in ways that privileged safety over style and power. The technique was general rule making demanding advanced safety performance in the entire vehicle fleet. This seminar will explore the history of this ambitious effort over the past fifty years, and, in particular, the way administrative regulation has been shaped by a legal culture that favors state initiative, ex post compensatory or remedial action, and legislative or judicial norm development. Paper required, which may satisfy the Substantial Paper or Supervised Analytic Writing requirement for 3 credits. Enrollment limited to twelve. J.L. Mashaw and D.L. Harfst

Regulation of Energy Extraction (20297) 2 or 3 units. This course will explore the troubled intersection between energy and environmental policies. We will consider a diverse range of regulatory approaches to minimize adverse environmental effects of various forms of energy development. These include emerging issues regarding hydraulic fracturing ("fracking") in the United States and European Union; regulation of off-shore drilling and lessons from the Deepwater Horizon oil spill; liability for natural resources and other damages from oil spills under the Oil Pollution Act of 1990 (OPA90); the Fukushima, Three Mile Island, and Chernobyl nuclear accidents; applicability of the

National Environmental Policy Act (NEPA) to oil and coal leases on federal lands; the Endangered Species Act; visual pollution and other issues relating to wind farms; coal mine disasters; mountaintop mining and the Mine Safety Act; and tailings piles and the Surface Mining Control and Reclamation Act of 1977 (SMCRA). The class will conclude by considering how concerns about climate change may affect the future of energy development. No prerequisites. Supervised Analytic Writing or Substantial Paper credit available. Self-scheduled examination or paper option. E.D. Elliott

Religion and the Constitution(s) (20572) 2 units. Modernity and liberal democracy are consonant with religious liberty, freedom of conscience, free speech, and different degrees of separation between religion and politics. But the way these principles are organized and interpreted varies across and within different national constitutional and legal regimes. Most recently, religious revivals and the development of religious diversity have challenged old historical arrangements. This course will examine the legal and constitutional status of religion in different national contexts (such as in the United States, Canada, Europe, Asia, and Latin America) as well as the places, discourses, and topoi in which these new challenges occur (the public sphere, schools or universities, corporations, the army; prayers, religious symbols, creationism, state subsidies, etc.). The course will particularly address the jurisdictional answers offered in response to these issues by the U.S. Supreme Court. Self-scheduled examination or paper option. P. Weil

Remedies (20499) 4 units. You've won the case. But what do you actually get? This course is about what courts do (and do not do) for litigants who have been found to be the victims of legal wrong. Though we will give some attention to every basic category of relief—damages, restitution, declaratory judgments, and injunctions—our main focus will be on remedies that plaintiffs seek in litigating against government entities (federal, state, and local). In particular we will consider the successes and failures of judicial remedies as a means to influence and reform the behavior of complex public organizations. Highlights include structural reform injunctions, agencies' refusals to acquiesce in judicial rulings, and the contempt power, including the willingness (or unwillingness) of judges to use that power against public officials. Self-scheduled examination. N.R. Parrillo

Rethinking Sovereignty: Human Rights and Globalization (20662) 3 units. The crises of sovereignty, and the end of sovereignty have been discussed in law, political science, and philosophy. Postnationalist, cosmopolitan, as well as neoliberal critics of sovereignty abound. This course will discuss alternative models of sovereignty, ranging from democratic iterations to popular constitutionalism, and will consider the implications of these models for the definition and enforcement of rights. Readings will include Hobbes, Kant, Schmitt, Arendt, Kelsen, Habermas, Waldron, Walker, and Benveniste. Paper required. Enrollment limited and permission of the instructor required. *Also PHIL 663a/PLSC 605a*. S. Benhabib

[The] Robber Barons Reconsidered (20630) 3 units. The era of the Robber Barons refers to the period of great expansion of industry in the United States after the Civil War. The Robber Barons—Rockefeller, Carnegie, Mellon, among others—have been depicted as amassing immense wealth through questionable legal ventures, leading to

the enactment of various forms of government regulation: the Interstate Commerce Act, the Sherman Antitrust Act, and, as a result of the Great Depression – an alleged failure of capitalism related to the Robber Barons' behavior – the Securities and Exchange Act, as well as legislation regulating the national economy more broadly. The ambition of this course is to reevaluate the actions of the Robber Barons by means of modern law and economic analysis. The course will proceed by reading the principal Robber Baron history and then subjecting that history to modern analysis. Paper required. G.L. Priest

Securities Regulation (20288) 3 units. This course is an introduction to the statutes and rules administered by the Securities and Exchange Commission, with primary focus on the Securities Act of 1933 and the Securities Exchange Act of 1934. These statutes and rules regulate companies' ability to finance their operations by issuing stocks, bonds, and other securities. The course is often dense and technical, but it has great practical relevance for students interested in the practice of law. The course will prepare students for work in capital raising, acquisitions, and other corporate transactions, as well as for litigation involving allegations of fraud in public and private companies. Self-scheduled examination. J.D. Morley

Sexuality, Gender, Health, and Human Rights (20568) 2 units. This course will explore the application of human rights perspectives and practices to issues in regard to sexuality and health. Through reading, interactive discussion, paper presentation, and occasional outside speakers, students will learn the tools and implications of applying rights and law to a range of sexuality and health-related topics. The overall goal is twofold: to engage students in the world of global sexual health and rights policy making as a field of social justice and public health action; and to introduce them to conceptual tools that can inform advocacy and policy formation and evaluation. Class participation, a book review, an op-ed, and a final paper required. Enrollment limited. *Also GBL 529a/CDE 585a.* A. Miller

Social Science and Institutional Design: The Empirical Evaluation of Legal Policies and Practices (20668) 3 units. The current legal system bases many of its policies and practices upon assumptions concerning human nature. What does research tell us about how those policies and practices actually operate? What alternative social science models are available and how would institutions be different if those models were used? This class will consider deterrence models and compare them to models emphasizing legitimacy, morality, and social norms. Policing, the courts, and corrections are examined and evaluated against available empirical evidence. The class will also consider alternative models of institutional design and evidence of their potential or actual effectiveness. Self-scheduled examination or paper option. Enrollment limited to twenty. *Also PSYC 647a.* T.R. Tyler

†**Start-Ups and the Law (30217)** 2 units, credit/fail. This course is intended to give students a thorough look at legal issues faced by start-up companies. We will follow a semi-hypothetical company throughout its life cycle, with the students creating its capitalization table and updating it through several rounds of financing and an acquisition. We will focus on corporate matters and have several sessions on related matters including

intellectual property and executive compensation. Permission of the instructors required. Enrollment limited to fifteen. W. Breeze, D.A. Goldberg, and C. Lynch

[The] State and Local Budget Crisis: Seminar (20292) 2 or 3 units. While the reviving economy has substantially improved the fiscal picture of the federal government, state and local government budgets continue to be under extreme amounts of stress. The most visible examples have been bankruptcies in cities like Detroit; Central Falls, Rhode Island; and Stockton, California; and severe fiscal crises in jurisdictions like Puerto Rico and Illinois. But there are many states and localities that have made budget, pension, and health care promises that seem beyond their capacity to keep and are further beset by gyrating revenue streams, increasing Medicaid costs, and federal budget cuts. The problems these jurisdictions face seem structural, not cyclical. The effect of these budget crises can be seen in crumbling infrastructure, reduced education spending, and in the way layoffs at the state and local level contributed substantially to the size and extent of unemployment following the Great Recession. This seminar will review the role of law and lawyers in causing, and potentially solving, the state and local budget crisis. Doing so will involve analyzing everything from municipal bankruptcy to state constitutional law to federal tax deductions. It will be co-taught by Richard Ravitch, whose career in government has spanned nearly fifty years, including playing a key role in the New York City fiscal crisis of the mid-1970s and serving as Lieutenant Governor of New York and Chairman of the Metropolitan Transportation Authority. He also cochaired the State and Local Budget Crisis Task Force with Paul Volcker. There will also be a number of guest speakers to help sort through the complex and fascinating legal and policy problems posed by this ongoing crisis. Two credits, with a 3-credit option for students who want to write extended papers. Paper required. Enrollment limited to fifteen. D.N. Schleicher and R. Ravitch

†**Supreme Court Advocacy (30180)** 6 units (3 fall, 3 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 the work product may be used to satisfy the Substantial Paper requirement. The course demands a significant time investment and is not recommended for students with other time-intensive commitments. Permission of the instructors required. Enrollment limited to twelve. L. Greenhouse, A.J. Pincus, C.A. Rothfeld, P.W. Hughes, M.B. Kimberly, and J.M. Balkin

†**Temporary Restraining Order Project (30141)** 1 unit, credit/fail. The Temporary Restraining Order (TRO) Project is a field placement program in which law students provide assistance to domestic violence victims applying for Temporary Restraining Orders in the Superior Court for the New Haven Judicial District, under the supervision of attorneys from the New Haven Legal Assistance Association and the Court Clerk's Office. The TRO Project aims to increase access to justice for self-represented parties

and provide opportunities for law students to learn about the law of domestic violence and court procedures for protecting individuals in abusive relationships. Students will be able to develop practical skills, including intake, interviewing, drafting of affidavits and other application documents, informing applicants about court procedures, and assisting applicants in navigating the judicial process. Open only to J.D. students. Permission of the instructors required. Enrollment limited to fifteen. S. Wizner, C. Frontis, A. Wenzloff, and D. Blank

Theories of Distributive Justice (20248) 2 units. The first four weeks of this seminar focus upon Thomas Piketty's *Capital in the Twenty-First Century* (2014), the most important book on income distribution in some years. The course will then follow the debate on egalitarianism that has taken place since John Rawls (1971) in political philosophy. Philosophical readings will be critiqued from the philosophical and economic viewpoints. Authors discussed will be Rawls and John Harsanyi on the veil of ignorance as a thought experiment; neo-Lockeanism according to Robert Nozick; resource egalitarianism according to Ronald Dworkin; and equality of opportunity according to Richard Arneson, G.A. Cohen, and John Roemer. Economics background at the level of intermediate microeconomics is required; experience shows that students lacking this background do not follow the lectures. An appropriate prerequisite is intermediate microeconomics or PLSC 517a. There will be a number of problem sets in the style of economics and three short essays in the style of analytical philosophy. Permission of the instructor required if there is any ambiguity concerning the economics prerequisite. *Also PLSC 595a/ECON 791a.* J.E. Roemer

Thought in Law and Economics (20636) 2 units. Over the past half-century, economic analytic perspectives of law have thrived in the legal academy. This course provides a survey and critical review of the intellectual legacy and methodological approaches common to the study of law and economics. Students are introduced to the subject by reading original manuscripts. The course, however, aims at more than a history of thought in law and economics. Through models and problem sets, students will also develop familiarity with the principal conceptual approaches and tools of the field, from marginal analysis to cooperative and noncooperative game theory. Each session will be structured around a primary foundational publication in law and economics. In the first hour of each class we will carefully work through the publication's model in a rigorous but broadly accessible manner (if there is no model in the publication, we will develop one so as to focus our analysis). A discussion will follow in the second hour, when the class turns its attention to related articles, extensions, and critiques of the foundational piece. The seminar is divided into three parts. The first part covers basic analytical preliminaries and formulations, including the unit of analysis, the economic analysis of entitlement, and the Coase theorem. The second part of the seminar delves into specific subject matter contributions in law and economics, including contracts, criminal law, torts, procedure, property, and constitutional/public law. The final part will turn to work based on norms and game theoretic approaches in law and economics. R.W. Brooks

Topics in Law and Psychology (20339) 2 units. The goal of this seminar is to strengthen the collaborative bridge between law and psychology by focusing on the work of faculty

in both departments who do research connecting psychological knowledge to legal questions. Students will write a paper on an aspect of these interdisciplinary fields that interests them. The class will be built around reading material from faculty and when possible bringing them into the class to talk about their work and answer questions about their views on the field. We will also bring in researchers from other universities who are doing relevant research. Paper required. Permission of the instructors required. Enrollment limited. *Also PSYC 626a.* M. Johnson and T.R. Tyler

***Trusts and Estates (20096)** 4 units. An introductory course treating the various means of gratuitous transfer of wealth by will, by lifetime transfers, and by intestacy: (1) the policy bases of inheritance and the changing patterns of intergenerational wealth transfer; (2) probate administration and procedure; (3) guardianship and custodial regimes for minors and for the infirm; (4) health-care decision making and the “right to die”; (5) intestate succession; (6) the common will substitutes: gift, joint account, joint tenancy, life insurance, pension account, revocable trust; (7) spousal protection and community property; (8) the growing federal interference, especially ERISA preemption; (9) capacity problems and will contests; (10) the requirements for executing and revoking wills; (11) distinctive constructional doctrines of the law of gratuitous transfers; (12) the creation and termination of trusts; (13) the duties of trustees, executors, and other fiduciaries; (14) trust investment law; (15) charitable trusts and charitable corporations; and (16) basic features of federal and state transfer and inheritance taxation. Throughout the course the relevant portions of the Uniform Probate Code, the Uniform Trust Code, and the Restatements (Third) of Trusts and Property will be studied. Scheduled examination. J.H. Langbein

U.S. Foreign Policy and the Law (20665) 3 units. This course will examine U.S. foreign policy decision making, including the role of domestic and international law. It will cover a series of case studies, contemporary and historical, and focus on the perspective of those who make and implement U.S. foreign policy: How is policy developed? What constraints do policy makers face? How are intersecting issues of policy and law addressed and resolved? Grade will be based on class participation and a final examination or paper (to be negotiated with the instructors). Non-Law School students (graduate and undergraduate) may be admitted by permission of the instructors. Scheduled examination or paper option. Enrollment limited to thirty. J.J. Sullivan, P. Gewirtz, and H.H. Koh

***†Veterans Legal Services Clinic (30123) and Fieldwork (30124)** 2 units, graded or credit/fail, at student option, for each part (4 units total). The clinic and fieldwork must be taken simultaneously. 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 clinic, students represent Connecticut veterans in a range of individual litigation and institutional advocacy matters. Pending individual matters include (1) benefits applications for veterans who have suffered PTSD, sexual assault, and other injuries, in the first instance, on administrative appeal, and on judicial review of administrative denials; and (2) discharge upgrade applications, on administrative appeal and in U.S. District Court. Students also represent local and national veterans organizations in Freedom of Information Act litigation in U.S. District Court; civil rights

litigation arising from sexual assault, and other-than-honorable discharges of service members suffering undiagnosed PTSD; and federal and state regulatory and legislative advocacy concerning veterans' employment issues, criminal justice matters, treatment of service members with PTSD, and military sexual assault and rape. 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, B.Y. Li, J. Parkin, and M.M. Middleton

[The] Wartime Practice of National Security Law (20667) 2 or 3 units. This course will examine current legal issues surrounding covert action and the overt use of military force by the United States since September 11, 2001. The course is co-taught by Stephen Preston, who for the past six years has served as General Counsel of the Department of Defense and, before that, CIA General Counsel. The course will examine national security law from the perspective of a government lawyer who has to make tough decisions regarding how to advise clients as they seek to counter real threats to U.S. national security. The class will review the substance of legal issues that are currently under debate, as well as consider the practical challenges that face a lawyer practicing in the context of ongoing armed conflict. Among the topics to be covered are the law governing covert action, the bin Laden raid, the President's constitutional powers as Commander in Chief versus Congressional authorization to use military force, the emergence of the threat posed by Daesh (also known as ISIL, ISIS, and IS), defining the enemy and associated forces, the American citizen who takes up arms against his country, limitations on U.S. counterterrorism operations under international law, use of remotely piloted aircraft, responsibility for the conduct of partner forces, determining the end of the conflict, and secrecy versus transparency. Students who write a paper, with permission of the instructors, may earn a third unit. Permission of the instructors required. Enrollment limited to twenty-four. O. Hathaway and S. Preston

*†**Worker and Immigrant Rights Advocacy Clinic (30127) and Fieldwork (30128)** 2 units, graded or credit/fail, at student option, for each part (4 units total). Students will represent immigrants and low-wage workers in Connecticut in labor, immigration, and other civil rights areas, through litigation for individuals and non-litigation advocacy for community-based organizations. In litigation matters, students will handle cases at all stages of legal proceedings in Immigration Court, Board of Immigration Appeals, U.S. District Court, the Second Circuit, and state courts. The non-litigation work will include representation of grassroots organizations and labor and faith 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 non-citizens and of social justice lawyering generally. The course will be a two-term offering (4 units each term). The clinical course and fieldwork must be taken simultaneously in both terms. Enrollment limited. Permission of the instructors required. M.J. Wishnie, A.N. Hallett, and J. Parkin

Working with Intellectual Property: Patents and Trade Secrets (20236) 2 units. This course will examine current issues in intellectual property by focusing on the activities of lawyers who litigate and advise on patent and other intellectual property cases. Casebooks

present, debate, and evaluate the conclusions courts have reached in significant cases. This course will discuss how lawyers develop the evidence and arguments that lead decision makers to reach their conclusions and will examine working arrangements and disputes that frequently do not make their way into court at all. The course will examine documents such as various kinds of licensing agreements, deposition transcripts, expert reports, briefs, and other “building blocks” underlying reported decisions, as well as applicable statutory and case law authority. Guest lecturers who have had significant influence in shaping intellectual property law will participate in a number of classes; past visitors have included lawyers who have argued leading cases, a judge from the Federal Circuit, an author of leading intellectual property treatises, and lawyers representing major industry and policy organizations in the intellectual property arena. Instead of an exam, students will prepare and present reaction papers and 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. Prior experience in intellectual property law is helpful but not required. This course is not a survey of intellectual property law issues. It 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. Permission of the instructor required. V.A. Cundiff

SPRING TERM

Advanced Courses

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

Administrative Law (21601) 4 units. There are vast areas of life in which much (often most) lawmaking and legal interpretation fall to administrative agencies, rather than to legislators and judges. Examples include the functioning of markets in securities, telecommunications, and energy; the safety of food, drugs, cars, airplanes, and workplaces; the regulation of pollution, public land use, advertising, immigration, election campaigns, and union organizing; and the distribution of all kinds of social welfare benefits. This course will introduce the legal and practical foundations of the administrative state, considering rationales for delegation to administrative agencies, procedural and substantive constraints on agency rulemaking and adjudication, judicial review of agency actions, and the relationship of agencies to Congress and the President. Self-scheduled examination. N.R. Parrillo

Advanced Advocacy for Children and Youth (30102) 1 to 3 units, credit/fail, with a graded option. Open only to students who have completed Advocacy for Children and Youth. Permission of the instructor required. J.K. Peters

†**Advanced Criminal Justice Clinic (30107)** 2 units, graded or credit/fail, at student option. A fieldwork-only option. Prerequisite: Criminal Justice Clinic. Permission of the instructors required. F.M. Doherty, S.O. Bruce III, and T. Ullmann

Advanced Education Adequacy Project (30163) 1 to 3 units. Open only to students who have completed Education Adequacy Project. Permission of the instructors required. D.N. Rosen, A.A. Knopp, J.P. Moodhe, and H. Smith

Advanced Educational Opportunity and Juvenile Justice Clinic (30111) 1 to 4 units, graded or credit/fail, at student option. Open only to students who have completed the Educational Opportunity and Juvenile Justice Clinic. Permission of the instructors required. J. Forman, Jr., M.S. Gohara, and E.R. Shaffer

Advanced Environmental Protection Clinic (30165) 1 to 3 units, credit/fail. Open only to students who have successfully completed the Environmental Protection Clinic. Students who complete this section for 2 or more units may satisfy the professional responsibility (*) or professional skills (†) requirement. Permission of the instructor required. Enrollment limited to twenty. J.U. Galperin

Advanced Ethics Bureau (30167) 1 to 3 units, credit/fail, with a graded option. This course is for students who have already taken either the Ethics Bureau at Yale clinic or the instructor's course *Traversing the Ethical Minefield*, and who wish to earn 1 to 3 units by contributing further to the work of the Bureau. †Students may satisfy the professional skills requirement through this course only if they receive 2 or more units. Permission of the instructor required. Enrollment limited to eight. L.J. Fox

Advanced Global Refugee Legal Assistance (30171) 2 or 3 units. A fieldwork-only option. Prerequisite: Global Refugee Assistance Project. Permission of the instructors required. R.M. Heller and K.A. Reisner

Advanced Immigration Legal Services (30114) 1 to 3 units, credit/fail, with a graded option. Open only to students who have completed Immigration Legal Services. Permission of the instructor required. J.K. Peters

Advanced International Law and Foreign Relations Lawyering (21708) 1 or 2 units. Enrollment limited to those previously enrolled in International Law and Foreign Relations: Seminar. Permission of the instructor required. O. Hathaway

†**Advanced Issues in Capital Markets: Role of Counsel for Issuers and Underwriters in an Initial Public Offering (30223)** 2 units. This advanced securities law seminar will provide insights into the lawyer's participation in the capital markets practice. The organizing principle will be the role of counsel for issuers and underwriters in the execution of an initial public offering ("IPO") registered with the U.S. Securities and Exchange Commission ("SEC") pursuant to the Securities Act of 1933, which will drive consideration of a wide range of legal and practical issues (including related issues under the Securities Exchange Act of 1934). The sessions will be oriented around the key steps required at each stage of the IPO process. Students will read primarily transaction documents (e.g., registration statements, underwriting agreements, etc.) drawn from actual IPOs, supplemented by PowerPoint presentations and memoranda prepared by the instructors, as well as SEC materials, accounting literature, and treatise excerpts. Reading materials will be tailored in scope, with a focus on facilitating each session's discussion and course assignments. Additional materials will be provided for further, optional reading where

desired and to provide useful reference tools for future practice. Students will engage in drafting exercises, in-class analysis, and mock negotiations (including negotiation of an underwriting agreement). The course will also focus on certain key transaction management skills, including in respect of “situational judgment.” Guest speakers from the investment banking and corporate communities will be invited for special sessions to present their perspectives on the IPO process and legal/business capital markets issues more generally. Grading will be based on performance on experiential assignments and class participation. The first session of the course will include an overview of the U.S. federal securities law regulatory framework. This will serve as an important refresher for those who already have studied securities regulation (which is encouraged) and as a basic foundation for those who may not yet have extensive knowledge of the topic. Permission of the instructors required. Enrollment limited to twenty. C.B. Brod and A. Fleisher

Advanced Landlord/Tenant Legal Services (30116) 1 to 3 units, credit/fail. Open only to students who have completed Landlord/Tenant Legal Services. Permission of the instructors required. F.X. Dineen and J.L. Pottenger, Jr.

†**Advanced Legal Research: Methods and Sources (21027)** 2 or 3 units. An advanced exploration of the specialized methods and sources of legal research in some of the following areas: secondary legal authority, case law, statutory authority, legislative history, court rules and practice materials, and administrative law. The course will also cover the legal research process and tracking research as well as other strategies for efficient and effective legal research. Class sessions will integrate the use of online, print, and other sources to solve legal research problems. Laptop computer recommended. Students are required to complete a series of assignments, in addition to the other course requirements. Students who wish to qualify for a third unit will need to write a paper, in addition to the other course requirements. S.B. Kauffman, R.D. Harrison, J.G. Krishnaswami, J.B. Nann, and M. VanderHeijden

Advanced Legal Services for Immigrant Communities (30117) 1 to 3 units, credit/fail. Open only to J.D. students who have completed Legal Services for Immigrant Communities. Permission of the instructors required. Enrollment limited to four. C.L. Lucht and S. Wizner

†**Advanced Legal Writing (21343)** 3 units. This course will provide practice in drafting legal memoranda and briefs. Students will have the opportunity to refine their analytical and legal research skills, as well as their writing skills. Students' written work will be reviewed and critiqued primarily by teaching assistants, who will be supervised by the instructors. The instructors will retain sole responsibility for determining each student's grade. The goal of the course will be to take students beyond basic competence to excellence in legal writing. Enrollment limited to forty. R.D. Harrison and J.G. Krishnaswami

†**Advanced Lowenstein International Human Rights Clinic (30174)** 3 or 4 units. Open only to students who have completed the Lowenstein International Human Rights Clinic. Permission of the instructors required. J.J. Silk and H.R. Metcalf

Advanced San Francisco Affirmative Litigation Project (30179) 1 to 3 units, credit/fail, with a graded option. Open only to students who have completed Local Government

in Action: San Francisco Affirmative Litigation Project. Permission of the instructor required. Instructor to be announced

†**Advanced Supreme Court Advocacy (30181)** 4 units (2 fall, 2 spring). Open only to students who have completed Supreme Court Advocacy. Permission of the instructors required. L. Greenhouse, A.J. Pincus, C.A. Rothfeld, P.W. Hughes, M.B. Kimberly, and J.M. Balkin

Advanced Veterans Legal Services Clinic: Fieldwork (30126) 1 to 4 units, graded or credit/fail, at student option. A fieldwork-only option. Prerequisite: Veterans Legal Services Clinic. Permission of the instructor required. J. Parkin

Advanced Veterans Legal Services Clinic: Seminar (30125) 1 unit, graded or credit/fail, at student option. A weekly seminar session only for returning students. Prerequisite: Veterans Legal Services Clinic. Permission of the instructor required. J. Parkin

Advanced Worker and Immigrant Rights Advocacy Clinic: Fieldwork (30130) 1 to 4 units, graded or credit/fail, at student option. A fieldwork-only option. Prerequisite: Worker and Immigrant Rights Advocacy Clinic. Permission of the instructors required. A.N. Hallett and J. Parkin

Advanced Worker and Immigrant Rights Advocacy Clinic: Seminar (30129) 1 unit, graded or credit/fail, at student option. A weekly seminar session only for returning students. Prerequisite: Worker and Immigrant Rights Advocacy Clinic. Permission of the instructors required. A.N. Hallett and J. Parkin

*†**Advocacy for Children and Youth (30101)** 3 units, credit/fail. Students in this clinical seminar will represent children and youth in abuse, neglect, and uncared for cases, and potentially 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

†**Advocacy in International Arbitration (30212)** 2 units. International arbitration is a growing field and increasingly is the mechanism by which the largest international commercial disputes are resolved. This course has two primary aims: (1) to expose students to this area of legal practice; and (2) to provide them with the skills they need to represent clients effectively in international commercial arbitrations. The course is built around a series of exercises that track major stages in the arbitral process, culminating in an evidentiary hearing during which students will present argument and examine witnesses. At each stage of the process, instructors will provide feedback and insights based on their experience dealing with the very same factual scenarios the students will encounter during the mock exercises. In addition to the in-class exercises, there will be a series of short

lectures and discussions about key strategic and procedural issues in international commercial arbitration. There will be no paper or final exam, but students will be required to complete a series of written exercises and participate in oral arguments. Enrollment limited to ten. J.J. Buckley, Jr., and C.J. Mahoney

American Legal History (21063) 3 units. This course will examine the foundations of the American legal, political, and economic order from the colonial period through the early twentieth century. We will analyze the emergence of American property law, slavery, women's legal history, intellectual property, and corporate law as well as federalism, the Constitution, and judicial review. The course readings will consist of contemporary sources, recently published works, and classics in the field. Self-scheduled examination or paper option. *Also HIST 761b.* C. Priest

Antidiscrimination Law: Supervised Research (21128) 2 to 4 units. Paper required. Enrollment limited. Permission of the instructor required. R.B. Siegel

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 to 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

†**Appellate Litigation Project (30200)** 4 units (2 fall, 2 spring), graded or credit/fail, at student option. Students in the Appellate Litigation Project will represent pro se clients before the United States Court of Appeals for the Second Circuit. Under the supervision of Yale faculty and attorneys from the appellate group at Wiggin and Dana, teams of two students will work on cases referred through the Pro Bono Counsel Plan for the Second Circuit. This program provides legal representation to pro se appellants with meritorious civil cases pending before the court. The issues raised in these cases may include immigration, employment discrimination, prisoners' civil rights, and other section 1983 claims. The project will focus on prisoners' civil rights but may also include other types of cases. Students will take primary responsibility for drafting the briefs in their assigned case, and one of them will deliver oral argument before the Second Circuit. In the instructional portion of the project, students will learn principles of appellate law and practice, including concepts such as standard of review, preservation of issues, and understanding the appellate record. Students will also receive instruction in brief writing and oral advocacy. Due to the briefing and argument schedule for a civil appellate case, this is a two-term offering. This course is not open to M.S.L. students. Permission of the instructors required. Enrollment limited to four or six students depending on case assignments. S.B. Duke, B.M. Daniels, and T. Dooley

Artificial Intelligence, Robotics, and the Law (21737) 2 units. This research seminar will study the emerging legal and social issues of robotics and artificial agents. Topics will include robot-human interactions, cyborg technologies, civilian and military drones, self-driving automobiles, and computer-generated speech and production. Students will be required to develop and present their own works-in-progress. Paper required. Permission of the instructor required. Enrollment limited to fifteen. J.M. Balkin

Bankruptcy (21204) 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? How should macro-stresses affect bankruptcy law? What is the relation between an ex post insolvency law and the ex ante investment and other behavior of firms? How can a consumer bankruptcy law best resolve the tradeoff between insurance—the discharge—and incentives—holding people to their obligations? A casebook will form the basis of the readings, and there will be considerable stress on learning the law as well as the economics of bankruptcy. Self-scheduled examination. A. Schwartz

Bureaucracy (21761) 2 units. One of the primary tasks of modern American lawyers is to influence the exercise of bureaucratic power. Further, lawyers in America are often called upon to serve in, or to help design, bureaucratic agencies. The agenda for this seminar is to discuss leading works on government administration—some classic and some cutting-edge—from political science, sociology, law, and other disciplines. The kinds of questions we will ask include: Why do some bureaucracies inspire respect and admiration, while others inspire disdain, hatred, and resistance? Why are bureaucrats highly responsive to some stakeholders and callously indifferent to others? What kinds of people self-select into government jobs, and what kinds of opportunities, dangers, and biases result from that self-selection? What are the most effective strategies for getting the attention of a bureaucracy and getting it to change its ways? Should bureaucrats be understood as the servants and agents of politicians, or as politicians in their own right? Does bureaucratic organization embody the rule of law, or threaten it? Do lawsuits against a bureaucracy have any effect on its behavior—and if so, do they make things better or worse? Students are required to participate actively in each week's discussion. Grades will be based solely on class participation. Permission of the instructor required. Enrollment limited to eight. N.R. Parrillo

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

Business Organizations (21418) 4 units. An introduction to the business corporation laws affecting the rights and roles of corporate boards of directors, senior executive officers, and shareholders, with an emphasis on large, publicly traded firms. Shareholders' economic interests are examined from the perspective of limited liability and dividend standards, expectations of liquidity or transferability of shares, and the use of debt capital as a mode of financing corporate activity. Shareholders' limited participation rights in corporate decision making will be examined from the perspective of state and federal rules governing shareholder voting and the disclosure of corporate information and the notion of managerial expertise (e.g., as evidenced by judicial application of the "business judgment rule"). The latter part of the course will focus on directors' and officers' fiduciary obligations to shareholders, examining the operation of these duties in

a variety of settings and transactions. Issues relating to the roles and functions assumed by corporate attorneys (with respect to their clients) and the role of business corporations within society will also be addressed. Self-scheduled examination. J.R. Macey

Capital Punishment: 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. Permission of the instructor required. Enrollment limited to thirty-five. S.B. Bright

†**Capital Punishment Clinic (30161)** 6 units (3 fall, 3 spring), credit/fail, with a graded option. Students who have taken the clinic in the fall term will continue to work with attorneys in representing people facing the death penalty. Permission of the instructors required. Enrollment limited to six. S.B. Bright, A.M. Parrent, and S.M. Sanneh

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

Children, Psychology, and the Law: Seminar (21407) 2 units. This course will explore the interface between contemporary scientific research concerning human cognitive/psychological development and legal issues concerning children and adolescents. This course will include legal and ethical topics from family law, constitutional law, criminal law, and bioethics, including: children and adolescents as witnesses; the “recovered memory” debate; child custody; race and ethnicity issues in the adoption context; various legal topics related to sexuality, sexual orientation, and gender identity; effects on children of exposure to pornographic and violent images; and the extent to which children and adolescents should be held responsible for their acts. Included in the readings will be material from psychology and related scientific fields that bears on these legal and ethical questions. At the broadest level, from both a legal and a psychological perspective, we will ask: What is a child? What is an adolescent? How do children and adolescents differ from each other and from adults? And how do these groups differ in terms of their rights, relationship to the state, and relationship to their parents? Paper required. Enrollment limited to sixteen. E. Stein and P. Bloom

Climate Change and Clean Energy (21754) 3 units. This course will examine the scientific, economic, legal, political, institutional, and historic underpinnings of climate change and the related policy challenge of developing the energy system needed to support a prosperous and sustainable modern society. Particular attention will be given to analyzing the existing framework of treaties, law, regulations, and policy – and the incentives they have created – which have done little over the past several decades to change the world’s trajectory with regard to the build-up of greenhouse gas emissions in the atmosphere. What would a twenty-first-century policy framework that is designed to deliver a sustainable energy future and a successful response to climate change look like? How would such a framework address issues of equity? How might incentives be

structured to engage the business community and deliver the innovation needed in many domains? While designed as a lecture course, class sessions will be highly interactive. Self-scheduled examination or paper option. *Also F&ES 840b*. D.C. Esty

[A] Community of Equals (21077) 4 units. Should the law be used for eradicating patterns of inequalities that mark American society, and if so, how? The inequalities that are the subject of this seminar and the required research papers will be defined broadly, including those based on race, class, gender, sexual orientation, language, nationality, or immigration status. Special attention will be given in our weekly meetings, however, to the recent assaults on the Second Reconstruction by the Supreme Court and the manifold practices, including mass incarceration, inner-city policing, and school assignment policies, that have led to the emergence and perpetuation of the black underclass. Enrollment limited. O.M. Fiss

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

†**Complex Civil Litigation (30198)** 2 units. This course will focus principally on the issues that can impact the outcome of complex civil cases. Emphasis will be placed on effective practical legal writing, as well as on successful argument techniques and litigation strategies. To a large extent, students will learn by doing; each student will write two briefs and argue those two issues in class. Those briefs will be posted on YLS:Inside and will constitute a part of the weekly reading assignment for the course. Supplemental readings consisting of Supreme Court and Second Circuit decisions will also be assigned weekly. The class will be organized into four “law firms” of five students each. Ten of the class sessions will be designated as argument days. Each law firm must assign one student to write a memorandum of law in support of the position (motion or opposition) assigned to the firm and then to argue that position in class. Each student must handle two such assignments over the course of the term. The briefs and arguments will be based on problems written for this class; there is no casebook for the course. The arguments and related discussions will address issues that impact complex civil cases, including: assembling the right parties (joinder, necessary parties), establishing personal jurisdiction through indirect contacts (Internet, agency), forum selection (transfer, forum non

conveniens), heightened pleading standards (*Twombly*, PSLRA), discovery in complex cases (electronic discovery, privilege), stays or abstention in favor of related litigation (*Colorado River*, *Rooker-Feldman*), multidistrict litigation, class action procedures and limitations (class arbitration, CAFA, SLUSA), interlocutory appeals, sanctions, judicial disqualification, and attorneys' fees. Grading will be based principally on the two papers (briefs) submitted by each student. Oral arguments and class discussion will also count. There will be no examination. Substantial Paper credit available. Permission of the instructor required. Enrollment capped at twenty. S.R. Underhill

†**Compliance: Legal Practicum (30220)** 2 units. Regulators, shareholders, and customers increasingly expect organizations to identify, assess, and comply with legal requirements; demonstrate adequate risk management and governance; and establish, test, and report controls. At the same time, legal mandates require organizations to protect whistleblowers, while enforcement guidelines induce organizations to self-report violations. In short, the compliance function constitutes an increasingly dynamic and challenging field for lawyers, one demanding the ability to understand the separate perspectives of regulators, business leaders, consumers, and employees. This course will explore the legal, ethical, and policy foundations of compliance: the effort to translate statutory mandates into compliant organizational and individual behavior. Through the practical application of simulations and case studies, this course will seek to meet three objectives: (1) enable students to identify and proactively address potential compliance issues; (2) develop the practical problem-solving skills needed to respond to compliance failures; and (3) provide students with the theoretical and practical tools necessary to advocate on behalf of a company under investigation for a regulatory violation. Permission of the instructor required. Enrollment limited to twelve to sixteen. G. Garrity-Rokous

Conflict of Laws (21358) 2 units. Choice of law and judgments enforcement in the American federal system. This course has some overlap with civil procedure—students will mostly already have at least a basic familiarity with the law of judgments, personal jurisdiction, and the Erie Railroad doctrine. But the heart of the course is common law, statutory law, and constitutional law relating to extraterritorial application of state and federal substantive rules, primarily in the interstate (rather than international) context. The assigned course book will be Brilmayer, Goldsmith, and O'Hara-O'Connor, *Conflict of Laws: Cases and Materials* (Aspen Publishing, 7th edition, 2015). Students may arrange to write a paper instead of the examination, including papers for Supervised Analytic Writing or Substantial Paper credit. Self-scheduled examination or paper option. L. Brilmayer

[The] Constitution: Philosophy, History, and Law (21046) 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 842b*. B. Ackerman

†**Constitutional Litigation Seminar (21345)** 2 units. Federal constitutional adjudication from the vantage of the litigator with an emphasis on Circuit and Supreme Court practice and procedural problems, including jurisdiction, justiciability, exhaustion of remedies, immunities, abstention, and comity. Specific substantive questions of constitutional law currently before the Supreme Court are considered as well. Students will each argue two cases taken from the Supreme Court docket and will write one brief, which may be from that docket, but will likely come from the Second Circuit. Students will also join the faculty members on the bench and will, from time to time, be asked to make brief arguments on very short notice on issues raised in the class. Brief required. Enrollment limited to twelve. G. Calabresi and J.M. Walker, Jr.

Contemporary China Research Seminar (21179) 3 units. Research and writing on contemporary problems related to China, including but not limited to legal issues. The class will meet roughly six times during the term to discuss particular China-related issues (occasionally with a guest) and at the end of the term for student presentations of their research. The remainder of the term, the students will work on their research and writing projects and individually meet with the instructors to discuss their work. Students interested in the seminar should submit a statement of interest explaining their background related to China and research ideas they are considering. Paper required. Permission of the instructors required. Enrollment limited to ten. P. Gewirtz, S.L. Han, G. Webster, and R.D. Williams

Corporate Taxation (21524) 4 units. The United States has a “classical” or two-level corporate tax system, which aims to tax corporate income twice: once when earned at the corporate level and again when distributed to individual shareholders. This corporate “double tax” is problematic because its policy rationale is thin and its implementation is tricky. This course will focus on both the policy and the technical aspects of taxing corporations. On the policy side, it will consider current and past proposals to integrate the corporate tax with the individual income tax. On the technical side, it will consider the tax problems that arise when corporations engage in transactions with their shareholders or with other corporations, including contributions, distributions, and reorganizations. Open only to J.D. students. Prerequisite: Federal Income Taxation. Short paper required. Self-scheduled examination. A.L. Alstott

Corruption, Economic Development, and Democracy (21042) 2 or 3 units. A seminar on the link between political and bureaucratic institutions, on the one hand, and economic development, on the other. A particular focus will be the impact of corruption on development and the establishment of democratic government. Paper (2 or 3 units) or self-scheduled examination (2 units). Enrollment limited to ten Law students. *Also PLSC 714b*. S. Rose-Ackerman

*†**Criminal Justice Clinic (30105) and Fieldwork (30106)** 2 units, credit/fail, with a graded option, for each part (4 units total). The clinic and fieldwork must be taken simultaneously. Students will represent defendants in criminal cases in the Geographical

Area #23 courthouse (the “GA”) on Elm Street in New Haven. Students will handle all aspects of their clients’ cases under the direct supervision of clinical faculty. Students will learn how to build relationships with clients, investigate and develop their cases, construct persuasive case theories, negotiate with opposing counsel, prepare motions and briefs, and advocate for clients in court. Students will also explore the legal framework governing the representation of clients in criminal cases, including the rules of professional responsibility. Throughout, students will be encouraged to think critically about the operation of the criminal justice system and to reflect on opportunities for reform. Because of the frequency of court appearances, students must keep two mornings a week (Monday–Friday, 9 a.m. to 1 p.m.) free from other obligations. Students must also return to the Law School a few days before the start of the term to participate in an orientation program intended to prepare them for criminal practice. Enrollment limited. F.M. Doherty, S.O. Bruce III, and T. Ullmann

Criminal Justice Reform: Theory and Research in Action (30182) 3 units, credit/fail. We are at a pivotal moment with respect to American policing (and arguably the U.S. criminal justice system more generally). Police shootings in places such as Ferguson, North Charleston, and Cleveland – as well as the death of Eric Garner after police put him in a chokehold in Staten Island and the death of Freddie Gray after he was transported in a police van in Baltimore – have brought national attention to the questions of how police should do their jobs and even how that job should be defined. Perhaps at no point since the 1960s, when the Kerner Commission wrote an influential report on American policing following a period of widespread urban unrest, have long-held assumptions about the purposes and methods of policing been called so deeply into question. Academics and researchers can and should be a part of the conversation about how to make policing (and all of the components of criminal justice operation) simultaneously more effective, just, and democratic. Participants in this workshop will explore theories (procedural justice, legitimacy, social network analysis, implicit bias, among others) and empirical findings that are being marshaled to rethink the function and form of policing. They will also engage in research projects and public policy advocacy that aim to give these ideas practical effect. Our immodest goal is that participants should have an opportunity to help define the face of American policing in the twenty-first century. We meet weekly; preparation and attendance at these discussions are required for credit. If you need to miss a class, please be in touch with the instructors in advance of the meeting. Students missing more than two sessions without permission will not receive credit. Graded credit may be available to students who wish to write papers (including Substantial Papers and Supervised Analytic Writing papers) in connection with this course. Enrollment limited to twenty. Permission of the instructors is required. T.L. Meares and M. Quattlebaum

Criminal Law (21525) 3 units. An introduction to criminal law. Topics to be considered in detail include the law of homicide, the problem of intent and of criminal responsibility for unintended acts, the law of rape, the special constitutional requirements applicable to criminal law, and the insanity defense. This course is given in several sections; it must be taken before graduation. Students may satisfy the graduation requirement by satisfactorily completing Criminal Law and Administration or Criminal Law, but they may not enroll in both courses. Scheduled examination. J. Rubenfeld

Criminal Procedure: Adjudication (21217) 3 units. This course will cover pretrial proceedings, plea bargaining, right to trial by jury, effective assistance of counsel, joinder and severance, right of confrontation, prosecutorial discretion, some trial proceedings, and double jeopardy. Class participation is expected and may be taken into account in grading. Students who regularly do not attend will be dropped from the class. Criminal Procedure: Investigation is not a prerequisite. Scheduled examination. S.B. Duke

Criminal Procedure: Research Seminar (21398) 2 or 3 units. Students will do research and writing on a topic in criminal procedure to be selected by agreement with the instructor, with the goal of producing a publishable article. Substantial Paper and Supervised Analytic Writing credit available. Paper required. Enrollment capped at eight. S.B. Duke

Diversity, Inclusion, Equality: Seminar (21423) 3 units. Questions of diversity and inclusion in higher education generally, and law schools in particular, long have been the subjects of debate and contestation. More recently, growing economic and social inequalities in American society, renewed attention to these phenomena, and new vocabularies for describing them have prompted important discussions regarding how to arrest and reverse these trends. This seminar will consider the concepts of diversity, inclusion, and equality in their current forms, and what, if any, role law schools should play in promoting them. To what extent are these three concepts overlapping, intersectional, or compatible with one another? Has the emergence of a discourse around inequality informed our understandings of diversity and inclusion, or do notions of diversity and inclusion shape our understanding of inequality? How does each concept understand difference, and does each recognize the same forms of identity as salient? Is there a productive role for elite law schools to play, or are they destined to perpetuate forms of exclusion and inequality persistent in society today? The class will couple theoretical and conceptual inquiry with a solutions-oriented approach designed to identify and articulate workable interventions that law schools might take to productively address these issues. Supervised Analytic Writing credit is not available. Substantial Paper credit is available. Paper required. Enrollment limited to eighteen. M.I. Ahmad and J. Forman, Jr.

†**Drafting and Negotiating Merger and Acquisition Transactions (30216)** 2 units. The class will focus on understanding the structure and basic provisions of an acquisition agreement, highlighting the differences between the ABA Model agreement and “real-world” agreements. The class will focus on drafting and negotiation skills and students will practice drafting skills by working with a hypothetical purchase agreement. Students will then be divided into Buyer and Seller teams and participate in a simulated negotiation for the hypothetical transaction. Students will be guided by experienced M&A practitioners and investment bankers who will serve as guest coaches for the simulated negotiation. Preference given to J.D. students. There are no prerequisites for this course, but students are encouraged to take Business Organizations either prior to, or concurrently with, this class. Priority will be given to students who list this course as their first preference among the experiential course selections. Enrollment limited to sixteen. S.S. Adler

Drug Product Liability Litigation (21147) 2 units. More product liability lawsuits are filed against drug manufacturers than all other industries combined. As one scholar put it, the pharmaceutical industry is now “tobacco-land in terms of how much people hate

it,” and drug product liability litigation is a “growth industry.” This course, taught by a practitioner with vast experience trying such cases, will consider the theory and practice of such litigation. At the outset, we will focus on the similarities and differences between pharma cases and other product liability cases, using the Diet Drug cases tried by the instructor as a model. We will then consider the doctrines governing such lawsuits—such as “failure to test”; inadequate warning; preemption of claims by federal regulation; learned intermediary; medical causation; and various forms of damages—discussing those issues both in their classic formulation in a single lawsuit, but also in the way those principles are applied in mass litigation, where there may be several thousand individual cases and multiple trials. The course will also consider the practical aspects of those cases, such as the special evidentiary problems when doctors are witnesses; techniques to present scientific material to juries; approaches to trial examination; and jury selection strategies. Course requirements: short midterm “bench” memorandum (40 percent); self-scheduled final (open book; 50 percent); class participation (10 percent). Self-scheduled examination. P.T. Grossi, Jr.

*†**Education Adequacy Project (30162)** 3 units. The Education Adequacy Project (EAP) provides a unique opportunity for students to participate in and help lead institutional reform litigation. The EAP pursues a single complex lawsuit to ensure the State of Connecticut provides all Connecticut children with adequate and equitable educations. Students work with attorneys at Debevoise & Plimpton as well as local counsel in an integrated trial team. A major, multiweek trial is scheduled to begin in October 2015 and, barring a change in schedule, the next term will involve supporting, attending, and participating in the trial. Students have to date played a significant role in determining the case’s litigation strategy. Class time is devoted to litigation strategy and discussion with supervising attorneys, training in litigation skills, and internal clinic logistics. New students should be aware that it may be difficult to become fully oriented with the case in the short time between the beginning of the term and the anticipated start of trial. The clinic, however, will accept a limited number of new students if they are exceptionally interested and eager to participate. Permission of the instructors required. D.N. Rosen, A.A. Knopp, J.P. Moodhe, and H. Smith

*†**Educational Opportunity and Juvenile Justice Clinic (30109)** 4 units, graded or credit/fail, at student option. In the Equal Opportunity and Juvenile Justice Clinic (EOJJC), students will represent clients in New Haven and nationally on a range of policy projects designed to disrupt the school to prison pipeline, reduce school suspensions and expulsions, and create a more humane juvenile justice system. Students will also, in collaboration with an upper-level student currently in the clinic, assume individual representation of one or more current EOJJC adolescent clients in the New Haven area. Open only to J.D. students. J. Forman, Jr., M.S. Gohara, and E.R. Shaffer

Empirical Legal Research (21492) 1 unit, credit/fail. The goal of this course is to provide an overview of the field of empirical legal research and to provide the student with practice in basic study design. Topics covered include basic research terminology, hypothesis and research question construction, methodology selection, and basic statistical analysis. The course will emphasize an applied approach to research grounded in real-world issues.

Although the focus of this course will be on empirical legal research, students will engage with empirical data throughout the course. This course will meet for the first half of the term. S. Matheson and S.E. Ryan

Empirical Research Seminar (21745) 3 units. This class will provide students with an opportunity to learn how to conduct empirical research. The class will cover the basic ideas underlying research and will examine various approaches that can be taken to research issues. Emphasis will be on learning how to use various approaches. The class will take place in the computer lab so that students can get hands-on experience using research software. Enrollment limited. Self-scheduled examination. *Also PSYC 630b*. T.R. Tyler

Environmental Law and Policy (21033) 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. Self-scheduled examination. E.D. Elliott

*†**Environmental Protection Clinic (30164)** 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 ten to twelve 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). Students may propose projects and client organizations, subject to approval by the instructor. Brief statement of interest required; please e-mail joshua.galperin@yale.edu for information. Enrollment limited to thirty. *Also F&ES 970b*. J.U. Galperin, D. Hawkins, and L. Suatoni

*†**Ethics Bureau at Yale: Pro Bono Professional Responsibility Advice and Advocacy (30166)** 3 units. Lawyers’ need for ethics advice, consultation, and expert opinions is not limited to those whose clients can pay. Impecunious clients and the lawyers who serve them are in need of ethics counseling and legal opinions on a regular basis. For example, Yale Law students have provided essential assistance preparing amicus briefs in numerous Supreme Court cases. A few of these cases resulted in victory for the petitioner and citations to the amicus brief in the majority opinions. The work of the Bureau consists of four major components. First, the Bureau provides ethics counseling for pro bono organizations such as legal services offices, public defenders, and other NGOs. Second, the Bureau prepares standard-of-care opinions relating to the conduct of lawyers, prosecutors, and judges that are required in cases alleging ineffective assistance of counsel and other challenges to lawyer conduct. Third, from time to time, the Yale Ethics Bureau provides 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. It did so in a United States Supreme Court case, *Maples v. Allen*, citing the amicus brief of the clinic. Fourth, the Bureau provides ethics opinions for the National Association of Public Defenders, position papers for various American Bar Association entities, articles for law reviews and other publications, and editorials on topics of current interest. The twelve students working at the Bureau meet for class two hours per week and are expected to put in approximately ten hours on Bureau projects each week. The classroom work explores the law governing lawyers, but also considers the role of expert witnesses in the litigation process, its appropriateness and the procedural issues thereby raised. No prerequisites. Preference given to prior Ethics Bureau enrollees and students who previously took the instructor's ethics class. Permission of the instructor required. Enrollment limited to twelve. L.J. Fox

Ethics of War and Peace (21715) 3 units. This course will integrate an exploration of Western moral traditions and ethical philosophy with the unique legal and moral obligations placed upon those in government who make decisions regarding the use of U.S. military force and those in the military who practice the profession of arms. Methodology: facilitated seminar discussions and case study analyses spanning the breadth of issues that arise in armed conflict: just war theory, law of armed conflict, conscientious objection, military justice, humanitarian intervention, terrorism, and drone warfare, among others. Open only to J.D. students. Scheduled examination or paper option. Enrollment limited to six. *Also PHIL 730b* S.J. Shapiro

Evidence (21277) 4 units. A survey of the United States' approach to the production of evidence. Although the major focus will be the Federal Rules of Evidence, the course will also study constitutional principles and philosophical arguments. We will do some comparative work as well. Scheduled examination. S.L. Carter

Family Law (20018) 3 units. This course will address the regulation of intimate relationships between adults (marriage and divorce, civil unions, prenuptial contracts, reproductive technologies, etc.), between parents and children (child custody, adoption, termination of parental rights, etc.), and the involvement of the state in intimate, sexual, and reproductive life generally (constitutional privacy and equal protection). The interplay among the state, family, and market, and the formation of personal identity in and through these arenas, will be explored throughout the course. Issues of socioeconomic class, gender, race, and sexuality will arise in many of the areas we study over the course of the term. Scheduled examination. V. Schultz

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 the definition of income, tax shelters, the interest deduction, and capital gains. No prerequisites. A mid-term examination and class participation will be factored in determining the final grade. Self-scheduled examination. Enrollment capped at 125. D.M. Schizer

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. Scheduled examination. A.R. Amar

Feminist Theory and the Law: Seminar (21437) 2 units. This seminar will critically examine some major intellectual traditions in second-wave American feminist theory and explore their relevance to the law. Radical feminism identifies sexuality as the crucible of gender inequality, for example, while cultural feminism points to mothering and kinship. Socialist feminists are concerned with the gender-based distribution of labor, and liberal feminists worry about gender-based exclusion from “public” spheres more broadly. Feminists of color challenge the validity of isolating gender from other categories of social existence, while feminist poststructuralists question the existence of the stable identity categories upon which some other approaches depend. Each of these traditions has found expression in legal scholarship, with authors championing distinctive (though sometimes overlapping) approaches to various areas of law. The class will examine one or more current debates within feminist legal theory to consider how the various traditions have influenced, and might still influence, the debate and the relevant law. Paper required. Permission of the instructor required. Enrollment limited to twenty. V. Schultz

†**Financial Markets and Corporate Law Clinic (30211)** 3 units. The purpose of this clinic will be to introduce students to public policy debates in the regulatory context. We will endeavor to apply public choice theory and modern theories in corporate finance to debates about the content of regulation and public policy. In this clinic, students and faculty will work collaboratively to generate actual comment letters as well as publishable academic research regarding proposed regulation by such institutions as the SEC, the Fed, the FDA, the Comptroller of the Currency, and others. In formulating policy statements, students will be encouraged to be cognizant of the value of markets and the need to improve the quality of public decision making in areas related to the regulation of corporate governance and capital markets. Open only to J.D. students. Paper required. Permission of the instructors required. Enrollment limited to twelve. J.R. Macey, B.L. Beirne, and G. Fleming

[The] First Amendment (21421) 3 units. This course will discuss the theory and doctrine of the First Amendment protections for freedom of expression. Preference will be given to second- and third-year students. Self-scheduled examination. Enrollment will be capped at eighty. R.C. Post

[The] Foundations of Legal Scholarship (21757) 3 units. During the second term of the legal scholarship seminar, students will reflect on legal scholarship and workshop their own writing. Open only to Ph.D. in Law students and first-year J.S.D. students who completed Foundations of Legal Scholarship in fall 2015. In all cases, enrollment in this term of the seminar is only by permission of its instructors. Paper required. Permission of the instructors required. Enrollment limited to eight. P.W. Kahn and A.K. Klevorick

†**Global Health and Justice Practicum (30168) and Fieldwork (30169)** 4 units (2 units for each component). This course will fuse didactic and experiential learning on critical

topics at the intersection of public health, rights, and justice in the twenty-first century. Students will have the opportunity to explore analytic and practical frameworks that engage a diverse range of legal conceptions and processes that act as key mediators of health, including producing or responding to health disparities in the United States and worldwide. Readings and project approaches will draw from legal, public health, historical, anthropological, and other fields to introduce students to the multiple lenses through which health issues can be addressed, and to build their competence to work with colleagues in other disciplines around such interventions. A central goal of the class is to equip students with the capacity to engage critically and constructively with the evolving tools of law, policy, and rights in the context of global health. Through readings and real-world projects the students will have an opportunity to explore the means by which – and with what limitations – law, policy, and rights can be used as tools to promote health within a global context. Students will work on projects in teams and be evaluated by their work product rather than a final exam. The seminar component and project component are interrelated but will be graded separately. The practicum is a cornerstone in the Global Health Justice Partnership between Yale Law School and the School of Public Health. There will be several clinic projects, and student interest will be taken into account when selecting project teams. Previous projects have focused, for example, on building a framework for U.N. accountability for the introduction of cholera to Haiti, and on addressing barriers to access to new Hepatitis C treatment in low- and middle-income countries. Projects may also relate to U.S. law and policy (for example, one recent project addressed state laws that create criminal penalty enhancements for sex workers with HIV, and another addressed the implications of recent free speech jurisprudence for the FDA's regulatory authority). Travel may be required (and costs would be covered), depending on the project needs. The course will be designed for a mix of Public Health students and Law students, though select students from other disciplines may also be admitted. This course meets the practicum requirement for M.P.H. students in Public Health. Permission of the instructors required. Enrollment limited to twelve. *Also CDE 596b.* A. Kapczynski, A. Miller, and G. Gonsalves

***Global Inside Counsel: The Challenges of an In-House Lawyer in an Increasingly Integrated World (21664)** 2 units. This course will explore the challenges faced by a senior in-house lawyer in today's increasingly integrated international business environment. We will do so through a series of problems faced by the legal staff of multinational corporations. The "cases" in this course pose questions about how to confront legal and ethical issues in many different national markets, using specific illustrations drawn from the contemporary business world – e.g., the Sony hacking incident, the investigation of J.P. Morgan's hiring in China, the European Union's antitrust case against Google, Walmart's challenges arising from the fire in the Bangladesh installation. These cases involve a broad range of considerations: ethics, reputation, risk management, international public policy and politics, communications, and corporate citizenship. The course will explore the skills needed by inside counsel to address these challenges, the increasingly global role of in-house counsel in large corporations, and the challenges to the profession from this demanding new form of legal practice. Permission of the instructor required. Self-scheduled examination. Enrollment limited to twenty. M.S. Solender

*+**Global Refugee Legal Assistance (30170)** 3 units. This seminar and practicum will introduce students to international refugee law, with an emphasis on fieldwork. 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 and Syrian refugee crises. Additionally, students will work in pairs under the supervision of private attorneys to provide legal representation to refugees in the Middle East in urgent humanitarian situations seeking resettlement in a safe third country. Guest lecturers will include practitioners and scholars in the field of refugee law. Permission of the instructors required. R.M. Heller and K.A. Reisner

Guns in the United States (21020) 3 units. Guns are an important part of American society and culture. With more than 270,000,000 guns held by private citizens and a Constitutional amendment associated with gun ownership, the possession, regulation, meaning, and use of firearms reach into important realms of American society, including civil rights and liberties, identity and cognition, crime and violence, and public health and personal safety. This course explores the multifaceted role guns play in the United States by surveying historical, sociological, psychological, legal, and political research. From a firm foundation of the historical and constitutional origins of the Second Amendment, the course will focus on a range of topics around guns in America, including the prevalence and distribution of guns; attitudes and opinions about gun ownership, possession, and use; illegal and legal gun markets; gun crime and injuries; and the varieties of responses to gun injuries and crime, including, importantly, the legislative and political processes that attend their development. This course will meet according to the Graduate School calendar. Paper required. *Also SOCY 509b*. T.L. Meares and A.V. Papachristos

Human Rights Workshop: Current Issues and Events (21193) 1 unit, credit/fail. Conducted in workshop format, the course will examine contemporary issues in human rights practice and theory. Guest speakers, including scholars, advocates, and journalists, will present each week on a diverse range of topics in human rights. Readings are generally distributed in advance of each session. Students prepare short response papers before several of the sessions and are responsible for asking the speaker a question at each of those sessions. The workshop will meet approximately every other week. J.J. Silk

Immigration Law and Policy (21615) 3 units. This course will survey the legal and historical considerations that shape U.S. immigration law. The course will review the constitutional basis for regulation of immigration into the United States and the constitutional rights of noncitizens in the country; the structure of the immigration bureaucracy; immigration federalism; the statutory and administrative frameworks for admission and removal of noncitizens; administrative and judicial review; and habeas corpus in the immigration context. The course also will touch on refugee and asylum law as well as examine a series of current issues such as immigration policies enacted in the aftermath of 9-11, immigration detention, enforcement, and the scope of executive power to enact administrative forms of relief from deportation. Self-scheduled examination. Enrollment capped at forty. L. Gelernt

*+**Immigration Legal Services (30113)** 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, on 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 their casework. Enrollment limited to four. J.K. Peters and H.V. Zonana

Information Privacy Law (21687) 3 units. Controversy over information privacy has grown dramatically in recent years. Information that many individuals view as private is gathered and deployed using a growing number of new technologies and practices—online tracking, “Big Data” analytics, facial recognition software, genetic testing, and much more. Constitutional, statutory, and common law have sought to respond to rapid changes in information gathering, storage, and dissemination. This course will provide a broad-ranging overview of the rapidly growing area of information privacy law. The required written work will be four four-page analytic essays, due over the course of the term, on the course concepts and materials, and a research paper that may be used in satisfaction of either the Supervised Analytic Writing requirement (in which case the course should be taken for 4 rather than 3 units) or the Substantial Paper requirement. Paper required. Enrollment limited. C. Jolls

[The] Institutional Supreme Court (21695) 3 units. This course will examine the Supreme Court from the perspective of its institutional role and the behavior of its members. Since the aim is a better understanding of how constitutional law is made, our focus will be on the making, rather than on the substantive law. Readings will be drawn from current and past cases, briefs and argument transcripts, as well as political science literature on judicial behavior, public opinion, the appointment process, and other topics. Students who wish to write a paper in lieu of the exam must present a proposal before spring break and receive the instructor’s permission. Self-scheduled examination or paper option. Enrollment limited to thirty, with preference given to first-year J.D. students. L. Greenhouse

Intellectual Property: The Law of Scientific and Cultural Production (21351) 4 units. This course will introduce students to the law governing scientific and cultural production. The course will focus on intellectual property law but will also address other modalities that sustain such production, such as government funding and the commons. The class will cover the conventional IP subjects in some detail (patent law, copyright law, and trademark), but in the context of a broader framework investigating the proper goals and tools of information policy. Students will gain a basic overview of the relevant black letter law as well as an introduction to theoretical debates about the proper grounds of information policy and debates about important policy issues in the contemporary realm of information policy, such as file sharing, transnational “piracy,” and global access to medicines. Self-scheduled examination. A. Kapczynski

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 cross-border 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.” Permission of the instructor required. Scheduled examination or paper option. Enrollment limited to seventy. A. Chua

International Commercial Arbitration (21283) 2 units. International commercial arbitration has increased as a function of world trade. This seminar will examine systematically and comparatively, through statutes, rules, 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 practices. Scheduled examination or paper option. Enrollment capped at twenty. W.M. Reisman, Y. Banifatemi, and E. Gaillard

International Human Rights: Law, Policy, Strategy (21009) 4 units. This course will ask: How can human rights advocates better operationalize twentieth-century tools to achieve better twenty-first-century human rights outcomes? It will examine case studies at the intersection of law, politics, policy, and institutions to determine how to achieve better human rights policy outcomes. Too often, human rights advocates—both inside and outside governments—fail to achieve their desired outcomes because they cannot manage politics, harness incentives and institutions, or deploy law in a way that operationalizes the principles they value. This course will begin with an overview of the institutions, strategy, law, and process of human rights. We will then explore a number of case studies that illustrate cutting-edge human rights problems and the various tools that may be employed for their resolution. The course will close with a series of student presentations identifying current issue areas ripe for new and better human rights strategies that might help attack these critical questions. There are no prerequisites, but some background in international law or human rights is preferred. An examination, in-class presentation, and regular class participation are required. No paper option. Scheduled examination. H.H. Koh

International Law (21763) 3 or 4 units. This course will offer an introduction to international law. Students will learn the basic minimum that every lawyer should know about the international dimensions of law in the modern world. The course is also meant to serve as a gateway to the rest of the international law curriculum: it will offer a foundation on which students who are interested in further study of the particular topics covered in the class can later build. The course will cover both the public and private dimensions of international law, offering an introduction to varied topics including international trade, international tax, international business transactions, environmental law, criminal law, human rights law, and the law of armed conflict. The course will also offer an introduction to domestic law topics that intersect with international law, including foreign relations and national security law. As each new topic is introduced, the class will not only examine that new topic in detail, but will also explore how it relates to what the class

has already discussed. By considering together topics usually taught separately, students will begin to see how different subjects under the broad umbrella of international law are interconnected. And by learning about a variety of issue areas and making direct comparisons across them, students will gain an understanding of each topic that can be had only by viewing it in a comparative perspective. Students who take the examination will earn 3 units; students who elect a paper option, with the instructor's approval, will earn 4 units. Self-scheduled examination or paper option. O. Hathaway

International Trade Law (21635) 4 units. This course will examine the laws, policies, and multilateral institutions governing the global trade in goods and services, with a particular focus on the main multilateral trading body, the World Trade Organization (WTO). It will also consider the role of regional trade agreements and the regulation of cross-border flows of capital, information, and investment in structuring economic globalization. Since international economic law is a rapidly evolving field with few long-standing doctrines, the historical and normative analysis of global trade will be necessarily emphasized throughout the course, and, in that vein, the class will consider the role of environmental protection, human rights, and labor regulation in international trade law and policy. Self-scheduled examination. D.S. Grewal

Internet Law (21422) 2 units. An introduction to the legal and policy issues raised by computers and the Internet. This course will explore how the Internet's digital and networked environment changes the nature of regulation, unleashes innovation, and refashions the relationships among public and private actors. Topics will include jurisdiction, free speech, privacy, intellectual property, e-commerce, and Internet governance. Scheduled examination. C. Mulligan

Introduction to the Regulatory State (21722) 4 units. This course is an introduction to the modern regulatory state, with an emphasis on legislation, administrative implementation, and statutory interpretation by judges as well as by agencies. Because of the focus on statutory interpretation, this course is a substitute for the advanced course in Legislation, but it is not a substitute for the advanced course in Administrative Law. Self-scheduled examination. Enrollment limited to eighty, with preference given to first-year J.D. students. W.N. Eskridge, Jr.

Investment Funds: Regulation and Structure (21700) 2 units. This class will survey the structure, regulation, and taxation of investment funds. We will read the formation documents for hedge funds and private equity funds and survey the regulations that apply to these funds under the Investment Advisers Act of 1940. We will then survey mutual funds and their regulation under the Investment Company Act of 1940. We will also consider the taxation of each of these types of funds. We will try to engage broad questions of an economic nature, but we will focus principally on legal structuring, rather than investment strategy. Self-scheduled examination or paper option. Enrollment limited to twenty. J.D. Morley

†**Landlord/Tenant Legal Services (30115)** 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 to eight. F.X. Dineen and J.L. Pottenger, Jr.

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 1 unit of ungraded credit per term. Neither Substantial Paper nor Supervised Analytic Writing credit will be available through the seminar. Short reaction papers will be required during the term. C. Jolls

Law, Language, and Cognition: Seminar (21491) 2 units. This seminar will explore various issues concerning how well society can govern itself under a rule of law in light of various aspects of the human language facility. Much of the course will address questions of statutory interpretation, and to a lesser extent, contractual interpretation. Such issues as the tension between plain language and intent, the nature of indeterminacy in legal texts, and the possibility of default rules to simulate actual linguistic understanding will be discussed. Other topics will include the role of the jury in applying laws, and linguistic issues that arise in multilingual legal contexts, such as the interpretation of EU directives, and international treaties and conventions. Paper required. Enrollment limited to fifteen. L.M. Solan

[The] Law of the Sea (21651) 2 units. This seminar will consider intensively some current problems concerning combating piracy; protection of the marine environment and conservation; maritime boundary delimitation; procedures for determining the boundaries of outer continental shelves; the Seabed Authority; rights and obligations of states not party to the U.N. Convention on the Law of the Sea; the Arctic and the controversy on whaling. There will also be a workshop on using ArcGIS. Scheduled examination or paper option. Enrollment capped at fifteen. *Also GBLB 591b.* W.M. Reisman

Law Reform and Gender-Based Violence (21716) 2 units. Gender-based violence has been the subject of concerted advocacy globally for several decades, yet it continues to exact stark tolls on individuals, families, and communities throughout the world. Legal reform efforts, spanning multiple doctrines in criminal and civil law, have engaged experts from a wide range of disciplines and generated robust debate, even among those with shared commitments to acknowledging and ending abuse. This seminar will use the lens of law reform to examine theories, strategies, and doctrines aimed at gender-based violence. Faculty draw upon an interdisciplinary range of theoretical and empirical frameworks to explore the tensions among them, with a particular focus on the ways that differing strategies implicate conceptions of identity, equality, and autonomy, and intersect with issues of race, class, culture, sexuality, and gender identity, among other axes of experience. Readings and class discussions cover selected topics of current debate. Students will study key issues, cases, and commentary to analyze competing theories

and strategies and to understand the issues facing survivors and their advocates. The seminar calls upon students to consider the successes and limitations of previous reform efforts and to contemplate directions for the future. Paper required. Enrollment limited to twenty. M. Anderson and J. Goldscheid

Legislation (21227) 3 units. This course will examine issues relating to the enactment, application, and interpretation of legislation, primarily at the federal level. The course will introduce students to the basic contours of congressional lawmaking practice, theoretical models of the legislative process, the application and interpretation of statutes by the executive branch, and numerous aspects of judicial statutory interpretation. Students will explore and critique the different methods and canons that courts apply in construing statutes and consider such issues as the appropriate degree of deference to administrative interpretations, judicial use of legislative history in construction, and interaction between the courts and Congress. Self-scheduled examination. L.M. Solan

†**Legislative Advocacy Clinic (30118)** 3 units, credit/fail. This clinical seminar will give students an opportunity to participate in the state legislative and policy-making processes by advancing—and defending—the interests of a Connecticut public interest organization of their choice. Clinic students may select their projects from a range of options supplied by the faculty, or they may approach the clinic with an organization/cause already in mind. Recently, students in the clinic have focused on public health, fair housing, workers’ rights, education, juvenile justice, tax policy, and women’s health. One of our longtime clients (Connecticut Voices for Children) is a key player on a broad spectrum of policy issues affecting Connecticut families. The clinic’s work includes both affirmative legislative initiatives and defensive efforts to respond to proposed legislation deemed inimical to the interests of its clients. An orientation to Connecticut’s politics and demographics, as well as issues of ethics and professional responsibility for lawyers working in the legislative arena will be important foci of this clinic. In the fall term, students will develop policy proposals, 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, prepare and present “white papers,” 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 to fifteen. J.L. Pottenger, Jr., S.D. Geballe, A.A. Knopp, and E. Scalettar

†**Liman Project: Incarceration and Reform (30172)** 2 units, credit/fail, with a graded option. This project will enable students to learn about the law of, and to work on understanding facets of, incarceration. One ongoing project involves studying how prisons use and regulate long-term isolation (sometimes called “solitary confinement,” or “restricted

housing,” or “administrative segregation”) and working on how to reduce the numbers of persons in isolation and the degrees of isolation for those in such placements. A national survey is underway, and additional data collection and analyses will be done, along with more research on the law and policies related to isolation. Another project focuses on the role gender plays in incarceration, in terms of the ways in which women and men are classified and placed in facilities, and the programs and rules imposed. Again, the goals include research and reform. Students work in teams and meet regularly with supervisors. With permission, students may elect to write a related Supervised Analytic Writing or Substantial Paper for additional graded credit. The projects usually span more than one term and have, on occasion, resulted in published articles. Permission of the instructors required. J. Kalb, S. Baumgartel, and L. Fernandez

Liman Public Interest Workshop: Human Rights, Incarceration, and Criminal Justice Reform (21534) 2 units, credit/fail. This workshop will consider the role of international human rights in U.S. social movements related to the law of prisons and criminal justice reform. Lawyers are increasingly integrating human rights law and strategies to advance their domestically focused advocacy efforts. Our discussion will critically explore the drivers and impacts of these strategies in the context of American mass incarceration. We will begin the term by exploring the challenges of defining a set of universal rights, with a particular focus on the influence of the United States. We will then consider the challenge of rights enforcement as it relates to questions of American sovereignty, culture, democratic politics, foreign policy, and federalism. We will explore the efficacy and legitimacy of the multifaceted strategies that advocates have adopted to advance human rights law, inside and outside the courts, through U.N. and regional mechanisms, and in the mobilization of grassroots communities. Through a study of contemporary campaigns—including movements to end the criminalization of homelessness, to eradicate the death penalty, and to reduce the use of solitary confinement in prisons—we will explore the promise of domestic human rights strategies, their relationship to more familiar forms of mobilization, and related challenges and limitations. Over the course of the term, students in the workshop will write four response papers of no more than two double-spaced pages. A limited number of students may write a longer paper and receive graded credit with permission of the instructors. J. Kalb and S. Baumgartel

†**Litigating Civil Actions: From Filing to Finality (30222)** 4 units. This course will provide students with an overview of the skills that litigators need to handle a civil action in federal court from start to finish. The course will review five phases of a lawsuit. First, we will explore how to prepare a filing: for example, we will discuss how to interview clients, how to investigate a case before filing, and how to prepare a complaint. The second phase will explore pretrial activities such as answering a complaint; motions practice; communicating with opposing counsel; document discovery and other forms of discovery (such as physical inspections); how to take and defend depositions; and how to handle expert witnesses. The course’s third phase will discuss trial skills, including how to select jurors; prepare effective opening statements; examine, cross-examine, and reexamine witnesses; deliver successful closing statements; and prepare jury instructions. We will also have brief discussions about mediation and settlement. The fourth phase of the course will explore the most famous post-trial activity: the appeal. This discussion will delve into

the substance of appeals as well as the less glamorous parts of appellate practice, such as filing a notice of appeal, motions practice on appeal, and preparing a joint appendix for the appellate court. We will also have a very brief discussion of certiorari petitions and Supreme Court practice. Finally, the course's fifth phase will discuss important post-trial activities that are rarely explored within law schools, including motions for costs and enforcement of judgments. The course aspires to give students confidence that they could handle a civil action on their own. Self-scheduled examination or paper option. N. Messing

Local Government in Action: San Francisco Affirmative Litigation Project (30178)

1 unit, with the option of additional units. This course will introduce students to local government lawyering. Working directly with attorneys from the Affirmative Litigation Task Force 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, assist in filing a case, or help litigate one already under way. 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 either develop and propose a potential lawsuit, or assist in one of the City's ongoing affirmative litigation cases. Permission of the instructor required. Instructor to be announced

Local Government Law (21175) 4 units. Much of our daily interaction with law and government is with local law and local government. Local governments are tasked with providing public goods as central to daily life as public schools and police; they pass laws and issue regulations governing everything from how loud parties can be to what one can eat; and, by setting property tax levels, regulating land uses, and limiting building heights, they have an enormous impact on the value of what is for most families their largest asset, their home. Many law school classes, however, ignore local governments and local laws. This class will change that focus, examining both the law governing the powers of local governments and the actual content of local laws and policy. A special focus will be put on the regulation of politics at the local level, looking at how the rules governing local elections affect the results of those elections. Further, it will delve deeply into the determinants of the economic success of cities, using cutting-edge research in agglomeration economics. And it will use those theoretical and empirical studies to address the nuts and bolts of local government law practice. Scheduled examination. Enrollment limited to fifty. D.N. Schleicher

*†**Lowenstein International Human Rights Clinic (30173)** 4 units, credit/fail. Students will work on a variety of human rights projects, generally in support of advocacy efforts of human rights organizations. Projects are designed to give students practical experience with the range of activities in which lawyers engage to promote respect for human rights; to help students build the knowledge and skills necessary to be effective human rights lawyers; and to integrate the theory and practice of human rights. Class sessions

will include an overview of basic human rights standards and their application; instruction in human rights research and writing skills; and critical examination of approaches to human rights advocacy and enforcement. The clinic will have one or more student directors. Permission of the instructors required. Enrollment limited to eighteen. J.J. Silk and H.R. Metcalf

*†**Media Freedom and Information Access Clinic (30175)** 3 or 4 units, credit/fail for students in their first term, graded for students in their second term. Students in the clinic will work on all aspects of cases involving press freedom, open government, free speech, and related issues. Clients include investigative journalists, traditional and new media organizations, activists, advocacy organizations, researchers, and academics. Pending matters typically include litigation under the First Amendment and Freedom of Information laws in both federal and state courts. The clinic's cases involve a diverse array of issues, focusing in particular on national security, surveillance, privacy, technology, and government accountability. Students may also have the opportunity to engage in non-litigation advocacy and client counseling. The seminar will focus on substantive law, case discussions, skills training, and ethical issues. Students will have the opportunity to write related research papers. Permission of the instructors required. Enrollment limited. D.A. Schulz, J.M. Manes, and J.M. Balkin

***Military Justice (21678)** 3 units. This course will explore the nature and function of military justice today. 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; unlawful command influence; the role of custom; and punishment. Current issues such as the treatment of sexual offenses, military commissions, government contractors and other civilians, command accountability, military justice on the battlefield, judicial independence, and the application of international human rights norms to military justice will be addressed. The class will consider issues of professional responsibility, how the military justice system can be improved, and what, if anything, can be learned from the experience of other countries. The primary text will be Fidell, Hillman, and Sullivan, *Military Justice: Cases and Materials* (2nd ed., 2012). Self-scheduled examination. E.R. Fidell

†**Mortgage Foreclosure Litigation Clinic (30119)** 2 or 3 units, credit/fail. Students in this clinical seminar will represent homeowners fighting foreclosure in Connecticut state courts. They will conduct motion practice and discovery, including legal research and writing. Affirmative litigation against lenders, and a wide-ranging "amicus practice," also are important pieces of the clinic's work. Although this is primarily a litigation clinic, many of the clients are also participating in court-annexed mediation, in an effort to restructure their mortgages, so students will also gain experience in client counseling and ADR. Students will also provide brief advice and assistance to pro se homeowners at the courthouse. Enrollment limited to twelve. J.L. Pottenger, Jr., and J. Gentes

†**Native Peacemaking (30221)** 2 units. This seminar in native peacemaking will give students a unique opportunity to study and practice this indigenous form of conflict resolution, as well as to engage in meaningful peacemaking-related project work for Native

American tribes. Students will be introduced to Federal Indian Law with special emphasis on how federal laws impact tribal sovereignty, self-determination, and tribal dispute resolution. Students will also receive significant mediation skills training to introduce them to party-driven dispute resolution, and they will practice those skills in a series of exercises and role plays. After mediation skills training is complete, students will receive formal peacemaking training and participate in peacemaking circles. No prerequisites. Permission of the instructor required. Enrollment limited to twelve. S. Watts

Nietzsche's Critique of Modernity (21712) 3 units. Nietzsche was critical of many aspects of the modern age that we generally associate with liberal values. These include equality, tolerance, and the rule of law. What was the basis of his criticism? What alternative, if any, did he propose? We will examine some of the key concepts of Nietzsche's philosophy with these questions in mind. Readings will include *The Birth of Tragedy*, *The Gay Science*, *On the Genealogy of Morals*, and other works. Paper required. Enrollment limited to fifteen. Also PHIL 735b. P.W. Kahn and A.T. Kronman

Nonprofit Organizations Clinic (30177) 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. †Students may satisfy the professional skills requirement through this course only if they receive 2 or more units. Also MGT 695b. J.G. Simon, M. Agsten, L.N. Davis, and B.B. Lindsay

[The] Philosophy of Law: Seminar (21714) 2 units. Paper required. Enrollment limited to fifteen. S.J. Shapiro

Property (21017) 4 units. The course will explore the law regulating the rights of private property broadly conceived. Our principal focus will be on entitlements in land, but we will also think about the legal entitlements to other scarce resources. 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. Also MGT. I. Ayres

†**Prosecution Externship and Instruction (30193)** 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 instructors is required, timing and the involvement of outside agencies remove this clinic from the usual sign-up process for limited enrollment courses. J. Rubinfeld, L. Brennan, and M. Silverman

***Public Health Law (21595)** 4 units. In the practice of public health, the patient is the population rather than the individual; and actions and policies to promote public health therefore consider the welfare of the collective, often without regard for the interests of individuals. In liberal society, public health practice therefore exists in tension with constitutional law, judicial precedent, and even our culture itself, in which the individual is most often the unit of measure and analysis and protection. In this course, we will consider the major categories of public health practice – including disease reporting and data collection, compelled treatment and vaccination, isolation and quarantine, inspection and regulation of public facilities and private homes, licensure of health professionals, regulation of hospitals and other health care facilities, regulation of food and drugs, environmental regulation, sanitation, and bioterrorism prevention – and their sources of legal authority and legal limitations. Public health will be viewed in historical perspective, and we will particularly examine the roots of modern public health practice in the nineteenth-century work of Hermann Biggs and John Snow, and will review the odd alignment of German public health practitioners with Nazi government efforts in the 1930s to control tobacco use and promote national health. Case examples will be drawn from recent public health controversies relating to the control of multidrug-resistant tuberculosis, HIV/AIDS, obesity, and tobacco and tobacco substitutes. We will also consider the constitutional implications of public health efforts to control or monitor speech, such as the FDA prohibitions on promotion of off-label uses of approved drugs and devices, and use of funding conditions to limit or compel speech relating to abortion, the sex industry, and HIV/STD prevention. Scheduled examination. M. Barnes

Quantitative Corporate Finance (21071) 3 units. This course will introduce students to some of the fundamentals of financial economics. Topics will include net present values, the capital asset pricing model, the efficient capital market hypotheses, event studies, and option theory. Students will need to learn to use electronic spreadsheet software such as Excel. Grades will be based on weekly computer problem sets and on an open-book final examination. Scheduled examination. *Also MGT.* I. Ayres

Race, Class, and Punishment: Seminar (21334) 4 units. Since the early 1970s, the criminal justice system in the United States has expanded dramatically. The country has adopted an array of increasingly tough approaches to crime, including aggressive street-level policing, longer sentences, and a range of collateral consequences for criminal convictions. As a result, there are currently 2.2 million persons in prisons and jails and seven million under some form of correctional supervision. The impact on African Americans has been especially profound: in many of our nation's cities, nearly one-half of young black men are in the criminal justice system. This seminar will focus on the tough-on-crime era's historical roots. We will also examine the impact of these policies, especially on African American communities. The assigned reading will be substantial (one book a week, typically 250–300 pages) and will come from a wide variety of sources, including history, sociology, political science, criminology, journalism, and law. Books

that will likely be on the reading list include Khalil Muhammad, *The Condemnation of Blackness*; Randall Kennedy, *Race, Crime, and the Law*; Michael Flamm, *Law and Order*; James Q. Wilson, *Thinking about Crime*; Michael Tonry, *Malign Neglect*; Lisa Miller, *The Perils of Federalism*; Amy Lerman and Vesla Weaver, *Arresting Citizenship*; Victor Rios, *Punished: Policing the Lives of Black and Latino Boys*; Alice Goffman, *On the Run*; David Kennedy, *Don't Shoot*; Jill Leovy, *Ghettoside*; and Bryan Stevenson, *Just Mercy*. In lieu of an examination, students will write weekly reading response papers and a final paper. Substantial Paper credit is available. Supervised Analytic Writing credit is not available. Paper required. Enrollment limited to twelve. J. Forman, Jr.

Research Methods in American Law (21486) 1 unit, credit/fail. This course, formerly Efficient Techniques in Legal Research, will instruct students in basic legal research skills, including researching federal case law and statutory and administrative law, as well as using secondary sources in the research process. Students will be required to complete a series of short research assignments. The course will meet once weekly for the first half of the term. The professional skills requirement (†) may be satisfied by taking this course with another 1-unit legal research course. Minimum enrollment of five required. S.B. Kauffman, J.G. Krishnaswami, J. Eiseman, J.A. Jefferson, and C. Kellett

†**Research Methods in American Legal History (21080)** 2 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; court records; government documents; biographical materials and personal papers of lawyers and judges; other manuscript collections; and early sources of U.S. international law and civil law. Paper required. S.B. Kauffman, J.B. Nann, F.R. Shapiro, and M. Widener

Seminar in Private Law (21497) 2 or 3 units. The spring 2016 edition of the Seminar in Private Law will focus on private dispute resolution. The seminar will take up arbitration in its several varieties. The seminar will also engage other forms of dispute resolution that proceed outside of public political authority, for example, negotiations that aim to conclude armed conflicts. The seminar will ask whether certain procedures can sustain freestanding legitimacy, based directly on their own properties and entirely apart from prior legal or political authority. Half of the seminar's sessions will involve presentations by outside speakers from law and associated disciplines. The other half will prepare for the speaker presentations. Term paper required for 3 units; thought paper required for 2 units. Enrollment limited. D. Markovits

Sexuality and the Law (21463) 3 units. This course will look at legal issues relating to sexuality, focusing on topics related to sexual behavior, sexual orientation, gender, and gender identity. The course will consider these issues from constitutional, statutory, and policy perspectives with particular attention to questions relating to families, reproduction, and discrimination. This is an interdisciplinary course that cuts across constitutional law, criminal law, family law, employment discrimination, education, and bioethics. Self-scheduled examination. E. Stein

Sociology of Law (21711) 3 units. What does it mean to study law from a sociological perspective and what is gained by doing so? This course is addressed to those broad questions. The first part of the class will start with a theoretical overview of seminal texts in the field, including Marx, Weber, and Durkheim. It will also introduce various methodological approaches to the contemporary sociology of law, with a focus on qualitative methods. The second part of the class will focus on a particular slice of sociology of law, namely the study of legal organizations or bureaucracies. Bureaucracy is a form of social organization fundamental to modern society. Law on the books comes to be law in action largely through legal bureaucracies, whether it is through courts, administrative agencies, welfare offices or the compliance department of a private firm. In addition to exploring seminal texts on the concept of bureaucracy and organizations, this course will ask the following questions: Why is it important to study the organizational structure in which legal rules are interpreted and applied? How do formal qualities of legal bureaucracies – that is, the way in which the site organizes the work of presenting and adjudicating legal rights or claims – shape the precise way people experience certain legal regimes? Instead of focusing on one specific site or subject matter, this class will investigate a set of conceptual and theoretical tools that can be used to study various legal sites. The readings may cover the following specific legal bureaucracies: criminal courts, police organizations, sexual harassment and antidiscrimination compliance offices of private firms, welfare offices, administrative agencies, and law school admissions offices. Together we will explore how the sociology of law, bureaucracy, and organizations can be used to ask penetrating questions about how legal rules come to have the specific pattern of use (or nonuse), enforcement (or nonenforcement), costs, and benefits for the people and activities that they address. Students will be expected to write frequent reaction papers to the readings and submit a final paper based on a short research inquiry into a specific legal organization of their choice. Paper required. Enrollment limited to fifteen. I. Kohler-Hausmann

South Asian Constitutionalism (21717) 2 or 3 units. This course will seek to answer a substantial question: What accounts for enduring constitutionalism? With this in mind we will study India, Pakistan, and Nepal. India and Pakistan were created out of a common land, gained freedom from the same colonizer, and yet had entirely different experiences with democratic constitutionalism. Nepal has emerged from a civil war and the dissolution of a monarchy. It is now in the midst of its second attempt at constitution making. The course will reflect on the Indian and Pakistani experiences of constitution making and constitutionalism, and will make suggestions for the continuing constitution-making process in Nepal. It also engages the constitution-making efforts of the first Constituent Assembly of Nepal (2007 onwards) and analyzes the key choices that led to its failure. To address the substantial question, the course will examine four critical constitutional choices. The first is the nature of the Constituent Assembly, the method of decision making within it, and the techniques adopted to foster consensus when framing a constitution. The second is the form of government – parliamentary, presidential, or semi-presidential. The third choice is the method of judicial appointments and the role that the courts have taken upon themselves. The final choice is the role accorded to the military in the context of constitutionalism. By examining these choices, this course hopes to contribute to an understanding of constitution making and design in general,

illustrated through moments from South Asian constitutionalism. The course will aim to provide a comparative constitutional law assessment of enduring constitutionalism based on the three case-study countries. Self-scheduled examination or paper option. Extra credit for special writing projects. M. Guruswamy

Specialized Legal Research in Corporate Law (21489) 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: 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 nonlaw business databases, another who will provide an introduction to reading a financial report, and a third (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. This course will meet weekly for seven weeks in the first half of the term. The professional skills requirement (†) may be satisfied by taking this course with another 1-unit legal research course. S.B. Kauffman and M. Chisholm

Specialized Legal Research in Foreign and International Law (21487) 1 unit, credit/fail. Explores methods for finding the major sources of international law, including treaties and customary law; the material from the U.N. and other intergovernmental organizations; and laws from nations other than the United States. Particular attention is paid to practical research issues and solutions using both print and electronic resources. Research interests of the class and other specialized topics may also be explored. This course will meet weekly for seven weeks in the first half of the term. The professional skills requirement (†) may be satisfied by taking this course with another 1-unit legal research course. Minimum enrollment of five required. S.B. Kauffman, R. Harrington, E. Ma, and T. Miguel-Stearns

Structures of the Constitution: Supervised Research Seminar (21713) 3 units. This directed research seminar will provide students with the opportunity to write a research paper under the instructor's supervision, but it will not involve class meetings. Papers will be supervised remotely, with one or two in-person meetings during the term. Research papers must relate to some aspect of constitutional structure, such as federalism or separation of powers. Students must submit a brief proposal, no longer than one page, outlining the subject and potential arguments of their papers. Paper required. Permission of the instructor required. Enrollment limited to eight. C. Rodríguez

*+**Supreme Court Advocacy (30180)** 6 units (3 fall, 3 spring). This course is a continuation of the fall clinic and is open only to those who have completed the clinic's fall term. Permission of the instructors required. Enrollment limited to twelve. L. Greenhouse, A.J. Pincus, C.A. Rothfeld, P.W. Hughes, M.B. Kimberly, and J.M. Balkin

†**Temporary Restraining Order Project (30141)** 1 unit, credit/fail. The Temporary Restraining Order (TRO) Project is a field placement program in which law students provide assistance to domestic violence victims applying for Temporary Restraining Orders in the Superior Court for the New Haven Judicial District, under the supervision

of attorneys from the New Haven Legal Assistance Association and the Court Clerk's Office. The TRO Project aims to increase access to justice for self-represented parties and provide opportunities for law students to learn about the law of domestic violence and court procedures for protecting individuals in abusive relationships. Students will be able to develop practical skills, including intake, interviewing, drafting of affidavits and other application documents, informing applicants about court procedures, and assisting applicants in navigating the judicial process. Open only to J.D. students. Permission of the instructors required. Enrollment limited to fifteen. S. Wizner, C. Frontis, A. Wenzloff, and D. Blank

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.

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, we will be especially concerned with the problems associated with making enforceable agreements in a legal system that lacks enforcement institutions; the incorporation of agreements in domestic law and questions arising about their implementation there; the termination of agreements; the effect of provisional application regimes; *modus vivendi*; and unratified agreements. Scheduled examination or paper option. Enrollment capped at twenty-five. L. Brilmayer and W.M. Reisman

†**Trial Practice (30199)** 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 will provide instruction and critique. Enrollment limited to seventy-two. J.L. Pottenger, Jr., and S. Wizner

†**Truth, Beauty, and Justice (21181)** 2 units. Analyzing law as a social science. Self-scheduled examination or paper option. J.G. Deutsch

U.S. International Taxation (21100) 3 units. This course will cover the basic principles of U.S. international income taxation. We 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. We will also consider international tax planning strategies currently used by U.S. multinational corporations, including so-called inversions, and explore recently proposed changes to U.S. international tax law and policy. Prerequisite: Federal Income Taxation. Self-scheduled examination. Enrollment capped at thirty-five. J.M. Samuels

White-Collar Criminal Defense: Critical Issues and Strategies (21430) 3 units. This course will consider the legal, ethical, and strategic challenges facing white-collar criminal defense lawyers, both those representing individuals and those representing entities, in this era of few trials and pressure to cooperate with the government. We will examine all stages of white-collar representations, including the financial and psychological dimensions of being retained; developing information (through internal investigations and otherwise) and controlling the flow of information to the prosecutor and other defense counsel (including through joint defense agreements); persuading prosecutors not to bring charges; negotiating with the prosecutor for immunity or cooperation agreements for individuals and corporations (including deferred prosecution agreements); assertions of the Fifth Amendment privilege; the tension between individual and corporate representations; plea or trial strategies (including the use of jury consultants) and approaches to sentencing; and parallel proceedings (including investigations by the SEC, state AGs, foreign law enforcement authorities, and private civil litigation). We will consider how the defense lawyer can succeed in disproving Dylan's observation that "you can't win with a losing hand." Students must have taken at least one course in criminal law or criminal procedure. Regular "response" or "hypothetical" papers will be required throughout the term. Permission of the instructor required. D.M. Zornow

***†Worker and Immigrant Rights Advocacy Clinic (30127) and Fieldwork (30128)** 2 units, graded or credit/fail, at student option, for each part (4 units total). Students will represent immigrants and low-wage workers in Connecticut in labor, immigration, and other civil rights areas, through litigation for individuals and non-litigation advocacy for community-based organizations. In litigation matters, students will handle cases at all stages of legal proceedings in Immigration Court, Board of Immigration Appeals, U.S. District Court, the Second Circuit, and state courts. The non-litigation work will include representation of grassroots organizations and labor and faith 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 non-citizens and of social justice lawyering generally. The course will be a two-term offering (4 units each term). The clinical course and fieldwork must be taken simultaneously in both terms. Enrollment limited. Permission of the instructors required. A.N. Hallett and J. Parkin

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 2014–2015 academic year follows:

The *Robert P. Anderson Memorial Lecture* provides a forum for distinguished judges to speak on matters of general importance to law and society. Edwin Cameron, Justice of the Constitutional Court of South Africa, delivered the lecture, titled “Appellate Power and Constitutional Transformation.”

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. Moshe Halbertal, Gruss Professor of Law at New York University School of Law and Professor of Jewish Thought and Philosophy at Hebrew University of Jerusalem, gave the lecture, titled “Narrative and the Limits of the Law in Talmudic Tradition.”

The *Arthur Allen Leff Fellowship* brings to Yale Law School individuals whose work in other disciplines illuminates the study of law and legal institutions. Jane J. Mansbridge, Adams Professor at Harvard University’s Kennedy School of Government, delivered the lecture, titled “Legitimate Coercion: Not Just a Matter of Consent.”

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. Stephen P. Berzon, Partner, Altshuler Berzon LLP, gave the lecture, titled “Fixing Wealth Inequality: How Lawyers Can Be Part of the Solution.”

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. Sendhil Mullainathan, Professor of Economics at Harvard University, gave the lecture, titled “Against Against Prediction: How Machine Learning Can Improve the Legal System.”

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. Thomas Piketty, Professor at the Paris School of Economics, delivered the lecture, titled “Capital in the 21st Century.”

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. Kenji Yoshino, Chief Justice Earl Warren Professor of Constitutional Law at New York University School of Law, gave the lecture, titled “Uncovering Talent: A New Model of Inclusion.”

The *Judge Ralph K. Winter Lectureship on Corporate Law and Governance* supports lectures on corporate law and governance and related topics. Jeremy Stein, Moise Y. Safra Professor of Economics at Harvard University and member of the Board of Governors of the Federal Reserve System (2012–2014), delivered the lecture, titled “The Federal Reserve’s Balance Sheet and Its Financial Stability Objectives.”

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

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

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

The *Ralph Gregory Elliot First Amendment Lectureship* provides for lectures, preferably on an annual basis, on some aspect of the First Amendment to the U.S. Constitution.

The *John Hart Ely Fellowship Lecture on Professional Responsibility* highlights research and teaching in the field of ethics and professional responsibility.

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

Other special guest lecturers in 2014–2015 included U.S. Supreme Court Justice Stephen Breyer, who spoke with Margaret Marshall '76 and Yale President Peter Salovey as part of a Constitution Day celebration. Justice Clarence Thomas '74 and former Ambassador John C. Danforth '63 were in conversation at the Law School as part of the Debating Law & Religion Series. British barrister Christopher Sallon delivered a four-part seminar series examining “The Art & Ethics of Advocacy,” and U.S. Special Envoy for Climate Change Todd Stern spoke at a joint Law School/School of Forestry & Environmental Studies event. Edgar S. Cahn '63, Professor of Law at the University of the District of Columbia David A. Clarke School of Law, and Richard Ravitch '58, former lieutenant governor of New York, gave Dean's Lectures. Cahn spoke on “The Change That's Coming,” and Ravitch's lecture was titled “Is There a Risk That We Will Have More Detroits?” Paul Farmer, Kolokotronis University Professor of Global Health and Social Medicine at Harvard Medical School, gave the 2014–2015 Gruber Distinguished Lecture on Global Justice; his lecture was titled “No Health, No Justice: Recent Lessons from West Africa.”

This year the Bernstein Symposium and Liman Public Interest Colloquium combined to present a conference titled “Detention on a Global Scale: Punishment and Beyond.” Leading artists and thinkers gathered for a conference titled “The Legal Medium: New Encounters of Art and Law,” which included a series of panels, presentations, performances, and an art exhibition.

Wayne Pacelle, CEO and President of the Humane Society of the United States, presented the keynote address at the conference “The Agricultural Gag Laws—Your First Amendment Rights, Your Health, Animal Welfare, and Our Environment,” which was sponsored by the Yale Law School Animal Legal Defense and the Connecticut Bar Association Animal Law Section. “The Law of Medicare and Medicaid at 50” conference was held to mark the fiftieth anniversary of those statutes, and the conference “Public Health in the Shadow of the First Amendment” explored a broad range of constitutional issues raised at the intersection of medicine, public health, and the First Amendment.

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.

Several initiatives are designed to increase knowledge at Yale of Latin America and to strengthen democratic institutions and practices there. The Latin American Linkage Program is a summer exchange of law students from Yale, two universities in Chile, one in Argentina, and three in Brazil. During the summer, Yale students spend a month in Chile, Argentina, or Brazil, meeting leading legal academics, practitioners, and government officials and working with Latin American law students in small study groups and clinics. In the spring, students from the Latin American partner schools visit Yale for a three-week behind-the-scenes look at legal education at Yale, sitting in on classes, giving presentations, participating in study groups, and meeting with faculty and students in a range of academic and social settings. In addition, leading legal scholars from throughout Latin America, the Caribbean Basin, Spain, and the United States meet each 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 and represents the hub of the Latin American Legal Studies program. From SELA are chosen the people entrusted with the programming and care of Yale students in the linkage program, as are the translators for the Colección Yale-Palermo de Ciencias Jurídicas, the Spanish-language book series of works by Yale Law faculty. The group also advises the faculty directors in the selection of speakers for the Law School's in-house Latin American Series. The last and most recent initiative of the Latin American Legal Studies program at Yale is the International Arbitration Breakfast Roundtables, which hold seminars for lawyers in Latin American practice on the emerging trends in the field of international arbitration and their implications for domestic and international law. Professor Daniel Markovits is the faculty director, and Professors Owen Fiss, Claire Priest, and Cristina Rodríguez are codirectors. Additional information on Latin American Legal Studies at Yale is available at www.law.yale.edu/intellectuallife/LALS.htm.

A similar initiative, the Middle East Legal Studies Seminar, is an annual meeting convened by the Law School in a Middle East country or nearby venue. Occasionally the seminar meets in New Haven. 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 productive working relationships. Every year, roughly fifty lawyers, judges, and academics from the region meet with Yale professors and students to discuss an agreed-upon topic of common importance. Recent topics have included the concept of political legitimacy, history and identity, and the causes and consequences of current unrest in the Middle East.

THE YALE CENTER FOR ENVIRONMENTAL LAW & POLICY

The Yale Center for Environmental Law & Policy, a joint undertaking with the Yale School of Forestry & Environmental Studies, seeks to incorporate fresh thinking, ethical awareness, and analytically rigorous decision-making tools into environmental law and policy. In addition to its research activities, the center also aims to serve as a locus for connection and collaboration by all members of the Yale University community interested in environmental law and policy issues. The center supports a wide-ranging program of education, research, and outreach on local, regional, national, and global environmental issues. These efforts involve faculty, staff, and student collaboration and are aimed at shaping academic thinking and policy making in the public, private, and NGO sectors. One of the center's flagship products is the biennial Environmental Performance Index (<http://epi.yale.edu>), which ranks countries on performance indicators tracked across policy categories covering both environmental public health and ecosystem vitality.

The center facilitates a joint-degree program in which master's students at the School of Forestry & Environmental Studies can additionally pursue a law degree from Yale Law School, Vermont Law School, or Pace Law School. Undertaken separately, these two degrees would take five years to complete. Together, students can earn both degrees in four years. The center provides research, educational, career development, and social

opportunities for students enrolled in the joint program as well as others affiliated with the center.

For additional information on the Yale Center for Environmental Law & Policy, visit <http://envirocenter.yale.edu>.

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. Professor Scott Shapiro is the director. More information is available at www.law.yale.edu/yclp.

THE GRUBER PROGRAM FOR GLOBAL JUSTICE AND WOMEN'S RIGHTS AT YALE LAW SCHOOL

The Gruber Program at the Law School consists of four core components: (1) the Global Constitutionalism Seminar, (2) two distinguished lecture series, (3) postgraduate fellowship program, and (4) support for clinical and experiential learning 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. The Gruber Distinguished Lectures in Global Justice and Women's Rights are signature lectures featuring pathbreakers in the fields of justice and women's rights. The lectures are often accompanied by complementary events, which may include panel discussions, faculty workshops, class visits, and University activities such as Master's Teas in the residential colleges. The Gruber Fellowships in Global Justice and Women's Rights allow recent graduates of Yale graduate and professional schools to spend a year working on practice-based projects of their own design in the fields of global justice and/or women's rights. Through the Gruber Project for Global Justice and Women's Rights, the program also supports a number of hands-on clinical and experiential learning opportunities. Gruber Project initiatives have included litigation and policy advocacy on behalf of refugees and women veterans.

THE YALE LAW SCHOOL CENTER FOR THE STUDY OF PRIVATE LAW

The Yale Law School Center for the Study of Private Law serves as a focal point for work in private law at the Law School and, more generally, at the University. The center, which brings together scholars, students, and practicing lawyers from throughout the United States and internationally, promotes the interdisciplinary study of private law, with a special emphasis on economically informed philosophical, sociological, and doctrinal scholarship. The center engages students, scholars, and practicing lawyers in a

wide range of venues, including roundtables, guest lectures, seminars, intensive reading weekends, and other activities.

THE KAUFFMAN PROGRAM IN LAW, ECONOMICS, AND ENTREPRENEURSHIP

The Kauffman Program in Law, Economics, and Entrepreneurship is supported by a grant from the Ewing Marion Kauffman Foundation. The Kauffman Program provides support for Kauffman Term-Time Student Fellows and for the Kauffman Colloquium on Entrepreneurship and Economic Growth. The program also supports a limited number of Summer Research Fellowships on topics of law, economics, and entrepreneurship, and a special program devoted to considering how the law school curriculum (and law and economics) can more centrally emphasize the effect of law on economic growth.

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, Calabresi, 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 on the issues of the day, and two endowed lectures, the John R. Raben/Sullivan & Cromwell Fellowship Lecture and the Judge Ralph K. Winter Lectureship on Corporate Law

and Governance. Throughout the year, the center sponsors the Bert W. Wasserman Workshop in Law and Finance, which invites scholars from other universities to present their current research, and additional lectures, panels, and symposia at the Law School. It also organizes the Craig Wasserman '86/Wachtell, Lipton, Rosen & Katz Breakfast Program panels for alumni in New York City. In the spring term, the center supports 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 and other members of the bar, judiciary, government, and investment and business communities.

Professor Roberta Romano is the center's director. William Clayton is the John R. Raben/Sullivan & Cromwell executive director. 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, Amy Chua, Henry Hansmann, Christine Jolls, Alvin Klevorick, Anthony Kronman, John Langbein, Yair Listokin, Jonathan Macey, Daniel Markovits, Noah Messing, John Morley, 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 www.law.yale.edu/ccl.

THE CHINA CENTER

The China Center is the primary home for activities related to China at the Law School. The cornerstone of these activities is the China Law Center, established in 1999. The China Law Center 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 China Law 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, with the goal of having a positive impact on China's reform process. Cooperative projects have focused particularly on issues of judicial reform, criminal justice reform, administrative and regulatory reform, constitutional law, legal education, and public interest law. Projects involve a range of activities, including workshops and seminars in the United States and China, research visits to Yale and to China, and books or articles by Chinese or U.S. scholars.

In recent years, the China Center has expanded its work to issues of U.S.-China relations more generally. The focal point of this activity is a Track II Dialogue on U.S.-China Relations that is chaired on the U.S. side by center director Paul Gewirtz. The center also undertakes research related to U.S.-China relations, invites fellows and speakers on this subject, and collaborates with others within Yale University undertaking work on U.S.-China relations.

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

In at least one semester each year, the center hosts a weekly Workshop on Chinese Legal Reform. The workshop provides students and faculty an opportunity to learn about the Chinese legal and political system through discussions of papers presented by center staff, visiting Chinese scholars, and distinguished guest speakers (both Chinese and American). The workshop has become an intellectual center for convergence within Yale Law School—and increasingly within Yale University as a whole—for faculty and students with an interest in China and issues related to legal and policy reforms in China.

Professor Paul Gewirtz is the director of the China Center. Senior Research Scholar and Lecturer in Law Jamie Horsley is the executive director of the China Law Center. More information is available at 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 and other new information technologies for law and society. It is the umbrella program for related organizations, including the Knight Law and Media Program, the Abrams Institute for Freedom of Expression, and the Program for the Study of Reproductive Justice. Since 2009, the ISP has hosted the Media Freedom and Information Access Clinic (MFIA). MFIA is a Law School clinic dedicated to increasing government transparency, defending the work of news gatherers, and protecting freedom of expression through impact litigation, direct legal services, and policy work. The ISP's work has focused on freedom of speech, democracy, globalization, access to knowledge, and the growth and spread of culture on the Internet. In past years ISP fellows have studied the free speech implications of filtering and rating systems, legal protections for privacy on the Internet, democracy and civic participation in cyberspace, the civil liberties implications of telecommunications design, biotechnology and access to medicines, and the evolution of cultures and ideologies. The ISP has held scholarly conferences on a range of subjects including censorship; access to knowledge; the Internet and globalization; privacy; journalism; intellectual property; and cybersecurity. The ISP embraces a variety of activities, including fellowships for young scholars; publication of academic and policy papers; and advice and education for policy makers, business leaders, non-profit organizations, and the legal community. Professor Jack Balkin is the director and founder. Valerie Belair-Gagnon is the executive director. Additional information on the ISP is available at <http://isp.yale.edu>.

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. The weekly Liman workshop considered the rationing of resources to use law and courts in spring 2015. 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 2015–2016 awards, the Liman Program has supported more than 109 fellows at more than ninety 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,” “Imprisoned,” “Accessing Justice/Rationing Law,” and “Navigating Boundaries: Immigration and Criminal Justice.” In April 2015, “Detention on a Global Scale: Punishment and Beyond,” cosponsored by the Bernstein Fellowship and the Schell Center for Human Rights, brought together academics, advocates, students, and prison administrators from several continents to consider the theory, practice, and future of confinement.

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 Johanna Kalb, and the Senior Liman Fellows in Residence are Laura Fernandez and Sarah Baumgartel.

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. The Schell Center provides a forum for international human rights practitioners to consider the theoretical issues their work entails and for scholars studying human rights to engage in interdisciplinary dialogue. At the same time, it offers law students and graduates diverse opportunities to apply the lessons they are learning in the classroom to further the cause of human rights and to examine human rights practice critically. In addressing these needs, the Schell Center seeks to increase knowledge and understanding of international

human rights issues, to equip lawyers and other professionals with the knowledge and skills needed to advance the cause of international human rights, and to assist human rights organizations in their efforts to promote respect for human rights.

The Schell Center conducts the Allard K. Lowenstein International Human Rights Clinic every term. It provides a number of fellowship opportunities for summer and postgraduate human rights experience and for carrying out scholarship while in residence at the Law School. The center also supports the *Yale Human Rights & Development Law Journal* and student projects related to human rights.

Throughout the academic year, the Schell Center sponsors frequent lectures, panels, symposia, and informal discussions on a wide range of human rights issues. In 2015 the center held its annual conference, the Robert L. Bernstein International Human Rights Symposium, in collaboration with the Arthur Liman Public Interest Program. The subject was “Detention on a Global Scale: Beyond Punishment.”

During 2014–2015, speakers at the center’s biweekly Human Rights Workshop included Samuel Moyn, Professor of Law and History, Harvard University; Daniel Bonilla, J.S.D. ’05 and Associate Professor, Universidad de los Andes School of Law of Colombia; and Pardiss Kebriaei, Senior Staff Attorney, Center for Constitutional Rights. Advocates from human rights organizations, scholars, and journalists spoke on such topics as “Improving Judicial Remedies for Socioeconomic Rights,” “The Right to Health and Access to Medicines in an Age of Neoliberalism,” “An Outsider’s View from the Inside: Reflections on Kenya’s Truth Commission,” “After the War: Conversations on Injury, Identity, and Reparations with Internally Displaced Women in Colombia,” “Rethinking Jihad and International Law,” and “Giving as Governance? Funding Modern-Day Slavery Abolitionism.”

In 2014–2015, the Schell Center, often in collaboration with other centers and organizations at the University, sponsored many talks by human rights advocates and scholars, including a number of former Yale Law School students. Events addressed such topics as “The Morality of Fear: The U.S. Response to Ebola,” “The Colombian Peace Process,” “CrISIS in International Law: Confronting the Violence of Non-State Armed Groups,” and “The Paradox of ‘Humane’ Execution: The Future of Lethal Injection.” Speakers included Ambassador Keith Harper, U.S. Representative to the U.N. Human Rights Council; Vivek Maru ’02 founder and Chief Executive Officer, Namati; Mark Mazzetti, National Security Correspondent, *The New York Times*; and Graeme Reid, Director of the Lesbian, Gay, Bisexual, and Transgender (LGBT) Rights Program at Human Rights Watch.

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 Robert L. Bernstein Fellowship in International Human Rights, inaugurated in 1997, funds several recent Yale Law School graduates annually for a year of full-time human rights advocacy work. The 2014–2015 Bernstein Fellows worked for Human Rights Watch, examining the growing practice among some states of expelling asylum seekers back to transit countries, where they face further vulnerability and rights violations; with the Balkan Investigative Reporting Network, researching the Bosnian War Crimes Chamber’s transition from a hybrid to a fully national institution; and with

Human Rights First, focusing on an initiative dedicated to advancing implementation of human rights and humanitarian law in U.S. courts.

The Robina Foundation 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 and intergovernmental human rights agencies. The 2014–2015 Robina Fellows worked as a judicial clerk at the European Court of Human Rights in Strasbourg, France; in the chambers of the President of the International Criminal Tribunal for the former Yugoslavia (ICTY) in the Hague; with the United Nations Development Programme in Myanmar; with the U.N. Deputy High Commissioner for Refugees; as Special Advisor for International Human Rights Law at the Ombudsperson Institution of the Republic of Kosovo; and as an independent researcher in the Kyrgyz Republic working on projects related to the Kyrgyz-Tajik border conflict.

Each summer, the Schell Center provides students with funding for international human rights work. In 2014 Kirby Simon Summer Human Rights Fellowships, supported by the Robina Foundation, allowed students to spend all or part of the summer engaged in human rights internships or research in fourteen countries, including the United States.

The center invites scholars and advocates to visit the Law School as fellows to conduct research, teach seminars, and meet with students. The Tom and Andi Bernstein Fellow in 2014–2015 was Kajal Bhardwaj, an India-based lawyer who has been working for more than a decade to improve access to medicines for HIV/AIDS and other diseases. Robina Visiting Fellows were Alisha Bjerregaard, Lucas Guttentag, Julieta Lemaitre, Darryl Li, and Rod Sanjabi.

The Robert M. Cover–Allard K. Lowenstein Fellow in International Human Rights Law spends two to three years at the Law School, working on all aspects of the center's work, including supervision of the Lowenstein Clinic. The Cover-Lowenstein Fellow for 2015–2016 is Alisha Bjerregaard.

The directors of the Schell Center are Professors Paul W. Kahn and James J. Silk. The executive director is Hope Metcalf. The Schell Center's e-mail address is *schell.law@yale.edu*.

THE SOLOMON CENTER FOR HEALTH LAW AND POLICY AT YALE LAW SCHOOL

The Solomon Center for Health Law and Policy at Yale Law School focuses on the governance, business, and practice of health care in the United States. The center brings together leading experts and practitioners from the public and private sectors to address questions of health law and policy and to train the next generation of top health lawyers, industry leaders, policy makers, and academics. The center was established to meet a critical need for a new academic and legal-professional discipline that responds to the rapidly evolving environment of health care and its centrality in the nation's economy and government. Building on already established relationships across campus, including relationships with the Yale School of Medicine, Yale-New Haven Hospital, the Yale School of Management, the Institution for Social and Policy Studies, and the Interdisciplinary Center for Bioethics, the Solomon Center is committed to an interdisciplinary approach. The Solomon Center pursues a multipronged strategy of teaching, sponsoring

high-level roundtables and conferences, supporting research, and focusing on preparing students for health law careers. Professor of Law Abbe R. Gluck '00 is faculty director of the center. The center's core programming is supported by a leadership gift from Howard Solomon '52 LL.B.

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 small number of visiting researchers engaged in nondegree research. Visiting researchers may audit up to 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 2015–2016 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/admissions/visitingresearcher.htm. Applications must include the application form; 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, unless the applicant's secondary (high school) education was completed in the United States, U.K., Australia, New Zealand, Ireland, or Canada (in a school where English is the medium of instruction); 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.

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 public interest law or academia. The Yale Law School Public Interest, Bernstein, Liman, Heyman, Gruber, Ford Foundation, and Robina Fellowships, among others, support work in various types of public interest positions. The Cover Fellowships, as well as fellowships affiliated with a number of centers and programs, are available for alumni interested in careers in law teaching. For a complete list of fellowships, visit www.law.yale.edu/currentfellowships.

Academic Requirements and Options

REGISTRATION

All new J.D., J.S.D., LL.M., and M.S.L. students are required to register in person at the Law School on August 26, 2015. Ph.D. students are required to register with the Graduate School of Arts and Sciences on the Graduate School's schedule.

All returning students are required to register in person at the Law School on August 31, 2015. J.D. students may not register for their penultimate term unless they have completed one of the two writing requirements (see Writing Requirements, below).

For the spring term, all students must register in person at the Law School on January 19, 2016.

First-term J.D. students will not be allowed to register 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 registrar with two passport-sized photographs and official transcripts of a bachelor's degree and the first year of law school.

A fee of \$50 will be charged for late registration. This fee will be waived only with the registrar's written permission to register late. Written permission must be received prior to the designated registration day.

Classes commence on September 1, 2015, for the fall term and January 19, 2016, for the spring term.

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. After that time period, a student may not add or drop a course 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, or the associate dean for student affairs and the registrar approve another number of units. Forms for adding and dropping courses must be signed by the instructors of the respective courses and filed with the Office of the Registrar. A course requiring an examination must be added or dropped by the final day of classes. In fall 2015, the deadline for adding or dropping such a course will be Monday, December 7; in spring 2016, the deadline will be Monday, April 25. 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 \$200 will be charged for any course change that occurs in a term subsequent to the term in which the course was offered.

LIMITED ENROLLMENT

A faculty member may set a limit on or special qualifications for enrollment in a course, and these will be specified in the course description. If no such limitations have been set, enrollment in a 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.

CREDIT/FAIL UNITS

A faculty member may offer a course or program of individual work on a credit/fail basis if the faculty member believes the work makes it infeasible 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. Similarly, a faculty member may offer the option of taking a designated credit/fail course or clinic on a graded basis for some or all of the students participating. The faculty member should make these determinations at the beginning of the term. If a student is given the option to change the grading basis of a course, clinic, or program of individual work, the student must exercise the option within the first two weeks of the term by filing the appropriate form with the Office of the Registrar by the published deadline for the term. After this deadline, the grade mode may not be changed by the student or the faculty member.

EXAMINATIONS AND PAPERS

Law School examinations are given during a period (normally two weeks) at the end of the 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 be made only during the last week of classes, except in case of sudden emergencies, such as illness. In fall 2015, requests for rescheduled examinations must be made between November 30 and December 7; in spring 2016, between April 18 and 25.

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

All papers assigned during the term, and all papers submitted in lieu of examinations in courses where that is authorized, are due, unless otherwise indicated by the instructor, on the final day of the examination period for that term.

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. Extensions

of time beyond these limits shall be approved only in cases in which 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 a paper or examination, the instructor may award a grade of Failure for the paper or examination.

GRADES FOR ALL DEGREE STUDENTS

Honors Performance in the course demonstrates superior mastery of the subject.

Pass Successful performance in the course.

Low Pass Performance in the course is below the level expected for the award of a degree.

Credit The course has been completed satisfactorily; no particular level of performance is specified. All first-term courses and certain advanced courses are offered only on a credit/fail basis.

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.

An instructor's evaluation of the quality of a student's work is final and may not be appealed, except where a student alleges that the grade resulted from discrimination based on race, sex, color, religion, national or ethnic origin, disability, or sexual orientation. Students should raise such allegations with the dean of the Law School.

REQUIREMENTS FOR THE DEGREE OF JURIS DOCTOR (J.D.)

To qualify for the J.D. degree, students must at all times meet the conditions for continuation as a degree candidate, complete a total of 83 units of satisfactory work, satisfy the writing requirements and other requirements specified below, spend at least six full terms or the equivalent thereof in residence, and be recommended for the degree by the faculty. No degree will be awarded if incomplete work remains on a student's record.

Attendance at Yale Law School must be full-time for a period of six terms. Each term, including the final term in residence, a student must enroll for no fewer than 12 and no more than 16 units of credit, unless approval is given by the appropriate dean and the registrar. Such approval is granted only in unusual circumstances. 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. Failure to attend scheduled classes without good cause, such as illness, constitutes adequate grounds for dismissal from the Law School.

Students may work no more than twenty hours per week during the term.

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.

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 seventeen students, integrates elementary training in legal research and writing with regular course work. All first-term courses are graded on a credit/fail basis.

Curriculum after the First Term

To graduate, students must, after the first term, satisfactorily complete at least 67 units of credit. A minimum of 64 of the 83 units required for graduation must be for work supervised by Yale Law School faculty. A maximum of 10 of the 83 units required for graduation may be for supervised research and reading. Students are free to select their own curriculum, but each student must complete (1) the basic course in Criminal Law or Criminal Law and Administration, (2) a course of at least 2 units substantially devoted to issues of legal ethics or professional responsibility, (3) beginning with students who matriculate after June 30, 2012, a course or program of at least 2 units providing the close supervision of professional skills, and (4) the writing requirements described below. Courses that meet the legal ethics/professional responsibility requirement are marked with an asterisk (*). (Note: Students who matriculate after June 30, 2012, and are planning to sit for the New York Bar should consult the YLS:Courses site to ensure that they enroll in a professional responsibility course that satisfies the New York State Bar requirements.) Courses that meet the professional skills requirement are marked with a dagger (†).

Conditions for Continuing as a J.D. Candidate

Students must maintain Satisfactory Academic Progress (SAP) in both quantitative (pace) and qualitative terms. SAP will be assessed at the end of each academic year for J.D. students.

Quantitative (pace) measures Each student in the J.D. program must complete a minimum of 83 credit hours over the course of six terms in residence (or the equivalent). To maintain full-time status in good standing, each student must be enrolled in the four required courses in the first term (16 credit hours) and in 12 to 16 credit hours in each subsequent term, generally averaging 13 or 14 credit hours per term over the five terms after the first term in residence. Enrollment beyond six terms, or at less than full time, is approved by the dean only in extraordinary circumstances. The maximum time frame for a student to complete J.D. requirements is eighty-four months from the date the student matriculated in law school, including terms on leave. Students who have not completed their degree requirements will be withdrawn from the Law School eighty-four months from the date of matriculation, or twenty-four months after their sixth term, whichever occurs first.

Each student in the J.D. program must complete 75 percent of the credit hours attempted by the end of the first year of study and 75 percent of the credit hours attempted

by the end of the second year of study. One of the two writing requirements, the Substantial Paper or the Supervised Analytic Writing Paper, must be completed and certified before a student may register for his or her penultimate term in the J.D. program.

Qualitative measures Students will be disqualified as J.D. candidates and will not be allowed to continue in the Law School if they receive (1) two Failures in any one term; (2) a total of three Failures; (3) Low Pass or Failure in four or more courses by the end of the third term; (4) Low Pass or Failure in five or more courses by the end of the fourth term; (5) Low Pass or Failure in six or more courses by the end of the fifth term; or (6) Low Pass or Failure in a total of seven or more courses. 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 in Executive Session.

At the end of a student's first and second terms, an associate dean will consult with the student if he or she appears to be doing marginal work. The dean will discuss with the student the advisability of continuing in the Law School.

At the end of each academic year, the registrar will send a degree-progress report to all continuing J.D. candidates, including notification of graduation requirements completed, in progress, or not yet begun. The appropriate dean will consult with any student who appears not to be making satisfactory academic progress. The dean and the student will prepare an academic plan and formal schedule for the completion of in-progress work. For complete details on the Satisfactory Academic Progress policy for J.D. candidates, see www.law.yale.edu/sapjd.

Limitations on Credit/Fail Units

After the first term, a student must satisfactorily complete at least 51 units of graded work. At least 9 graded 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.

Credit/fail work will not be accepted toward fulfillment of the Supervised Analytic Writing requirement. The Substantial Paper requirement may be satisfied by a paper written for a Supervised Research program on a credit/fail basis, or a course offered on a credit/fail basis. For Substantial Papers that are written as Supervised Research, the election of graded or credit/fail must be made at the beginning of the project.

Writing Requirements

For graduation, each student must complete 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 supervisor of one of those writing projects must certify the student's successful completion of the project before the student can register for her or his penultimate term (see Registration, above); 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. For students who will enter their penultimate term in the fall, the deadline for final certification is August 1; for those whose penultimate term is the spring, the deadline is the last day of the fall-term examination period.

A Supervised Analytic Writing paper for 3 units involves work that is closely supervised by a professor 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. Supervisors may accept Substantial Papers written for a Supervised Research program or course offered on either a graded or credit/fail basis. For Substantial Papers that are written as Supervised Research, the election of graded or credit/fail must be made at the beginning of the project. 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), or (3) the Intensive Semester Research Program (see below). Work done in courses outside the Law School will not be accepted in satisfaction of the writing requirements.

Only instructors with particular appointments at Yale Law School are eligible to serve as supervisors for Supervised Analytic Writing papers or Substantial Papers. For a complete list of which faculty and visitors may supervise Supervised Analytic Writing papers and Substantial Papers, please consult the Office of the Registrar's Web site at YLS: Inside.

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

Research and Writing Opportunities

Students have numerous opportunities to engage in research and writing under faculty supervision. These include writing in connection with seminar courses, writing in a clinical program, and individual research and writing under faculty supervision. The faculty encourages students to publish their written work in law journals and other periodicals and to make this work available to other scholars. 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 regulatory proposals, and argue appeals in state and federal courts, including the U.S. Court of Appeals for the Second Circuit and the Connecticut Supreme Court.*

*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 one term may also appear in certain federal administrative courts, such as Immigration Court. Students who have completed legal studies amounting to two terms of credit may appear in U.S. District Court upon compliance with the provisions of Rule 83.9 of the Local Rules of the United States District Court for the District of Connecticut. Students who have completed four terms are eligible to appear in the U.S. Courts of Appeals for the Second Circuit and for Veterans Claims. Training and certification guidelines have been adopted by the Yale Law School faculty in compliance with all sets of rules.

LSO's work is divided into nearly a dozen clinics: (1) Sol and Lillian Goldman Family Advocacy for Children and Youth Clinic, representing family members in juvenile court cases, particularly abuse, neglect, termination of parental rights, and delinquency cases; (2) Samuel Jacobs Criminal Justice Clinic, representing criminal defendants in state and federal proceedings; (3) Educational Opportunity and Juvenile Justice Clinic, providing educational advocacy for youth facing delinquency charges, and representing students in school expulsion hearings; (4) Immigration Legal Services, representing individuals seeking political asylum in the United States; (5) Landlord-Tenant, representing indigent tenants in eviction proceedings; (6) Legislative Advocacy, representing clients seeking assistance in researching and drafting Connecticut legislation; (7) Ludwig Center for Community and Economic Development, providing legal services and other professional consultation services to community groups involved in affordable housing, banking, and economic development efforts; (8) Mortgage Foreclosure, representing persons in foreclosure proceedings; (9) Transnational Development Clinic, representing organizations in a range of litigation and non-litigation projects that promote community-centered international development, with an emphasis on global poverty; (10) Veterans Legal Services Clinic, representing Connecticut veterans and their organizations in veteran benefits, discharge upgrade, pardon, and civil rights matters, as well as legislative and regulatory advocacy projects; and (11) Worker & Immigrant Rights Advocacy Clinic, representing immigrants and low-wage workers and their organizations in labor, immigration, civil rights, and other areas.

All LSO clinics involve close collaboration among new students, experienced students, and supervising clinical faculty. Investigating, developing, and deploying facts on behalf of clients 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, regulatory, and transactional efforts have helped make new law protecting the rights of clients in the various projects, and

have secured concrete benefits for communities around the state. Students are eligible to participate in LSO after their first term. LSO also hires law students as summer interns who work full-time in the various clinics.

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.

In addition to the LSO clinics and the Lowenstein Clinic, Yale Law School offers other clinics, projects, and experiential learning opportunities. These include (1) Capital Punishment Clinic; (2) Education Adequacy Project; (3) Environmental Protection Clinic; (4) Ethics Bureau; (5) Global Health and Justice Practicum; (6) Global Refugee Legal Assistance Project; (7) Legal Assistance Clinic; (8) Media Freedom and Information Access Clinic; (9) Nonprofit Organizations Clinic; (10) Prosecution Externship; (11) San Francisco Affirmative Litigation Project; (12) Supreme Court Advocacy Clinic; and (13) Temporary Restraining Order Project. The Law School also offers a number of simulation courses in transactional areas.

Student-Directed Forensic, Experiential, 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.

Because the study of law during the first term of law school is a difficult endeavor that requires nearly 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 the supervising faculty member, students may undertake reading or research programs for credit. There are two types of programs: (1) supervised reading or research with a faculty member, and (2) faculty-sponsored reading groups. No more than 10 units of credit for such 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 or research, the program must be arranged with the faculty member and filed with the Office of the Registrar within the first two weeks of the term. In any term, a student may take at most 6 units of supervised research and supervised reading, no more than 3 of which may be for supervised reading. The registrar's permission is required for a student to take more than 3 units of supervised research and supervised reading with a single supervisor in a term.

In the case of an approved reading group, each participating student may receive no more than 1 unit of credit, which must be ungraded. To obtain approval for a reading

group, the student(s) organizing the group must submit a written proposal to the registrar. The proposal must (1) describe the law-related topic to be examined, (2) provide a complete reading syllabus, and (3) be reviewed and approved by the sponsoring faculty member. For a student to receive credit, the student organizers must certify that each student attended at least 700 minutes of group meetings. As noted above, no more than 4 units of credit for reading groups may be counted toward the 83 units required for graduation. For fall 2015, the deadline for submitting faculty-reviewed and approved proposals to the registrar will be Tuesday, August 18; for spring 2016, Thursday, December 10.

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 product, either at or away from the Law School. Approval of a proposal for an Intensive Semester is restricted to 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 pursued away from the Law School may be located at an archival site or at a site for fieldwork where necessary to achieve 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 Semester, rather than a conventional semester spent at the Law School, more effective for attaining the student's educational goals; and (5) the necessary relationship between any fieldwork and the research and writing component. The 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 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 Semesters 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 Program proposals can be found on the Important Dates calendar published by the Office of the Registrar. An Intensive Semester Research Program application will be accepted by the registrar only if the student has completed all work in previously taken courses. 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 during his or her final term nor take more than one Intensive Semester while at the Law School. A student who undertakes an Intensive Semester 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 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 field-work 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 approved in advance by the director of financial aid.

Courses Outside the Law School

After the first term, students may take for Law School credit a limited number of courses in the Graduate School, other professional schools, or the undergraduate college of Yale University. Such courses must be relevant to the student's program of study in the Law School or planned legal career. To obtain permission to take such a course, a student must provide a written statement explaining how the course relates to the student's 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 determines the appropriate number of units of credit to be awarded for the course. Only one outside course per term is ordinarily allowed, and at most 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. Students may not undertake supervised independent study or enroll in an outside practicum with non-Law School faculty. An outside course may be elected on a credit/fail basis only if the other school or department permits that option for that course. The requirements of the other school or department must, of course, be satisfied. Other schools' bulletins are available online at www.yale.edu/bulletin.

Note to students planning to sit the bar examination in New York State: Although courses outside the Law School may be counted toward the graduation requirements, to a maximum of 12 units, such units may not be part of the 64 classroom hours required for certification to sit the New York Bar.

JOINT DEGREES

In cooperation with other schools of Yale University, the Law School offers programs leading to a master's degree and a J.D. or to a doctorate and a J.D. These programs are intended for those who wish to acquire specialized skills or 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-degree programs with the Divinity School and the Schools of Forestry & Environmental Studies, Medicine, and Public Health. 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.

During 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). Joint-degree students who receive 12 units of joint-degree credit may not count other outside courses toward the J.D. For more information on joint-degree requirements, consult the Office of the Registrar's Web site at YLS: Inside.

Master of Arts

Some Graduate School departments and programs offer one-year master's degrees for Yale Law School students, e.g., Economics, and others offer two-year programs. Students should consult the director of graduate studies in the relevant department for information about the program.

Application for a master's degree program can 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. Detailed instructions about applications should be obtained from the Graduate School Office of Admissions.

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 three-year J.D.-M.B.A. joint-degree program reduces the time 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 three-year 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, and as policy makers. Students in the three-year J.D.-M.B.A. program will graduate with their entering class at each school.

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 they may apply during their first year at the School of Management or their first or second year at the Law School.

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. The deadline for application to Ph.D. programs varies. Please check the Graduate School Web site for application information for the specific program of interest. Applicants who are potentially interested in a joint J.D.-Ph.D. program may direct any questions to the Admissions Office.

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. Law students may apply at any time, but waiting to do so will lengthen the time necessary to complete the required course work. 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 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. A leave may be arranged under terms the dean deems appropriate, provided that a definite time is fixed for the student's return 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 Executive Session, as the dean may in extraordinary cases. A student who has not completed the first term will ordinarily not be granted a leave of absence except on serious medical or personal grounds. When 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 the student taking the 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, the student 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 readmission.

Readmission in any circumstances other than those described may be sought by petition to the Student Petitions Committee.

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 Mental Health and Counseling department, 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. An appeal of such a leave must be made in writing to the dean of the Law School no later than seven days from the date of withdrawal.

Before a student on medical leave may register for a subsequent term at the Law School, the student must secure written permission to return from a physician at Yale Health and must comply with the requirements for readmission set forth by the dean. 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 or childrearing 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 Yale University Resources and Services, under Health Services.

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 oral 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. A 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 at which the student left 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 because 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 justifies 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 must petition the dean for permission. The dean shall ordinarily grant such permission only in cases of significant personal hardship. To grant such permission, the dean must find that the proposed program of study is acceptable and that it will count for no more than 24 units of credit toward meeting Yale Law School's degree requirements. Such credit will be given only for work completed in residence at the other law school, with a weighted average determined in advance by the dean, that would be at least the equivalent of a Pass at Yale Law School. Students denied permission by the dean may appeal to the Student Petitions Committee. No more than one year of residence and the associated units of credit will 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 also 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 Doctor of Philosophy in Law (Ph.D.)

In conjunction with the Graduate School of Arts and Sciences at Yale University, the Law School offers a Ph.D. in Law program, the first of its kind in the United States. This three-year program prepares students who have earned a J.D. at a U.S. law school to embark upon a career in the legal academy or other careers that require a scholarly mastery of law. The program gives students a broad foundation in the canonical texts and methods of legal scholarship and supports students in producing their own original scholarship in the form of a dissertation. The program strongly encourages, but does not require, interdisciplinary approaches to the study of law. Full details on this program are available in the Bulletin of the Graduate School of Arts and Sciences, available online at www.yale.edu/bulletin.

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. To qualify for the J.S.D. degree, an admitted candidate must submit a dissertation that makes a substantial contribution to legal scholarship.

After a dissertation has been approved by the candidate's dissertation committee and the faculty of Yale Law School, the graduate program director shall submit a copy (either printed or as a pdf file) to the Law Library. For up to six months following faculty approval of the degree, the degree candidate may submit a revised version (correcting typographical errors, revising footnotes, or making other changes approved by the candidate's committee).

If the dissertation or any portion of it is thereafter published, the published version shall state that it has been submitted in partial fulfillment of the requirements for a graduate law degree at Yale Law School. All J.S.D. dissertations accepted by the faculty of Yale Law School shall be available for circulation through the Yale Law School Digital Repository and as a permanent part of the Law Library collection. Classified or restricted research is not acceptable as part of the dissertation. Candidates may petition the Law School's Graduate Policy Committee to limit electronic and public access to their dissertations, but permission will be approved only for compelling reasons. Under normal circumstances, all dissertations must be available for inspection by any member of the Yale University faculty or administration.

Satisfactory Academic Progress (SAP) will be assessed at the end of each academic year for J.S.D. students. *Quantitative (pace) measures:* J.S.D. candidates must spend at least two terms in residence at Yale Law School. This requirement may be satisfied by residence as an LL.M. candidate. The J.S.D. dissertation must be completed and approved by the student's dissertation committee by May 1 in the fifth year after J.S.D. admission. *Qualitative measures:* J.S.D. candidates must demonstrate satisfactory progress toward completion of the dissertation in the annual Dissertation Progress Report (DPR). Each candidate shall submit a detailed report of his or her research, writing, and professional contributions at the end of each academic year. This report must be certified by the candidate's faculty adviser, who must confirm that the candidate is making sufficient progress each academic year.

Admission to candidacy does not carry with it a commitment of financial support. Financial aid is awarded based on demonstrated financial need, and the extent and conditions of any support will be individually arranged. Support will be provided for a maximum period of two years in residence. A summer stipend for up to two summers may be provided for full-time work on the dissertation in New Haven.

More than two years in residence may be allowed if candidates have funding from outside sources for tuition, living expenses, etc.; are making good progress on their dissertations; and have approval from their committee supervisors.

Students from abroad should consult the section on the Office of International Students and Scholars, in the chapter Yale University Resources and Services, 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 Laws (LL.M.)

Each year, the Law School admits a limited number of graduate students 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. Beyond meeting credit requirements for the degree, no uniform course of study is prescribed for LL.M. candidates. An LL.M. candidate's program of study consists of a minimum of 24 units of credit (at least 12 units per term, unless approval is granted by the assistant dean or director of graduate programs), which must include at least 18 units of regular course offerings (in the Law School or in other schools in the University). These 18 units may include up to 6 units of research supervised by a Law School faculty member. With approval of the instructor and a Law School faculty member, up to 6 units of credit toward the LL.M. degree can be earned in courses in other schools in the University. Participation in reading groups and supervised reading may not exceed 4 units and does not count toward the required 18 units of regular course offerings, but may count toward the required 24 units. During the program, up to 6 units (or 8 units if a candidate takes a first-term ungraded course) may be taken credit/fail, with the consent of the instructor. If a student is given the option to change the grading basis

of a course, clinic, or program of individual work, the student must exercise the option within the first two weeks of the term by filing the appropriate form with the Office of the Registrar by the published deadline for the term. After this deadline, the grade mode may not be changed by the student or the faculty member.

Students will be withdrawn from the LL.M. program if they receive one Failure or more than one Low Pass during the two academic terms. A student who has been withdrawn as an LL.M. candidate for not maintaining satisfactory grades will only be readmitted upon a favorable vote of the Faculty in Executive Session.

Satisfactory Academic Progress (SAP) will be assessed each term for LL.M. students. *Quantitative (pace) measures:* Each student in the LL.M. program must complete a minimum of 24 credit hours over the course of two terms in residence. To maintain full-time status in good standing, each student must be enrolled in 12 to 16 credit hours each term. LL.M. candidates are expected to complete all degree requirements by the end of the spring term of the academic year during which they matriculate. Each student must complete 100 percent of all credit hours attempted by the end of the second term unless, in extraordinary circumstances, an extension has been approved by the Graduate Policy Committee. In the event of such an extension, all LL.M. work must be completed successfully by December 1 of the calendar year in which the student was to have graduated. Students who have not successfully completed the LL.M. requirements by this time will be withdrawn. To maintain SAP, each student in the LL.M. program must complete 60 percent of the credit hours attempted by the end of the first term of study and 100 percent of all credit hours attempted by the end of the second term. *Qualitative measures:* Students will be disqualified as LL.M. candidates and will not be allowed to continue in the School if they receive one Failure or more than one Low Pass during the two academic terms. A student who has been disqualified as an LL.M. candidate for not maintaining satisfactory grades will not be readmitted without a vote of the Faculty in Executive Session.

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

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

The Law School 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. Participants in the M.S.L. program are not eligible for subsequent admission to the J.D. program.

Satisfactory Academic Progress (SAP) will be assessed each term for M.S.L. students. *Quantitative (pace) measures:* Each student in the M.S.L. program must complete a minimum of 27 credit hours over the course of two terms in residence. Each student must successfully complete at least three of the first-term courses (Civil Procedure, Constitutional

Law, Contracts, and Torts) during the fall term. Each student must be enrolled in at least 12 credit hours each term. M.S.L. candidates are expected to complete all degree requirements by the end of the spring term of the academic year during which they matriculate. Each student must complete 100 percent of all credit hours attempted by the end of the second term unless, in extraordinary circumstances, an extension has been approved by the Graduate Policy Committee. In the event of such an extension, all M.S.L. work must be completed successfully by December 1 of the calendar year in which the student was to have graduated. Students who have not successfully completed the M.S.L. requirements by this time will be withdrawn. To maintain SAP, each student in the M.S.L. program must complete 75 percent of the credit hours attempted by the end of the first term of study and 100 percent of all credit hours attempted by the end of the second term. *Qualitative measures:* Students will be disqualified as M.S.L. candidates and will not be allowed to continue in the School if they receive one Failure or more than one Low Pass during the two academic terms. A student who has been disqualified as an M.S.L. candidate for not maintaining satisfactory grades will not be readmitted without a vote of the Faculty in Executive Session.

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

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 2016, 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 2016.
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, preferably from professors under whom the applicant has studied and preferably in high-level courses in the major field of study. 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 on 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 29, 2016. 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 \$60.

A completed file consists of the application form, a 250-word essay, a personal statement, two letters of recommendation, and a CAS report. Applications are considered in the order in which they are completed. Applicants may submit their materials at any time before the deadline. The timing of submission does not affect an applicant's chances of admission to the Law School.

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. 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 1 of the year in which the student intends to enroll.

No person is eligible for admission who has been excluded from any law, undergraduate, 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; by mail at 662 Penn Street, Newtown PA 18940; or by telephone at 215.968.1001.

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. A maximum of 28 units will be transferred from that school toward the J.D. requirements at Yale Law 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, deans' certifications from all degree programs in which the applicant has been enrolled, 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 by mid-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 students may be obtained by sending an e-mail to 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, deans' certifications from all degree programs in which the applicant has been enrolled, 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, including mandatory fees, in 2015–2016 is \$29,025 per term. The total yearly bill is \$58,050, 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, above) 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. Deferred students who withdraw forfeit their admission deposits from all previous years, but are eligible to receive a refund of a deposit made in the current year provided they withdraw by June 1. No deposits will be refunded after June 1.

Students will be charged a special roster fee of \$175 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 2015–2016, the last days for refunding federal student aid funds will be November 6, 2015, in the fall term and April 2, 2016, 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, 2015, in the fall term and January 29, 2016, 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 28, 2015, in the fall term and February 15, 2016, 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, 2015, in the fall term and March 22, 2016, 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 Direct Unsubsidized Loans, if any; then to Federal Perkins Loans; Federal Direct Graduate PLUS Loans; next to any other federal, 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, or visit www.yale.edu/sfs/contactus.

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. Yale does not mail paper bills.

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. From the eBill-ePay Web site, students can designate up to three authorized payers to access the eBill-ePay system in order to view the monthly student account statements and make online payments.

Bills for tuition, room, and board are available 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.

Payments There are a variety of options offered for making payments. Yale University eBill-ePay (www.yale.edu/sis/ebep) is the *preferred* means for payment of your monthly student account bill. The ePayments are immediately posted to the student account. There is no charge to use this service. Bank information is password-protected and secure, and a printable confirmation receipt is available. On bill due dates, payments using the eBill-ePay system can be made up to 4 p.m. Eastern Time in order to avoid late fees.

For those who choose to pay the student account bill by check, remittance advice with mailing instructions is available on the eBill-ePay Web site. All bills must be paid in U.S. currency. Checks must be payable in U.S. dollars drawn on a U.S. bank. Payments can also be made via wire transfer. Instructions for wire transfer are available on the eBill-ePay Web site.

Yale does *not* accept credit card 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 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 25. For additional information, please contact Student Financial Services at 203.432.2700 and select "Press 1" from the Main Menu. Details concerning the Yale Payment Plan are available at www.fc.campusoncall.com/ypp/intro.asp.

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 as of December 31 of the academic year for which aid is requested 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 2015–2016 is \$20,202. 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 2015–2016 students are expected to meet \$42,000–\$44,000 (depending on their class year) of need with loans, typically relying on federally guaranteed loans to the maximum extent possible. The remainder of each award above the required loan portion is ordinarily met through supplemental loans and 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 as of December 31 of the academic year for which aid is sought as financially independent from their parents. For students twenty-seven and twenty-eight years old as of December 31, only one-half of the calculated parental contribution will be treated as a resource.

A handbook 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 www.law.yale.edu/admissions/Costs&FinancialAid.htm in the "Forms" 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 2014, the Law School provided fellowships for 158 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 2015, 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 1,500 Yale Law School graduates have received more than \$49.5 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, COAP covers the entire calculated repayment for qualified educational loans. Those with adjusted incomes over the threshold are expected to contribute a percentage 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 DEGREE OF DOCTOR OF PHILOSOPHY IN LAW (PH.D.)

Applicants for this program must apply through the Graduate School of Arts and Sciences. General information can be found at www.yale.edu/graduateschool/admissions. The formal application process can be started at https://www.yale.edu/graduateschool/admissions/apply_online.html.

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

Admissions

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) statements of contingent approval of three committee members 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. A full-time faculty member of Yale University may serve as a second reader;
 - (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 by Wednesday, March 23, 2016. All J.S.D. admission decisions are typically announced in late April.

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 plans.

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 December 1, 2015:
 - (a) a completed online application 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, 2015, unless the applicant's secondary (high school) education was completed in the United States, U.K., Australia, New Zealand, Ireland, or Canada (in a school where English is the medium of instruction). 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 fee waiver application, stating why payment would pose a financial hardship.

Application forms may be accessed online at www.law.yale.edu/admissions/stepsapplyLLM.htm. Early filing is recommended. The LL.M. application and all supporting documents must be submitted through LSAC (Law School Admission Council). LL.M. admission decisions are typically announced in mid-March. Previous applicants who were not admitted to the LL.M. program must submit a completely new application and pay the application fee. Applicants who have been denied admission three times may not file further applications.

Expenses and Financial Aid

Tuition and estimated living expenses for graduate students in the LL.M. program in 2015–2016 are the same as for J.D. students (see Financing Law School, above). Tuition for resident J.S.D. candidates in 2015–2016 is \$21,700. 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/graduate/msl_application.htm);
 - (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, unless the applicant's secondary (high school) education was completed in the United States, U.K., Australia, New Zealand, Ireland, or Canada (in a school where English is the medium of instruction).
3. Pay a nonrefundable application fee of \$75 or submit a fee waiver application, stating why payment would pose a financial hardship.

Previous applicants who were not admitted to the M.S.L. program must submit a completely new application and pay the application fee. Applicants who have been denied admission three times may not file further applications.

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 11, 2016. 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 *Africa Law and Policy Association* (ALPA) serves as a forum at Yale Law School for discussion, advocacy, and research focused on legal and policy issues in Africa. ALPA also provides a law school community for students with experience and interest in the region.

The *Alliance for Diversity*, an umbrella organization for all affinity groups, focuses on presenting a united coalition on measures of diversity advocacy, such as more diverse faculty hiring; better diversity outcomes with regard to journal admissions, clerkships, and postgraduate career paths; and a stated focus on fostering diversity and inclusion as Yale Law School values. The alliance also serves a social function by organizing cross-affinity-group social events, to help build community spirit among students of color.

The Yale Law School Chapter of the *American Constitution Society for Law and Policy* aims to revitalize and transform the legal debate by restoring to a central place in American law the fundamental principles of respect for human dignity, protection of individual rights and liberties, genuine equality, and access to justice.

The *Asian Pacific American Law Students Association* (APALSA) supports the interests of students of Asian Pacific American and Native American descent and raises awareness of challenges facing minorities in the law. APALSA has historically shared strong ties with the Native American Law Students Association (NALSA) and continues to serve as a community for students of Native American descent through the APALSA-NALSA alliance. APALSA also collaborates extensively with the South Asian Law Students Association (SALSA).

The *Association of Law Students with Significant Others* (ALSSO) works to create a more rewarding law school experience for students with partners and families and to include those partners and families in the Law School community.

Barristers' Union (see *Thomas Swan Barristers' Union*).

The *Black Law Students Association* (BLSA), which is concerned with issues affecting members of the African diaspora, advances the interests of its members and the broader black community.

The *Capital Assistance Project* (CAP) matches YLS students with public defenders from around the country to provide research support for capital defense work. CAP also raises public awareness about death penalty and indigent defense related issues.

The *Catholic Law Students Association* (CLSA) promotes 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 the St. Thomas More chaplaincy and Catholic student groups.

The *J. Reuben Clark Law Society* serves members of the Church of Jesus Christ of Latter-day Saints (Mormons) and others interested in participating in its discussions and activities.

The *Court Jesters* is a theater troupe drawn from the Law School's student body, faculty, and administration.

First Generation Professionals (FGP) seeks to provide a safe and welcoming space for Yale Law School students who are the first in their families to pursue a professional degree—primarily serving those who come from low-income, working class, or non-white-collar backgrounds—to discuss and assist each other with their concerns as they navigate the environment of Yale Law School. Additionally, FGP advocates for policies that better meet the needs of its members and seeks to foster a broader conversation about class at Yale Law School.

The *Green Haven Prison Project* brings law students and inmates together for a seminar on legal and political issues concerning prisons.

Habeas Chorus is Yale Law School's coed a cappella singing group.

The *Initiative for Public Interest Law at Yale, Inc.* is a nonprofit organization that provides start-up money for projects that protect the legal rights or interests of inadequately represented groups. It funds innovative projects that may have difficulty obtaining money from other sources due to the subject matter of the project or the approach taken by the project.

The *Iraqi Refugee Assistance Project* (IRAP) is a student-run organization with chapters at Yale Law School, New York University Law School, and Boalt School of Law at Berkeley working to improve the plight of Iraqi refugees. It was founded by students in the summer of 2008. IRAP's mission is to facilitate the resettlement of refugees from abroad, improve U.S. policy toward the refugee crisis, and ease the transition of newly resettled refugees to American life.

The *Latino Law Students Association* (LLSA) promotes the academic, professional, and political interests of Latina/o students at Yale Law School.

The *Lowenstein Human Rights Project* matches small teams of students with human rights organizations, other public interest NGOs, and governments to work on specific research, writing, and advocacy projects concerning human rights issues. The Lowenstein Project regularly works with leading U.S.-based human rights organizations as well as smaller organizations headquartered in Latin America, Asia, Africa, and Europe.

The *Marshall-Brennan Constitutional Literacy Project* is a collaborative teaching program that sends law students into local public high schools to teach Constitutional Law. Participants in this student-run organization also have the opportunity to coach their students in a national moot court competition in Philadelphia, the first round of which is run by the Yale chapter in New Haven.

The *Middle Eastern and North African Law Students Association* (MENALSA) provides a forum for engaging the Yale Law School community on the legal, political, social, and cultural realities of the peoples of North Africa and the Middle East, with particular focus on issues of discrimination, equality, citizenship, and human rights. It also serves as an institutional home and social network for law students of Middle Eastern and North African background or with an interest in the region.

The *Morris Tyler Moot Court of Appeals* is a competition in which each participant writes an extensive appellate brief and presents an appellate oral argument on a case scheduled to be heard by the Supreme Court.

The *Muslim Law Students Association* (MLSA) serves as a vehicle for gathering Muslims and others interested in learning about Islamic legal issues and issues of concern to Muslims and other minorities.

The *Native American Law Students Association* (NALSA) supports the interests of students of Native American descent and works to advance and advocate for legal and cultural issues affecting Native Americans, Alaska Natives, Native Hawaiians, and American Indian Nations. NALSA is a member of the APALSA-NALSA alliance.

YLS OutLaws is an organization of lesbian, gay, bisexual, and transgender members of the Law School community.

The OWLS, or Old Souls, is the organization for Yale Law School's "old" folks (self-defined of course), a.k.a. the YLS "OWLS" (Older Wiser Law Students). The organization is social in nature and meant to be an outlet for older-than-average law students and the people who love them or feel older than average "in spirit" to come together over a meal or a fun event.

The *Pro Bono Network* (PBN) is a student organization at Yale Law School that matches all types of public interest organizations in need of pro bono assistance with Yale law students who want to work on important issues and build legal experience.

Project for Law and Education at Yale (PLEY) brings together law students (some former teachers, some not) who are passionate about public school reform in the United States. The organization sponsors a reading group, brings in guest speakers, and organizes other events devoted to education policy and the law.

The *Rebellious Lawyering Conference* (RebLaw) is an annual, student-run conference that brings together practitioners, law students, and community activists to discuss progressive approaches to law and social change.

The *South Asian Law Students Association* (SALSA) is an organization dedicated to promoting awareness of and engagement with South Asian American and South Asian cultural, legal, political, and social justice issues.

SPIF – Student Contribution (SPIF – CS) encourages student participation in summer public interest work by raising funds to supplement Summer Public Interest Fellowship (SPIF) funding.

The *Thomas Swan Barristers' Union* organizes an annual intramural mock trial competition and sponsors a national trial advocacy team.

The *Temporary Restraining Order Project* (TRO Project) staffs an office at the courthouse to assist individuals seeking temporary restraining orders.

The *Yale Entertainment and Sports Law Association* (YESLA) is an organization for law students interested in pursuing careers in sports or entertainment law.

The *Yale Environmental Law Association* (YELA) aims to build on Yale Law School's legacy as an important center for groundbreaking environmental thinking by drawing attention to all aspects of environmental law and related fields. It supports YLS community events, speakers and reading groups, and opportunities to connect and collaborate with other campus groups, and it promotes sustainability in the use of Law School facilities. YELA places special emphasis on the interdisciplinary, multifaceted character of environmental law and its relevance to a wide range of legal and policy issues.

The *Yale Federalist Society* (FedSoc) is a group of conservative and libertarian law students dedicated to fostering discussion of and debate on issues of law and public policy.

The *Yale Food Law Society* (FoodSoc) is a nonpartisan community that promotes the study of and engagement with food and agriculture law and policy. FoodSoc advocates an approach that is economically, environmentally, and socially sustainable. Food work

brings together scholars, activists, policy makers, and professionals, and the society represents students directly interested in the food system as well as those interested in how food law touches and concerns their primary area(s) of interest in the law.

The *Yale Graduate Law Students Association* organizes lectures, discussions, and social events.

The *Yale Health Law and Policy Society* (YHeLPS) creates interdisciplinary opportunities for students to learn about health law and policy by hosting speaker events, providing career support to students for summer and postgraduation jobs, and developing experiential learning opportunities that will enable students to actively participate in the field.

Yale Human Rights & Development Law Journal provides a broad range of perspectives on issues at the intersection of human rights and development. The journal is edited by students and advised by members of the Law School faculty.

The *Yale Jewish Law Students Association* (JLSA) hosts Shabbat and holiday meals, arranges discussions on topics of Jewish and legal interest, and sponsors action in the public interest.

The *Yale Journal of Health Policy, Law, and Ethics* is an interdisciplinary journal whose staff members come from all of Yale's graduate and professional schools. The journal publishes pieces on many topics, ranging from civil rights enforcement in health care delivery to bioterrorism.

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

The *Yale Journal of Law and Feminism* publishes works concerning a broad range of legal issues as they pertain to gender, sexuality, or feminist theory.

The *Yale Journal of Law & Technology* 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 scholarly articles, incisive think pieces, and lectures and written pieces by guests of the Law & Technology Society as well as other scholars and professionals.

The *Yale Journal of Law & the Humanities* explores the intersections among law, the humanities, and the humanistic social sciences. It is a biannual publication edited by students from the Law School and several graduate departments in the University, and advised by a board of distinguished scholars.

The *Yale Journal on Regulation* is a national forum for legal, political, and economic analysis of current issues in regulatory policy.

The *Yale Law & Business Society* (YLBS) is an organization dedicated to promoting the interaction among law, policy, and business.

The *Yale Law & Policy Review* publishes pieces on a wide range of issues at the intersection of law and policy, including affirmative action, campaign finance reform, urban policing, education policy, and the war on terrorism.

The *Yale Law Christian Fellowship* (YLCF) is a student-led, nondenominational organization formed to encourage spiritual growth in the Law School community.

The *Yale Law Democrats* connects students with progressive campaigns, politicians, and policy projects. Its mission is to bring exceptional speakers to campus and connect students with government jobs and other Democrats across the country.

The *Yale International Law Students' Association* (YLS) is an organization dedicated to providing resources for international students at YLS. The organization creates a space for students to come together to understand the specific challenges and opportunities of being a foreign law student in the United States.

The *Yale Law Journal* is one of the nation's leading legal periodicals. The *Journal* publishes articles, essays, and book reviews by legal faculty and other professionals, as well as student notes and comments. An editorial board of second- and third-year students manages and produces eight issues of the *Journal* per year. The *Journal's* online YLJ forum features original essays on timely and novel legal developments as well as responses to articles from the print *Journal*.

The *Yale Law National Security Group* (NSG) helps to foster a nonpartisan community of students focused on national security and international affairs by hosting experts and practitioners in the field and conducting events designed to deepen students' knowledge of and exposure to national security issues.

The *Yale Law Republicans* promotes conservative values, explores and discusses Republican Party philosophies, and conducts political outreach.

The annual *Yale Law Revue* is a collection of satirical songs, skits, and vignettes, written, staged, and performed by law students.

Yale Law Social Entrepreneurs (YLSE) encourages students to get involved in the emerging field of social entrepreneurship and to think critically and constructively about how both for-profit and nonprofit initiatives can drive social change and contribute to society.

Yale Law Students for Life (YLSL) is a nonpartisan, nonreligious organization dedicated to promoting the dignity of human life at every stage: to raise awareness of practices that threaten human life; to engage in thoughtful discussion of such practices as embryo-destructive research, abortion, euthanasia, and the death penalty; to provide a forum for discussion of how a variety of human life issues relate to the law; and to advocate for policies that affirm and protect human life.

Yale Law Students for Reproductive Justice (LSRJ) educates, organizes, and supports law students to ensure that a new generation of advocates will be prepared to protect and expand reproductive rights as basic civil and human rights. The focus is not on debating the merits of the pro-choice position but rather the exploration of how to advance women's reproductive rights in the most effective way.

The *Yale Law Veterans Association* is a nonpartisan group seeking to promote discussion on military and national security issues that affect the Yale community.

Yale Law Women (YLW) aims to advance the status of women at Yale Law School and in the legal profession at large. Its programming gives women access to resources, professional development opportunities, mentorship, and a supportive community that will assist them in pursuing their professional and personal goals.

The *Yale Project for Civil Rights* draws attention to the legal practitioners who craft litigation strategies to overcome discrimination through the courts.

The *Yale Society of International Law*, formerly the Yale Forum on International Law, aims to provide a comprehensive platform for YLS students to pursue their academic and professional interests in international affairs and international law.

Yale Student Animal Legal Defense Fund works to reduce animal suffering by fostering a community of concerned students, advocating for anti-cruelty legislation, providing resources on animal law, and reaching out to the wider Law School community.

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 during these meetings, although the student representatives do not vote.* Meetings of the Faculty typically are convened to address academic policy matters. Meetings of other governing bodies of the Law School—such as the Governing Board and the Expanded Governing Board, which consist of tenured, tenure-track, and clinical faculty and deans—are often devoted to faculty hiring matters, and student representatives do not participate in those meetings.
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.
4. Yale Law School invites students to share any concerns they might have about the Law School's curriculum, particularly any issues that directly implicate the School's compliance with the ABA's Accreditation Standards. Students having such a concern should submit the concern, in writing, to the associate dean for student affairs, who will work with the appropriate administrator to address the issue. The associate dean for student affairs, or another associate dean, as appropriate, will keep a record of all submissions and their resolutions.

*This entitlement is subject to the limitation that on occasion the faculty may feel it necessary to convene as Faculty 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 academic policy business of the School will normally be conducted in meetings in which student representatives participate.

STUDENT FEEDBACK REGARDING ABA STANDARDS

Yale Law School is an ABA-accredited law school and is subject to the ABA Standards for Approval of Law Schools. The ABA Standards are available at www.americanbar.org/groups/legal_education/resources/standards.html.

Any current Yale Law School student who wishes to bring a formal complaint against the Law School alleging *a significant problem that directly implicates the School's program of legal education and its compliance with the ABA Standards* should submit the complaint, signed and in writing, to the associate dean of student affairs, the associate dean for academic affairs, or if appropriate another of the Law School's associate or assistant deans.

The complaint should identify the ABA Standard(s) in question and describe the issue with enough specificity to enable the appropriate Law School associate dean, assistant dean, or other senior administrator to identify and, as appropriate, investigate and respond to the merits of the complaint. The complaint should include the student's University-provided yale.edu e-mail address, telephone number, and street/ mailing address to allow further communication about the matter.

The associate dean or assistant dean who receives the complaint will acknowledge receipt of the complaint within fourteen (14) business days, via a message sent to the complaining student's University-provided yale.edu e-mail address.

Within thirty (30) days of acknowledgment of receipt of the complaint, the associate dean or assistant dean who received the complaint, or if appropriate another of the Law School's senior administrators, will either meet with the complaining student or respond to the merits of the complaint in writing. The complaining student will either receive a substantive response to the complaint or information about what steps (if any) are being taken by the Law School to address or further investigate the merits of the complaint. If the matter requires further investigation, then within fourteen (14) business days of the investigation's conclusion, the complaining student will receive either a substantive response to the complaint or information about what steps (if any) are being taken by the Law School to address the merits of the complaint.

Within ten (10) business days of receipt of either a substantive response or information about what steps (if any) are being taken by the Law School to address the merits of the complaint, a complaining student may appeal any decision or course of action regarding the initial complaint to the dean of the Law School. The dean's decision(s) regarding any appeal will be final.

At the discretion of the dean, the procedures detailed above and associated time constraints may be postponed during times when the Law School is in recess until the following regular session of the Law School.

The Office of Student Affairs and the Dean's Office will keep the original complaint and a summary of the response/investigation, appeal, and final disposition of the complaint for a period of eight years from the date of final resolution of the complaint.

Career Development Office

The Career Development Office (CDO) offers programs, individual counseling, and informational materials 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-five 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 150 legal employers from all parts of the country and abroad register 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.
- 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 on YLS Career Connections, an online alumni mentor network to assist with career exploration. YLS Career Connections allows students and alumni access to more than 1,600 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, public interest organizations, or government agencies; and national and international public interest fellowships. Although New York, Washington, D.C., and California are the most popular destinations for Yale Law School graduates, members of the Class of 2014 accepted employment in thirty different states. Through Yale Law School's generous Career Options Assistance Program (COAP), graduates have the ability to obtain loan forgiveness if they choose to work in lower-paying positions, regardless of the employment sector. See Career Options Assistance Program, in the chapter Admissions, Expenses, and Financial Aid, for further details.

All employers using the services of CDO are informed of Yale Law School's

nondiscrimination policy, which states “Yale Law School is committed to a policy against discrimination based upon 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, gender identity, gender expression, or the prejudice of clients.”

Lillian Goldman Law Library

IN MEMORY OF SOL GOLDMAN

The Lillian Goldman Law 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, an expansive array of licensed digital resources, and an exceptional team of law librarians. The Law Library has been recognized with numerous awards from the American Association of Law Libraries, and the Yale Law Women awarded the library staff collectively the YLW Staff Excellence Award in 2014.

The library's collections, both print and digital, include an especially rich assortment of texts and treatises emphasizing law and the social sciences and humanities, reflecting Yale's traditionally broad approach to the study of law. The equally long-standing international interests of the Law School faculty and students are supported by a 250,000-volume foreign and international law collection, which is complemented by licensed digital resources selected in accordance with the geographical and subject interests of our faculty and students. The domestic law materials for countries other than the United States consist of primary and secondary sources for most European jurisdictions and many other countries around the world, collected both in English and the vernacular.

The library's collection of U.S. legal materials includes the reported state and federal court decisions, statutes and administrative rules, regulations, and decisions, both in digital format and in comprehensive historical print format. The library also maintains tens of thousands of active serial titles in digital and print formats and receives nearly every newly published scholarly monograph in law.

The library's rare book collection is among the best of any law library in the world and includes very strong holdings of English and U.S. legal history sources, including an unmatched collection of Blackstone editions. The rare book collection also has substantial holdings of European law and canon and Roman law, as well as extensive other resources from around the world.

The Law Library is also a publisher. The Yale Law Library Series in Legal History publishes award-winning books of general interest to the legal community, while the ever-expanding collection of oral histories of Yale Law School faculty can be found—alongside Law School faculty and student scholarship—on the library Web site's eYLS platform in the YLS Scholarship Repository. Also in eYLS are e-books and document collections that are collaborative efforts between faculty and librarians.

Members of the Law School community enjoy easy, integrated access to legal information in all formats. The library's online catalog, MORRIS, provides access to printed collections and includes all of the library's bibliographic records, with links to online versions of many of the same items. MORRIS also includes the major legal periodical indexes. Yale Quicksearch (beta in 2015) allows users to search both the Law Library catalog and the University Library catalog (Orbis) simultaneously.

The library subscribes to full-text sources of digital legal information including major commercial services, such as Westlaw, Lexis, Bloomberg Law, and HeinOnline. These are supplemented by many other specialized and unique domestic and foreign online resources. The library's Web site helps researchers navigate the vast array of print and

online resources with tools such as legal research guides, instructional blog posts, and video tutorials.

The Law Library's collections are complemented by the world-class collections housed nearby at other campus libraries, including Sterling Memorial Library and the Beinecke Rare Book and Manuscript Library, which hold more than fifteen million volumes and information in all media, ranging from ancient papyri to early printed books to electronic databases.

The Law Library's professional staff of librarians offer innovative services, training, and support to library users in their efforts to find information. In addition, professional librarians offer a wide array of legal research courses, workshops, and training programs for students, faculty, and staff throughout the year. The library coordinates educational and entertaining programs, such as book talks and movie nights, with faculty and students, and it offers sessions with a therapy dog during highly stressful periods. The library is constantly reinventing space to accommodate student desire for both quiet study and collaborative work areas.

Interlibrary loan, document delivery, and paging, combined with scan-on-demand and deliver-on-demand services, further facilitate student and faculty research and instruction. For materials not available at the Lillian Goldman Law Library, the library provides free interlibrary borrowing services for members of the Law School community, enhanced by direct, seamless borrowing from other Ivy libraries. The rich resources of the other Yale campus libraries are made readily available to Yale Law School users through Eli Express, a free campus document delivery service. Finally, when students need a break, they can borrow an assortment of board games, DVDs, sporting equipment, and other items that provide temporary relief from the rigors of the academy.

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 Office of Student Affairs. In addition, all students are admitted with full recourse to and subject to the statutes, rules, discipline and grievance procedures, and remedies established by the University to address allegations of misconduct.

HOUSING

The Yale Housing Office has dormitory and apartment units available for graduate and professional students. Dormitories are single occupancy of varying sizes and prices. They are located across the campus, from Edward S. Harkness Memorial Hall, serving the medical campus, to the Hall of Graduate Studies and Helen Hadley Hall, serving the central/science campus. Unfurnished apartments consisting of efficiencies and one-, two-, and three-bedroom apartments for singles and families are also available. The office's Web site (<http://gradhousing.yale.edu>) is the venue for graduate housing information and includes procedures, facility descriptions, floor plans, and rates. Applications for the new academic year are available beginning April 1 and can be submitted directly from the Web site. Students are required to submit a copy of their letter of acceptance from Yale with their application.

The Yale Housing Office also manages the Off Campus Living listing service (<http://offcampusliving.yale.edu>; 203.432.9756), which is the exclusive Yale service for providing off-campus rental and sales listings. This secure system allows members of the Yale community to search rental listings, review landlord/property ratings, and search for a roommate. On-campus housing is limited, and members of the community should consider off-campus options. Yale University discourages the use of Craigslist and other nonsecure Web sites for off-campus housing searches.

The Yale Housing Office is located in Helen Hadley Hall (HHH) at 420 Temple Street. It is open from 9 a.m. to 4 p.m., Monday through Friday; 203.432.2167.

DINING HALL

The Law School Dining Hall has an extensive menu, including a coffee bar, hot and cold foods, premade selections, salads, and an expanded recycling station. The Law School offers a meal plan, or items may be purchased with cash or credit/debit cards, 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.

INFORMATION TECHNOLOGY

In support of research and instruction at the Law School, Information Technology Services (ITS) maintains a computer cluster with several high-speed network printers. All the computers run a standard suite of software including Microsoft Office, Adobe

Acrobat, Stata, and SPSS. Print accounts are available for each student, and printing to the networked printers costs \$0.10 per page for black-and-white printing; \$0.12 per double-sided black-and-white sheet; and \$0.30 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 manager of student computing at 203.432.3509.

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.

Yale Law School buses and University Shuttle buses provide door-to-door service to and from Yale Law School.

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).

Yale University Resources and Services

A GLOBAL UNIVERSITY

The University's engagement beyond the United States dates from its earliest years. Yale has drawn students from abroad for nearly two centuries, and international issues have been represented in its curriculum for the past hundred years and more. Yale continues to evolve as a global university, educating leaders and advancing the frontiers of knowledge not simply for the United States, but for the entire world.

Today, Yale welcomes the largest number of international students and scholars in its history. The current enrollment of approximately 2,500 international students from more than 115 countries comprises 20 percent of the student body. Yale is committed to attracting the best and brightest from around the world by offering generous international financial aid packages. The number of international scholars (visiting faculty, researchers, and postdoctoral fellows) has also grown to nearly 2,500 every year.

Yale's globalization is guided by three overarching goals: prepare students for leadership and service in an increasingly interdependent world, attract the most talented students and scholars to Yale from around the world, and position Yale as a global university of consequence. These efforts are coordinated by several University-wide organizations, in addition to the work being done within the individual schools and programs.

The Whitney and Betty MacMillan Center for International and Area Studies (www.yale.edu/macmillan) is the University's focal point for teaching and research on international affairs, societies, and cultures.

The Jackson Institute for Global Affairs (<http://jackson.yale.edu>) seeks to institutionalize the teaching of global affairs throughout the University and to inspire and prepare Yale students for global citizenship and leadership.

The Office of International Affairs (<http://world.yale.edu/oia>) 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.

The Office of International Students and Scholars (www.yale.edu/oiss) is a resource on immigration matters and hosts orientation programs and social activities for the University's international community.

The Yale Center for the Study of Globalization (www.ycsg.yale.edu) 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.

The Yale World Fellows Program (<http://worldfellows.yale.edu>) 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.

The Association of Yale Alumni (www.aya.yale.edu) provides a channel for communication between the alumni and the University and oversees the direction of alumni organizations and programs around the world.

Yale's online international toolkit (<http://world-toolkit.yale.edu>) provides a central point of access to resources and assistance for Yale faculty, students, postdocs, and staff conducting international activities abroad or on campus. Additional information may be found on the "Yale and the World" Web site (<http://world.yale.edu>), including links to international initiatives across the University.

CULTURAL, RELIGIOUS, AND ATHLETIC RESOURCES

There are many ways to keep up-to-date about campus news and events. These include the YaleNews Web site, which features stories, videos, and slide-shows about Yale people and programs (<http://news.yale.edu>); the interactive Yale Calendar of Events (<http://events.yale.edu/opa>); and the University's social media channels on Facebook, Twitter, Instagram, Tumblr, LinkedIn, and YouTube.

The collections of the Yale Peabody Museum of Natural History comprise more than thirteen million specimens and artifacts in twelve curatorial divisions: anthropology, archives, botany, cryo facility, entomology, historical scientific instruments, invertebrate paleontology, invertebrate zoology, mineralogy and meteorites, paleobotany, vertebrate paleontology, and vertebrate zoology.

The Yale University Art Gallery is the oldest college art museum in the United States, having been founded in 1832 when the patriot-artist John Trumbull gave more than one hundred of his paintings to Yale College. Since then its collections have grown to more than 200,000 objects ranging in date from ancient times to the present. In addition to its world-renowned collections of American paintings and decorative arts, the gallery is noted for outstanding collections of Greek and Roman art, including artifacts from the ancient Roman city of Dura-Europos; collections of early Italian paintings; the Société Anonyme Collection of twentieth-century European and American art; modern and contemporary art and design; Asian art; African art; art of the ancient Americas; and Indo-Pacific art. In December 2012 the gallery completed a comprehensive expansion and renovation project. The expanded museum unites all three buildings—the landmark Louis Kahn building (1953), the Old Yale Art Gallery (1928), and Street Hall (1866)—into a cohesive whole with a rooftop addition by Ennead Architects (2012). 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. For more information, please visit www.artgallery.yale.edu.

The Yale Center for British Art is home to the largest and most comprehensive collection of British paintings, sculpture, prints, drawings, rare books, and manuscripts outside the United Kingdom. Presented to the University by Paul Mellon, Yale College Class of 1929, it is housed in a landmark building by Louis I. Kahn. The center will reopen in spring 2016 with newly installed galleries and updated facilities, upon completion of the second phase of its building conservation project. For more information, feature stories, videos, and news of ongoing and upcoming programs and events, visit <http://britishart.yale.edu>.

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 five hundred musical events take place at the University during the academic year. In addition to recitals by graduate students and faculty artists, the School

of Music presents the Philharmonia Orchestra of Yale, the Onepo Chamber Music Series 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, as well as performances by the professional Yale Choral Artists and the postgraduate Yale Baroque Ensemble. The Yale Summer School of Music/Norfolk Chamber Music Festival presents the New Music Workshop and Chamber Choir and Conducting Workshop along with its six-week chamber music session. Many of these concerts stream live on the School's Web site (<http://music.yale.edu>) and the Norfolk Web site (<http://norfolk.yale.edu>). Additionally, the School presents the Iseman Broadcasts of the Metropolitan Opera Live in HD free to members of the Yale community. Undergraduate organizations include the Yale Concert Band, the Yale Glee Club, the Yale Symphony Orchestra, and numerous other singing and instrumental groups. The Department of Music sponsors the Yale Collegium, Yale Baroque Opera Project, 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, and many other special events.

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

The Graduate and Professional Student Senate (GPSS or "Yale Senate") is composed of elected representatives from each of the thirteen graduate and professional schools. Any student in these schools is eligible to run for a senate seat during fall elections. Senate meetings occur on alternating Thursdays and are open to the entire graduate and professional school community, as well as representatives from the Yale administration. The senate advocates for student concerns and advancement by serving as a liaison between students and Yale administration, faculty, and officers. It also facilitates social interaction among graduate and professional students and works with local groups and initiatives to provide opportunities for students to give back to the community. The senate supervises the Graduate and Professional Student Center at Yale (GPSCY), at 204 York Street, which provides meeting space and funding for student organizations and is home to Gryphon's Pub. For more information, please visit <http://gpss.yale.edu>.

The McDougal Graduate Student Center in the Hall of Graduate Studies provides space, endowed funding, 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 Graduate Student Life Office and the Office of Diversity and Equal Opportunity. Cooperating partners who share McDougal Center spaces and funding are the Office of Career Strategy (<http://ocs.yale.edu>) and the Yale Center for Teaching and Learning's Teaching Center and Graduate Writing Center, which provide individual advising, programs, and resources to assist Graduate School students and alumni/ae (<http://ctl.yale.edu>). 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; religious life events; and events for international students and graduate students with children. The McDougal Center facilities welcome 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 meeting room with AV equipment, a small meeting room, a music practice room, a lactation room, and an ITS print station. 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 see <http://gsas.yale.edu/life-yale/mcdougal-graduate-student-center>; tel., 203.432.BLUE; e-mail, mcdougal.center@yale.edu.

The religious and spiritual resources of Yale University serve all students, faculty, and staff of all faiths. These resources are coordinated and/or supported through the University Chaplaincy (located on the lower level of Bingham Hall on Old Campus); the University Church in Yale in Battell Chapel, an open and affirming ecumenical Christian congregation; and Yale Religious Ministries, the on-campus association of professionals representing numerous faith traditions. This association includes the Saint Thomas More Catholic Chapel and Center at Yale and the Joseph Slifka Center for Jewish Life at Yale, and it supports Buddhist, Hindu, and Muslim life professionals; several Protestant denominational and nondenominational ministries; and student religious groups such as the Baha'i Association, the Yale Hindu Student Council, the Muslim Student Association, and many others. Hours for the Chaplain's Office during the academic term are Monday through Thursday from 8:30 a.m. to 11 p.m., Friday from 8:30 a.m. to 5 p.m., and Sunday evenings from 5 to 11. Additional information is available at <http://chaplain.yale.edu>.

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, modern, and ballroom, among others), martial arts, zumba, yoga, 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. Additional information is available online at <http://sportsandrecreation.yale.edu>.

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 programs, hours, and specific costs is available online at <http://sportsandrecreation.yale.edu>.

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, stand-up paddleboards, and kayaks. Adjacent to the lake, a shaded picnic grove and gazebo are available to visitors. In another area of the property, hiking trails surround a wildlife marsh. The OEC runs seven days a week from the third week of June through Labor Day. For more information, call 203.432.2492 or visit <http://sportsandrecreation.yale.edu>.

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 <http://sportsandrecreation.yale.edu>.

HEALTH SERVICES

The Yale Health Center is located on campus at 55 Lock Street. 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 unit, 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 <http://yalehealth.yale.edu/understand-your-coverage>.

Eligibility for Services

All full-time Yale degree-candidate students who are paying at least half tuition are enrolled automatically for Yale Health Basic Coverage. Yale Health Basic Coverage is offered at no charge and includes preventive health and medical services in the departments of Student Health, 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 Yale Health Basic Coverage but may enroll in Yale Health Student Affiliate

Coverage. Students enrolled in the Division of Special Registration as nondegree special students or visiting scholars are not eligible for Yale Health Basic Coverage but may enroll in the Yale Health Billed Associates Plan and pay a monthly fee. Associates must register for a minimum of one term within the first thirty days of affiliation with the University.

Students not eligible for Yale Health 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 Member Services Department. Enrollment applications for the Yale Health Student Affiliate Coverage, Billed Associates Plan, or Fee-for-Service Program are available from the Member Services Department.

All students who purchase Yale Health Hospitalization/Specialty Coverage (see below) are welcome to use specialty and ancillary services at Yale Health Center. Upon referral, Yale Health 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 Yale Health Basic Coverage to have adequate hospital insurance coverage. Students may choose Yale Health 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 by the University's deadlines noted below.

YALE HEALTH HOSPITALIZATION/SPECIALTY COVERAGE

For a detailed explanation of this plan, which includes coverage for prescriptions, see the *Yale Health Student Handbook*, available online at <http://yalehealth.yale.edu/understand-your-coverage>.

Students are automatically enrolled and charged a fee each term on their Student Financial Services bill for Yale Health 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, Yale Health 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 Yale Health Hospitalization/Specialty Coverage Students are permitted to waive Yale Health Hospitalization/Specialty Coverage by completing an online waiver form at <https://www.yhstudentwaiver.yale.edu> that demonstrates proof of alternate coverage. It is the student's responsibility to report any changes in alternate insurance coverage to the Member Services Department. Students are encouraged to review their present coverage and compare its benefits to those available under Yale Health. 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 Yale Health Hospitalization/Specialty Coverage but later wish to be covered must complete and send a form voiding their waiver to the 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. Yale Health fees will not be prorated.

YALE HEALTH 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 twenty-six in one of two student dependent plans: the Two-Person Plan or the Student Family Plan. These plans include services described in both Yale Health Basic Coverage and Yale Health Hospitalization/Specialty Coverage. Coverage is not automatic, and enrollment is by application. Applications are available from the Member Services Department or can be downloaded from the Web site (<http://yalehealth.yale.edu>) 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.

YALE HEALTH 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 Yale Health Student Affiliate Coverage, which includes services described in both Yale Health Basic and Yale Health Hospitalization/Specialty Coverage. Applications are available from the Member Services Department or can be downloaded from the Web site (<http://yalehealth.yale.edu>) and must be received by September 15 for full-year or fall-term coverage, or by January 31 for spring-term coverage only.

Eligibility Changes

Withdrawal A student who withdraws from the University during the first ten days of the term will be refunded the fee paid for Yale Health Hospitalization/Specialty Coverage. The student will not be eligible for any Yale Health benefits, and the student's Yale Health 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. Assistance with identifying and locating alternative sources of medical care may be available from the Care Management Department at Yale Health. At all other times, a student who withdraws from the University will be covered by Yale Health for thirty days following the date of withdrawal. Fees will not be prorated or refunded. Students who withdraw are not eligible to enroll in Yale Health Student Affiliate Coverage. Regardless of enrollment in Yale Health Hospitalization/Specialty Coverage, students who withdraw will have access to services available under Yale Health Basic Coverage (including Student Health, Athletic Medicine, Mental Health & Counseling, and Care Management) during these thirty days to the extent necessary for a coordinated transition of care.

Leaves of absence Students who are granted a leave of absence are eligible to purchase Yale Health Student Affiliate Coverage during the term(s) of the leave. If the leave occurs

during the term, Yale Health Hospitalization/Specialty Coverage will end on the date the leave is granted, and students may enroll in Yale Health 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. Fees paid for Yale Health Hospitalization/Specialty Coverage will be applied toward the cost of Affiliate Coverage. Coverage is not automatic, and enrollment forms are available at the Member Services Department or can be downloaded from the Web site (<http://yalehealth.yale.edu>). Fees 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 Yale Health Hospitalization/Specialty Coverage. They may purchase Yale Health Student Affiliate Coverage during the term(s) of extended study. This plan includes services described in both Yale Health Basic and Yale Health Hospitalization/Specialty Coverage. Coverage is not automatic, and enrollment forms are available at the Member Services Department or can be downloaded from the Web site (<http://yalehealth.yale.edu>). 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 Member Services Department, 203.432.0246, 55 Lock Street, PO Box 208237, New Haven CT 06520-8237.

Required Immunizations

Measles (rubeola), German measles (rubella), and mumps All students who were born after January 1, 1957, are required to provide proof of immunization against measles (rubeola), German measles (rubella), and mumps. Connecticut state law requires two doses of measles vaccine. The first dose must have been given on or after January 1, 1980, *and* after the student's first birthday; the second dose must have been given at least thirty (30) days after the first dose. Connecticut state law requires proof of two doses of rubella vaccine administered on or after January 1, 1980, *and* after the student's first birthday. Connecticut state law requires proof of two mumps vaccine immunizations administered on or after January 1, 1980, *and* after the student's first birthday; the second dose must have been given at least thirty (30) days after the first dose. 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, rubella, and mumps.

Meningitis All students living in on-campus housing must be vaccinated against meningitis. The vaccine must have been received after January 1, 2011. Students who are not compliant with this state law will not be permitted to register for classes or move into the dormitories for the fall term, 2015. Please note that the State of Connecticut does not require this vaccine for students who intend to reside off campus.

Varicella (chicken pox) All students are required to provide proof of immunization against varicella. Connecticut state law requires two doses of varicella vaccine. The first

dose must have been given on or after the student's first birthday; the second dose must have been given at least twenty-eight (28) days after the first dose. Documentation from a health care provider that the student has had a confirmed case of the disease is also acceptable.

TB screening The University requires tuberculosis screening for all incoming students. Please see the Yale Health Web site (<http://yalehealth.yale.edu/forms>) for more details.

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 course accommodations at Yale University contact the Resource Office by June 15. 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 (anthony.kulikowski@yale.edu) or through its Web site (www.yale.edu/rod).

RESOURCES ON SEXUAL MISCONDUCT

Yale University is committed to maintaining and strengthening an educational, employment, and living environment founded on civility and mutual respect. Sexual misconduct is antithetical to the standards and ideals of our community, and it is a violation of Yale policy and the disciplinary regulations of Yale College and the graduate and professional schools.

Sexual misconduct incorporates a range of behaviors including sexual assault, sexual harassment, intimate partner violence, stalking, voyeurism, and any other conduct of a sexual nature that is nonconsensual, or has the purpose or effect of threatening, intimidating, or coercing a person. Sexual activity requires consent, which is defined as voluntary, positive agreement between the participants to engage in specific sexual activity. Violations of Yale's Policy on Teacher-Student Consensual Relations also constitute sexual misconduct.

Yale aims to eradicate sexual misconduct through education, training, clear policies, and serious consequences for violations of these policies. In addition to being subject to University disciplinary action, many forms of sexual misconduct are prohibited by Connecticut and federal law and may lead to civil liability or criminal prosecution. Yale provides a range of services, resources, and mechanisms for victims of sexual misconduct. The options for undergraduate, graduate, and professional school students are described at <http://smr.yale.edu>.

SHARE: Information, Advocacy, and Support

55 Lock Street, Lower Level
Office hours: 9 a.m.–5 p.m., M–F
24/7 hotline: 203.432.2000
<http://sharecenter.yale.edu>

SHARE, the Sexual Harassment and Assault Response and Education Center, has trained counselors available at any time of day or night via its direct hotline, as well as drop-in counseling on weekdays during regular business hours. SHARE is available to members of the Yale community who wish to discuss any experience of sexual misconduct involving themselves or someone they care about. SHARE services are confidential and can be anonymous when desired. SHARE can provide professional help with medical and health issues (including accompanying students to the hospital), as well as advice and assistance with contacting police and/or initiating a formal or informal complaint, and it offers ongoing counseling and support. SHARE works closely with the University-Wide Committee on Sexual Misconduct, the Title IX coordinators, the Yale Police Department, and other campus resources.

If you wish to make use of SHARE's services, you can call the crisis number (203.432.2000) at any time for a phone consultation or to set up an in-person appointment. You may also drop in on weekdays during regular business hours. Some legal and medical options are time-sensitive, so if you have been assaulted, we encourage you to call SHARE and/or the Yale Police as soon as possible. Counselors can talk with you over the telephone or meet you in person at Acute Care in the Yale Health Center or at the Yale-New Haven Emergency Room. If it is not an acute situation and you would like to contact the SHARE staff during regular business hours, you can contact Carole Goldberg, the director of SHARE (203.432.0310, carole.goldberg@yale.edu), Jennifer Czincz, assistant director (203.432.2610, jennifer.czincz@yale.edu), Amy Myers (203.436.8197, amy.myers@yale.edu), or John Criscuolo (203.494.6247, john.criscuolo@yale.edu).

Title IX Coordinators

<http://provost.yale.edu/title-ix>

Title IX of the Education Amendments of 1972 protects people from sex discrimination in educational programs and activities at institutions that receive federal funding. Sex discrimination includes sexual harassment, sexual assault, and other forms of misconduct. The University is committed to providing an environment free from discrimination on the basis of sex.

Each school, including Yale College, has assigned a senior administrator to act as a deputy Title IX coordinator, reporting to Stephanie Spangler, Deputy Provost for Health Affairs and Academic Integrity and the University Title IX Coordinator. Coordinators provide information, track and resolve complaints, and address issues relating to gender-based discrimination and sexual misconduct within their respective schools. Coordinators are knowledgeable about, and will provide information on, all options for complaint resolution, and can initiate institutional action when necessary. Discussions with a Title IX coordinator will be treated confidentially; at times, the coordinator may need to consult with other administrators or take action in the interest of safety. The coordinators also work closely with the SHARE Center, the University-Wide Committee on Sexual Misconduct, and the Yale Police Department.

University-Wide Committee on Sexual Misconduct

203.432.4449 (business hours)

<http://provost.yale.edu/uwc>

The University-Wide Committee on Sexual Misconduct (UWC) is an internal disciplinary board for complaints of sexual misconduct available to students, faculty, and staff across the University, as described in the committee's procedures. The UWC provides an accessible, representative, and trained body to fairly and expeditiously address formal and informal complaints of sexual misconduct. UWC members can answer informal inquiries about procedures and the University definition of sexual misconduct. Operated from the Provost's Office, the UWC is comprised of faculty, administrative, and student representatives from across the University. In cases where formal resolution is sought, investigations are conducted by professional, independent fact finders.

Yale Police Department

101 Ashmun Street

24/7 hotline: 203.432.4400

<http://publicsafety.yale.edu/police/sensitive-crimes-support>

The Yale Police Department (YPD) operates 24/7 and is comprised of highly trained, professional officers. The YPD can provide information on available victims' assistance services and also has the capacity to perform full criminal investigations. If you wish to speak with Sergeant Marnie Robbins Hoffman, the Sensitive Crimes & Support coordinator, she can be reached at 203.432.9547 during business hours or via e-mail at marnie.robins@yale.edu. Informational sessions are available with the Sensitive Crimes & Support coordinator to discuss safety planning, available options, etc. The YPD works closely with the New Haven State's Attorney, the SHARE Center, the University's Title IX coordinators, and various other departments within the University. Talking to the YPD does not commit you to submitting evidence or pressing charges; with few exceptions, all decisions about how to proceed are up to you.

OFFICE OF INTERNATIONAL STUDENTS AND SCHOLARS

The Office of International Students and Scholars (OISS) coordinates services and support for Yale's 5,000 international students, faculty, staff, and their dependents. OISS staff offers assistance with issues related to employment, immigration, and personal and cultural adjustment, as well as serves as a source of general information about living at Yale and in New Haven. As Yale University's representative for immigration concerns, OISS provides assistance to students, faculty, and staff on how to obtain and maintain legal nonimmigrant status in the United States. All international students and scholars must register with OISS as soon as they arrive at Yale; see <http://oiss.yale.edu/information-new-yalies>.

OISS programs, like the Community Friends hosting program, daily English conversation groups, U.S. culture workshops and discussions, bus trips, and social events, provide an opportunity to meet members of Yale's international community and become acquainted with the many resources of Yale University and New Haven. Spouses and partners of Yale students and scholars will want to get involved with the International Spouses and Partners at Yale (ISPY), which organizes a variety of programs.

The OISS Web site (<http://oiss.yale.edu>) provides useful information to students and scholars prior to and upon arrival in New Haven, as well as throughout their stay at Yale. International students, scholars, and their families and partners can connect with OISS and the Yale international community virtually through several listservs and Facebook.

OISS is housed in the International Center for Yale Students and Scholars, which serves as 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—located at 421 Temple Street, across the street from Helen Hadley Hall—also provides meeting space for student groups and a venue for events organized by both student groups and University departments. For more information about reserving space at the center, send a message to oiss@yale.edu or call 203.432.2305. For information about the center, visit <http://oiss.yale.edu/about/international-center>.

Law School Students

DEGREES CONFERRED

Juris Doctor, October 11, 2014

Rebecca Pilar Buckwalter-Poza
Christopher James Francis Galiardo
Travis Luis Pantin

Master of Laws, October 11, 2014

Zhenzhen Liu

Master of Studies in Law,

October 11, 2014

Bilyana Ivanova Petkova

Doctor of the Science of Law,

October 11, 2014

Diego Arguelhes
Heejin Kim
Jorge Contesse Singh

Juris Doctor, December 13, 2014

Mary Caitlin Unkovic

Doctor of the Science of Law,

December 13, 2014

Scott Mark Stephenson

Juris Doctor, February 21, 2015

David Scott Louk
Chika Oscar Okafor
Temidayo Falusi Olopade
Erick Jerard Sam
Linda Zang

Doctor of the Science of Law,

February 21, 2015

Jaime Olaiz-Gonzalez

Doctor of the Science of Law,

April 18, 2015

Geeyoung Min

Juris Doctor, May 27, 2015

Zachary George Facer Abrahamson
Yousef Nabil Abugharbieh
Adam J. Adler
Samuel F. Adriance

Selin Akkan

Joshua Peter Andresen

Ariela Claudia Anhalt

Irina Anta

Sean Michael Arenson

Zachary C.M. Arnold

Anna Beth Olson Arons

Bitu Michelle Assad

Jonathan Isaac Atkins

Jenné Baccar Ayers

Kyra Maria Ayo Caros

Amar Chopra Bakshi

David Paul George Barillari

Emily Jane Barnett

Rachel Bayefsky

Kristine Ellen Beckerle

Jason Christopher Bertoldi

Matthew Samuel Blumenthal

Peter Matthew Bozzo

Dustin Jacobs Brockner

Megan Danielle Browder

Thomas Nelson Brown

Trinity Anne Phornola Victoria Brown

William Winston Bruno

John C. Calhoun

Elizabeth Rose Chao

Victor T. Chiu

Conor James Clarke

Phoebe Shotwell Clarke

William G. Clayman

Alyson A. Cohen

Marguerite Boughton Colson

Jordana Alter Confino

John Joseph Cooper

Ryan W. Cooper

Leslie Nicole Couvillion

Marcus James Curtis

Charles Shannon Dameron

Allison Christine Davido

Allison Marie Day

Kory James Declark

Rachel Williams Dempsey
 Anna Natalia Diakun
 Michael Joseph Diraimo, Jr.
 Courtney Lynn Dixon
 Allison Elaine Drutchas
 Gilad David Edelman
 Vera Eidelman
 Matthew Benjamin Eisenson
 Leslie Claire Esbrook
 Kimberly Diane Miller Farbota
 Nicole J. Fearahn
 Benjamin Andrew Field
 James Anglin Flynn
 Elisabeth Venetta Ford
 Edward Gellis Fox
 Margaret Orr Fox
 Elliot Friedman
 Robert Anthony Fuentes
 Nathan W. Gadd
 Reuven Paul Garrett
 Jacob C. Goldberg
 Rose Carmen Goldberg
 Aaron Marc Goldzimer
 Allison Mileo Gorsuch
 Benjamin Walker Graham
 Raphael Jeffrey Carlisle Graybill
 Jenny C. Gu
 Matthew Guy Halgren
 Nicholas Aaron Handler
 Katherine Clark Harris
 Natalie Jean Hausknecht
 Sathya Henderson
 Daniel Eric Herz-Roiphe
 Alexandra Gillian Hess
 Jillian Shafer Hewitt
 Miriam Reisner Hinman
 Nicholas Aaron Hodges
 David Michael Holcomb
 Megan Kathleen Houlihan
 Kian James Hudson
 Jessica Lee Hunter
 Kwon Yong Jin
 Sung Hwan Jin
 Veronica R. Jordan-Davis
 Rachel Lynne Judd

William Emmanuel Kalema
 Grace Yu-Hsuan Kao
 Jesse Meeker Kaplan
 Emma Moffat Kaufman
 Noah Medvedow Kazis
 Mark William Kelley
 Allana Benita Yoniya Kembabazi
 Matthew Nicholas Kemp
 Young-Hee Kim
 Samuel Miller Kleiner
 Kaitlin Brooke Konkell
 Philipp Kotlaba
 Claudia Dorothea Kraft
 Lucas W. Lallinger
 Michael Mccarty Lane
 Josephine Hiu Yen Lau
 Whitney Angell Leonard
 Joshua Mitchell Levin
 Karlanna Majkowski Lewis
 Brian Matthew Lipshutz
 Zachary D. Liscow
 Bert Yuanjie Ma
 James Alexander Edward Macpherson
 Kathryn Nicole Madison
 Kirstin Mary Maguire
 Lunar Mai
 Nicholas Peter Makarov
 Kathryn Tilden Mammel
 Eric Mayer Margulies
 Harrison Douglas Marks
 Diego Matamoros
 Rebecca Teryn Matsumura
 Virginia Ruth McCalmont
 Cara Leigh McClellan
 Alexandra L. McKinney
 Jennifer Ann McTiernan
 Alexandra Sage Messiter
 Maeghan Owen Mikorski
 Christopher Paul Milione
 Benjamin Eli Moskowicz
 Christian James Mott
 Jordan Xavier Navarrette
 Joseph T. Nawrocki
 Erica Jackel Newland
 Robert Louis Nightingale

Maya Hodis Nuland
 Nathana O'Brien
 Temidayo Opeyemi Odusolu
 Ifeanyichukwu Victor Ekene Ojukwu
 Dennis Michael Owrutsky
 Amanda Holley Parsons
 Ryan T. Podolsky
 Julian James Zuba Polaris
 Joseph Pomianowski
 Devon Erickson Porter
 V Chai Oliver Prentice
 Lise Elizabeth Rahdert
 David Matthew Rance
 Daniel Gerard Randolph
 Matthew Zachary Reed
 Jessica Jinju Richards
 Stanley Eric Richards, Jr.
 Adriana Zaccardi Robertson
 Yenisey Rodríguez
 Janine Alix Rogers
 Daniella E. Rohr
 Raul Alexandro Ruiz
 Carl William Rush
 Lauren Jane Salamon
 Jessica Merry Samuels
 Alicia Sánchez Ramírez
 Joseph Myer Sanderson
 Michael Reed Schmidt
 Samuel Conrad Scott
 Alexander Setzepfandt
 Reema Bharat Shah
 Sopen B. Shah
 Andrew G. Shipley
 Jacob Fatula Siegel
 Noah Nathan Simmons
 Nandini Singh
 Matthew Gregory Sipe
 William Hosmer Smith
 Shai Moshe Sokolow Silverman
 Matthew Halen Specht
 Erik F. Stegemiller
 Brian David Sweeney
 Ruth M. Swift
 Alexander Maclearly Tabloff
 Richard Ran Tao

Alexander T. Taubes
 Sam N. Thypin-Bermeo
 Lilian Margarita Timmermann
 Daniel Ronald Martin Townsend
 Mordechai Nedavya Treiger
 Allison Kate Turbiville
 Brianna Megan Van Kan
 Eric Andrew Van Nostrand
 Julie Michelle Veroff
 Megan Claire Wachspress
 Nicholas Allen Wallace
 Deborah Novik Warshawsky
 John C. Wei
 Joshua Dov Weiss
 Kaitlin Elizabeth Welborn
 Max Haney Wertzberger
 Theodore Johnson Wojcik
 Michael Ryo Wright
 Luci Yang
 Meng Jia Yang
 Jiacheng Yu
 Jacqueline J. Yuan
 Hanbing Zhang
 William Nyasha Zichawo

Master of Laws, May 27, 2015

Cornelis Jaap Wouter Baaij
 Ofra Bloch
 Juliana Bonacorsi De Palma
 Damiano Max Canapa
 Violeta Canaves
 Manuel Andrés Casas Martínez
 Hue Tung Elizabeth Chan
 Andreas Jörg Engel
 Raffael Nicolas Fasel
 Johanna Maria Göhler
 Eliška Holubová
 Lani Margaret Inverarity
 Yuvraj Joshi
 Jiangfeng Li
 Jingzhi Li
 Asaf Lubin
 Elitza Mihaylova
 Benjamin James Mylius
 Yuval Naim

Dominik Rennert
 Neha Prabhakar Tayshete
 Ana Cristina Tovar
 Mariana Velasco Rivera
 Joanna May Vincent
 Si Zeng
 Ángela Patricia Zorro Medina

Master of Studies in Law, May 27, 2015

Kevin Andrew Escudero
 Melissa Beth Henzel

Doctor of the Science of Law,

May 27, 2015

Issar Birger
 Adrian David Kuenzler
 Shitong Qiao
 Esteban Restrepo
 Laura Saldivia
 Yoon Jin Shin

SUMMARY OF ENROLLMENT, 2014–2015

Juris Doctor Candidates

Class of 2015	200
Class of 2016	196
Class of 2017	200
Joint Degree	30
<i>Total Juris Doctor</i>	<i>626</i>

Doctor of the Science of Law	15
Master of Laws	27
Master of Studies in Law	2
Visiting Researchers	2
Visiting Student	2
<i>Total enrollment</i>	<i>672</i>

INSTITUTIONS REPRESENTED, FALL 2014

One student from each institution unless otherwise indicated.

American University	Carleton College [Minnesota]
Amherst College (14)	Carnegie Mellon University
Arizona State University	Case Western Reserve University
Ateneo de Manila University [Philippines]	China University of Political Science and Laws [People's Republic of China] (2)
Auburn University	City University of New York [City College]
Barnard College [Columbia University] (5)	Claremont McKenna College (2)
Boston College	Clark University
Boston University	Clemson University (2)
Brandeis University	College of Charleston [South Carolina]
Brigham Young University (3)	College of the Holy Cross
Brown University (19)	College of William and Mary (3)
Bryn Mawr College (2)	Columbia University (29)

Connecticut College
 Cornell University (8)
 Dartmouth College (16)
 Davidson College (2)
 Dickinson College
 Duke University (12)
 East China Normal University [People's
 Republic of China]
 Emory University (4)
 Florida State University
 Fordham University (2)
 Furman University
 George Washington University (3)
 Georgetown University (6)
 Gonzaga University
 Government Law College [India]
 Hamilton College (2)
 Harvard University (66)
 Hastings College
 Hebrew University of Jerusalem [Israel]
 Howard University (4)
 Indiana University (2)
 Instituto Tecnológico Autónomo de
 México [Mexico] (2)
 Johannes-Gutenberg-Universität Mainz
 [Germany]
 Johns Hopkins University (3)
 Kenyon College (2)
 King's College [New York]
 King's College [United Kingdom]
 London School of Economics and
 Political Science [United Kingdom]
 Loyola University [Louisiana]
 Ludwig-Maximilians-Universität
 München [Germany]
 Macalester College (2)
 Massachusetts Institute of Technology
 (2)
 McGill University [Canada] (3)
 McMaster University [Canada]
 Michigan State University
 Middlebury College (5)
 Morehouse College (2)
 Mount Holyoke College
 NALSAR University of Law [India]

National University of Singapore
 [Singapore]
 New York University (7)
 Northwestern University (9)
 Patrick Henry College
 Peking University [People's Republic of
 China] (3)
 Pennsylvania State University (2)
 Pepperdine University (2)
 Pomona College (4)
 Pontificia Universidade Católica de São
 Paulo [Brazil]
 Presbyterian College
 Princeton University (37)
 Queen's University [Canada]
 Reed College
 Rice University (2)
 Rollins College
 Ruprecht-Karls-Universität Heidelberg
 [Germany]
 Rutgers, State University of New Jersey
 (3)
 Saint John's College [New Mexico] (2)
 Saint Louis University [Missouri]
 Seattle University (2)
 Seoul National University [Republic of
 Korea]
 Stanford University (25)
 Stockholms Universitet [Sweden]
 Swarthmore College (6)
 Syracuse University
 Tel Aviv University [Israel] (4)
 Texas A&M University
 Thammasat University [Thailand]
 Trinity College [Connecticut]
 Tsinghua University [People's Republic
 of China]
 Tufts University
 Union College
 United States Air Force Academy (2)
 United States Military Academy (3)
 United States Naval Academy (2)
 Universidad Católica Andrés Bello
 [Venezuela]
 Universidad de Chile [Chile]

Universidad de Los Andes [Colombia]	University of Oregon
Universidad Nacional del Litoral [Argentina]	University of Otago [New Zealand]
Universidade Candido Mendes [Brazil]	University of Oxford [United Kingdom] (2)
Universität Wien [Austria]	University of Pennsylvania (21)
Universität Zürich [Switzerland]	University of Richmond
Université de Fribourg [Switzerland]	University of Rochester (2)
Université de Lausanne [Switzerland]	University of South Carolina
University College London [United Kingdom] (2)	University of Southern California (2)
University of Adelaide [Australia]	University of Sydney [Australia] (2)
University of Alabama	University of Texas at Austin (5)
University of Amsterdam [Netherlands]	University of the South
University of Arkansas	University of Toronto [Canada] (5)
University of Auckland [New Zealand]	University of Virginia (7)
University of California at Berkeley (17)	University of Washington (3)
University of California at Davis (2)	University of Western Australia [Australia]
University of California at Irvine	University of Wisconsin at Madison (2)
University of California at Los Angeles (8)	Univerzita Karlova [Czech Republic] (2)
University of California at San Diego	Vanderbilt University (5)
University of California at Santa Barbara	Vassar College (3)
University of Cambridge [United Kingdom]	Victoria University of Wellington [New Zealand]
University of Chicago (14)	Villanova University
University of Colorado (2)	Virginia Polytechnic Institute and State University (2)
University of Connecticut (3)	Wake Forest University
University of Florida (3)	Washington and Lee University (3)
University of Georgia	Washington University [Missouri] (6)
University of Illinois (3)	Wesleyan University (10)
University of Iowa	Westfälische Wilhelms-Universität Münster
University of Maryland (3)	Whitworth College
University of Massachusetts (2)	Williams College (10)
University of Michigan at Ann Arbor (4)	Yale University (78)
University of Nebraska	Yeshiva University (3)
University of North Carolina at Chapel Hill (5)	
University of Northern Colorado	
University of Notre Dame [Indiana] (3)	<i>Total institutions, 165</i>

GEOGRAPHICAL DISTRIBUTION, FALL 2014

One student from each state or country unless otherwise indicated.

United States

Alabama (3)
 Arizona (5)
 Arkansas (3)
 California (78)
 Colorado (4)
 Connecticut (121)
 Delaware (2)
 District of Columbia (11)
 Florida (11)
 Georgia (10)
 Hawaii (1)
 Idaho (4)
 Illinois (21)
 Indiana (3)
 Kansas (2)
 Kentucky (3)
 Louisiana
 Maine (3)
 Maryland (22)
 Massachusetts (13)
 Michigan (11)
 Minnesota (6)
 Mississippi (2)
 Missouri (4)
 Montana
 Nebraska
 New Hampshire (4)
 New Jersey (38)
 New York (92)
 North Carolina (13)
 Ohio (12)
 Oregon (6)
 Pennsylvania (24)
 Rhode Island
 South Carolina (2)
 South Dakota (3)

Tennessee (7)
 Texas (21)
 Utah
 Vermont (2)
 Virginia (18)
 Washington (12)
 Wisconsin (5)

Total states, 43

Foreign Countries

Australia (4)
 Austria
 Bangladesh
 Brazil (2)
 Canada (12)
 China (9)
 Colombia
 Germany (5)
 Hong Kong
 India (3)
 Israel (2)
 Japan
 Malaysia
 Mexico (2)
 Nepal
 Netherlands
 New Zealand
 Philippines
 Singapore
 South Korea (7)
 Sweden
 Switzerland (3)
 Thailand
 Uganda
 United Kingdom
 Venezuela

Total countries, 26

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 more than 13,000 alumni play a vital role in the global Yale Law School community. They renew social ties, network with one another, and offer their knowledge of legal scholarship and practice at Law School gatherings in a variety of places in the United States and abroad throughout the year. Graduates also 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 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 group of alumni in Los Angeles attending a public discussion about police reform with Lisa Bloom '86; an alumni panel discussion in Washington, D.C., or New York City on the Supreme Court's preceding term; an informal discussion about the same-sex marriage cases in Pasadena led by Professor William Eskridge, Jr. '78; a Happy Hour in Philadelphia for recent alumni; or a Boston gathering with alumni, summer associates, and incoming students featuring a talk by Professor Jonathan R. Macey '82 on "The Death of Reputation on Wall Street," Yale Law School alumni maintain important connections with each other, with current students, and with their alma mater. For a listing of upcoming alumni events and further information about YLS alumni, visit www.law.yale.edu/alumni; e-mail alumni.law@yale.edu; or telephone 203.432.1690.

Overseeing and supporting the YLS Association is its approximately 165-member Executive Committee, which meets twice a year in New Haven to energize members and remind them why Yale Law School is such a special place. The most recent gathering in March 2015 included class visits, a dinner matching alumni and students who have common interests, a business luncheon followed by small working groups, a tour of the newly renovated Sterling Memorial Library, a Happy Hour with students, and a festive dinner. This program strengthens the Yale Law School community worldwide by connecting alumni with each other, with current students, and with the School. Meetings take place twice a year at the Law School, led by the present officers: chair, Victoria A. Cundiff '80; president, Christine M. Adams '94; vice presidents, Kristina Scurry Baehr '08, Ari Q. Fitzgerald '90, Richard Himelfarb '65, Kevin Keenan '02, Laurie J. Miller '81; treasurer, Eric Shumsky '99; and secretary, Frank Jimenez '91.

The online YLS Career Connections is a database of more than 1,800 alumni who have volunteered to assist current students and fellow graduates seeking career advice, and those wanting to connect with current student organizations. Members can be searched by name, area of expertise, employer type, geographic location, student organization, and more. Alumni are welcome to join, current members can update their information, and both alumni and students can search for mentors online. For more information, contact the Career Development Office's director of recruiting at 203.432.1692.

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, serve as aides, and are matched for a breakfast with returning alumni on the basis of their legal areas of interest. 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 2015 is “Making Our Democracy Work,” featuring provocative discussions of some of the greatest legal issues facing the United States today.

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.

Jacquín D. Bierman Professorship of Taxation (1998) A gift from Jacquín 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 currently 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 Professorship of Law (1999) Established by a bequest from Macklin Fleming, B.A. 1934, LL.B. 1937, former Justice of the California Courts of Appeal.

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 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.

Harvey L. Karp Fund (1987) Established by a gift from the Harvey L. Karp Foundation to support the Law School’s existing Visiting Lecturers program.

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.

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.

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.

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

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.

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.

Robert J. Giuffra, Jr. Fund for the Study of Corporate and Securities Law (2013) Established by Robert J. Giuffra, Jr., J.D. 1987, in honor of his 25th Reunion, to support the study of corporate and securities law at Yale Law School.

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. The sitting dean shall be known as the Sol & Lillian Goldman Professor of Law.

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.

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.

Donald Schapiro (B.A. '45, J.D. '49) Faculty Fund (2014) Established by a gift from Linda Schapiro and friends, in memory of Donald Schapiro, B.A. 1945, J.D. 1949, to support the faculty at Yale Law School.

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.

Harold G. and Brian R. Sterling Family Fund (2010) Established by a gift from Brian R. Sterling, J.D. 1985, and his father, Harold G. Sterling, J.D. 1954, for the general priorities of the Law School.

Streicker Fund for Student Research (1997) Endowment fund established by John H. Streicker, J.D. 1967, to provide support for student research or educational projects involving travel, with priority given to projects with international travel requirements, and to those of sufficient duration to allow the recipient the opportunity to become immersed in some portion of the cultural, legal, or governmental system of the destination country or region.

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.

John Page Austin '39 LL.B. Scholarship in Law (2011) Established by a gift from William G. Green, B.A. 1966, in honor of John Page Austin, LL.B. 1939, who spent more than fifty years at the California firm of Morrison & Foerster LLP and helped mentor generations of young attorneys.

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.

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.

Bernard and Helen 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.

Edgar H. Brenner '54 Scholarship Fund (2011) Established by a grant from the Stella and Charles Guttman Foundation in honor of Edgar H. Brenner, J.D. 1954, member of the Board of the Foundation for forty-nine years, serving as President from 1995 to 2001.

Guido Calabresi '58 Scholarship Fund (2012) Established by a gift from the Lillian Goldman Charitable Trust to honor Guido Calabresi, B.S. 1953, LL.B. 1958, M.A.H. 1962, United States Circuit Judge and Dean and Sterling Professor at Yale Law School, with a preference for students who are immigrants or are the children of immigrants to the United States.

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.

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 financial assistance to Yale Law School students and graduates for scholarships, summer internships, and loan forgiveness.

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.

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.

Czaja Family Scholarship Fund (2014) Established by Richard F. Czaja, B.A. 1971, J.D. 1974, to provide financial assistance to Yale Law School students and graduates with demonstrated financial need for scholarships, summer internships, and loan forgiveness.

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 Charnatz 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.

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 Scholarship Fund (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 Scholarship Fund (1977) Established by gifts from Oscar M. Ruebhausen, LL.B. 1937, and 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 H. Dominick Scholarship Fund (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.

Alvin Gallen '46 LL.B. Scholarship Fund (2012) Established by a gift from Claire Edersheim in honor of her late husband for the benefit of one or more J.D. candidates at Yale Law School with demonstrated financial need.

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.

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.

Mark Levy '75 Memorial Scholarship Fund (2012) Established by gifts from family, friends, and classmates in memory of Mark Levy, J.D. 1975. To be awarded to one or more J.D. candidates at Yale Law School, with a preference for students with an interest in pursuing a career in public service.

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 Careers 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, in memory of his father, Nathan E. Mag, for scholarships, with a preference for students who have an interest or involvement in social justice.

Paul and Lisa Mandell Scholarship Fund (2011) Established by a gift from Paul Mandell, J.D. 1998, to support one or more J.D. candidates at Yale Law School, with a preference for students from the University of Maryland at College Park.

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.

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) Organized by Akosua Barthwell Evans, J.D. 1990, and established by 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.

Laura Ariane "Laurie" Miller '88 Scholarship Fund (2015) Established by Laura Ariane Miller, J.D. 1988, to provide financial assistance to one or more J.D. candidates at Yale Law School with a preference for students who were employed in government service prior to attending Yale Law School.

Rory O. Millson Scholarship Fund (2012) Established by a gift from Rory O. Millson, B.A. 1973, J.D. 1977, on the occasion of his 35th Reunion, to support J.D. candidates at Yale Law School.

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.

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.

James C.N. Paul Scholarship Fund (2012) James C.N. Paul was the founding dean of Ethiopia's first law school, and he and many colleagues established a donor-advised fund at the Tides Foundation to support legal education there and in Eritrea. On his death, the funds were transferred to Yale Law School to support one or more LL.M. or J.S.D. candidates at Yale Law School seeking to advance a law teaching career in Ethiopia or Eritrea. If no such students from these countries are available in a given year, then the Law School may use income from the fund to support programmatic or student activities related to human rights or social justice issues in Ethiopia, Eritrea, or other parts of sub-Saharan Africa.

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.

Barbara Paul Robinson Scholarship Fund (2010) Established by a gift from Ms. Robinson, LL.B. 1965, on the occasion of her forty-fifth reunion, with a preference for women students.

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 (LL.B. 1940) Scholarship Fund (1965) Established by a gift from Derald H. Ruttenberg, LL.B. 1940, for scholarships or graduate fellowships.

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.

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.

Earl Wallace Shapiro Scholarship Fund (2015) Established by a gift from Brenda Shapiro in memory of her husband, Earl Wallace Shapiro, J.D. 1964, to provide financial assistance to Yale Law School students and graduates for scholarships, summer internships, and loan forgiveness.

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.

Joel D. Siegal Scholarship Fund (2011) Established by Joel D. Siegal, LL.B. 1961, on the occasion of his fiftieth Law School reunion, for Yale Law School students, with a preference for minority students who are citizens of the United States.

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

Professor John G. Simon Scholarship Fund (2014) Established by Seth M. Hendon, J.D. 1991, and Kathryn Dove-Hendon, to provide financial assistance to Yale Law School students and graduates with demonstrated financial need for scholarships and loan forgiveness.

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.

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 underserved constituencies. Preference is given to first-generation professionals.

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

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

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.

James A. Thomas '64 Scholarship Fund (2013) Established by a gift of David A. Jones, J.D. 1960, in honor of former Associate Dean James A. Thomas, J.D. 1964, to provide scholarships to Yale Law School students.

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.

Richard Urowsky Scholarship Fund (2014) Established by a bequest of Richard J. Urowsky, B.A. 1967, J.D. 1972, to provide financial assistance to Yale Law School students and graduates with demonstrated financial need for scholarships, summer internships, and loan forgiveness.

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.

Judge Ralph K. Winter, Jr. '60 Scholarship Fund (2013) Established by a gift from Christopher L. DeLong, J.D. 1993, to provide financial assistance to Yale Law School students and graduates, including but not limited to scholarships, summer internships, and loan forgiveness.

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, and augmented by a gift from his widow, Harriet J. Zuckert.

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.

Arthur Goodhart Memorial (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.

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.

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.

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.

Joseph Goldstein Fellowship (1993) Established by a gift from the Ruttenberg Family to support a postgraduate fellowship at Yale Law School.

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."

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.

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.

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 K. Winter Lectureship on Corporate Law and Governance Fund (2002) To support lectures on corporate law and governance and related topics, and a prize for the best student paper in law and economics.

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

*Non-endowed prize

Neale M. Albert Fund (2011) Established by gifts from clients in honor of Neale M. Albert, LL.B. 1961, for a prize awarded to the best student paper on the subject of art law, as determined by the Law School faculty. Excess income from the fund shall be used to support any activity at the Law School in the areas of intellectual property, artists' rights, or copyright laws.

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)** 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 and Financial Aid Endowment (2000) Established by Barry S. Cohen, J.D. 1950, for a prize to be 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. The fund also provides financial assistance to Yale Law School students and graduates including scholarships, summer internships, and loan forgiveness.

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. Excess income from the fund may be used to support other legal philosophy purposes.

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. Excess income from the fund may be used to support other international law purposes.

***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.

Marshall 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*. Excess income from the fund may be used to support financial aid.

***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. Excess income from the fund may be used to support other family law purposes.

William T. Ketcham, Jr. Prize (2007) Established by a bequest of William T. Ketcham, Jr., B.A. 1941, LL.B. 1948, to be used annually for a prize for such student scholarship in the field of private international law as the dean in his sole discretion shall determine.

***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. Excess income from the fund may be used to support the general purposes of the Law School.

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. Excess income from the fund may be used to support summer public interest fellowships.

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.

Judge Ralph K. Winter Lectureship on Corporate Law and Governance Fund (2002) To support lectures on corporate law and governance and related topics, and a prize for the best student paper in law and economics.

Other

Floyd Abrams Institute for Freedom of Expression (2011) Established by a gift from Floyd Abrams, LL.B. 1959, to support the activities of the Institute.

Edward L. Barlow Law & Media Fund (2010) Established by a gift from Edward L. Barlow, B.A. 1956, LL.B. 1964, to provide support for law and media-related programming at Yale Law School.

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.

Cahill Gordon & Reindel LLP SPIF Fund (2010) Established by the firm of Cahill Gordon & Reindel LLP to support annual summer public interest fellowships (SPIF).

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.

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.

Gruber Program for Global Justice and Women's Rights (2011) Established by a gift from Patricia and Peter Gruber to support the Law School's annual Global Constitutionalism Seminar and to establish the Gruber Distinguished Global Justice and Women's Rights Lectures and the Gruber Global Justice and Women's Rights Fellowships.

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.

Kirkland & Ellis Fund for the Study of Private Law (2015) Established by gifts from Kirkland & Ellis LLP, Yale Law School alumni, and other members of the firm, to support the study of private law.

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.

Law and Media Fund (2007) Established to train legal journalists and media lawyers.

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.

Ludwig Community and Economic Development Program (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.

Charles S. Mechem, Jr. '55 Fund for Student Activities (1998) Established by a gift from Charles S. Mechem, Jr., LL.B. 1955, to provide support for student activities and organizations within Yale Law School, with a preference for those activities and organizations dealing with sports law and entertainment law.

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.

Sanford and Catherine Rosen Public Interest Law Scholarship Fund (2011) Established by a gift from Sanford Jay Rosen to support one or more J.D. candidates at Yale Law School working in public interest summer jobs.

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.

S. Kinnie Smith, Jr. Fund for Law and the Environment (2008) Established by a gift from S. Kinnie Smith, Jr., B.A. 1953, to support programs at Yale Law School that relate to the intersection of law and the environment.

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.

Craig Wasserman '86/Wachtell, Lipton, Rosen & Katz Corporate Law Fund (2013) Established by the law firm of Wachtell, Lipton, Rosen & Katz and the Yale partners of the firm in memory of their colleague, Craig Wasserman '86, one of the nation's leading corporate attorneys and an original member of the Center's Board of Advisors, to support

the alumni breakfast program in New York, which features panel discussions on current topics in business law by members of the bar, business and investment communities, public officials, and faculty.

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 visit <http://admissions.yale.edu>, e-mail student.questions@yale.edu, or call 203.432.9300. Postal correspondence should be directed to Office of Undergraduate Admissions, Yale University, PO Box 208234, New Haven CT 06520-8234.

Graduate School of Arts and Sciences Est. 1847. Courses for college graduates. Master of Advanced Study (M.A.S.), Master of Arts (M.A.), Master of Science (M.S.), Master of Philosophy (M.Phil.), Doctor of Philosophy (Ph.D.).

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

School of Medicine Est. 1810. Courses for college graduates and students who have completed requisite training in approved institutions. Doctor of Medicine (M.D.). Post-graduate study in the basic sciences and clinical subjects. Five-year combined program leading to Doctor of Medicine and Master of Health Science (M.D./M.H.S.). Combined program with the Graduate School of Arts and Sciences leading to Doctor of Medicine and Doctor of Philosophy (M.D./Ph.D.). Master of Medical Science (M.M.Sc.) from the Physician Associate Program.

For additional information, please visit <http://medicine.yale.edu/education/admissions>, e-mail medical.admissions@yale.edu, or call the Office of Admissions at 203.785.2643. Postal correspondence should be directed to Office of Admissions, Yale School of Medicine, 367 Cedar Street, New Haven CT 06510.

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 visit <http://divinity.yale.edu>, e-mail divinity.admissions@yale.edu, or call the Admissions Office at 203.432.5360. Postal correspondence should be directed to Admissions Office, Yale Divinity School, 409 Prospect Street, New Haven CT 06511.

Law School Est. 1824. Courses for college graduates. Juris Doctor (J.D.). For additional information, please visit www.law.yale.edu, e-mail admissions.law@yale.edu, or call the Admissions Office at 203.432.4995. Postal correspondence should be directed to Admissions Office, Yale Law School, PO Box 208215, New Haven CT 06520-8215.

Graduate Programs: Master of Laws (LL.M.), Doctor of the Science of Law (J.S.D.), Master of Studies in Law (M.S.L.). Doctor of Philosophy (Ph.D.) awarded by the Graduate School of Arts and Sciences. For additional information, please visit www.law.yale.edu, e-mail gradpro.law@yale.edu, or call the Graduate Programs Office at

203.432.1696. Postal correspondence should be directed to Graduate Programs, Yale Law School, PO Box 208215, New Haven CT 06520-8215.

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

For additional information, please visit <http://seas.yale.edu>, e-mail grad.engineering@yale.edu, or call 203.432.4252. Postal correspondence should be directed to Office of Graduate Studies, Yale School of Engineering & Applied Science, PO Box 208267, New Haven CT 06520-8267.

School of Art Est. 1869. Professional courses for college and art school graduates. Master of Fine Arts (M.F.A.).

For additional information, please visit <http://art.yale.edu>, e-mail artschool.info@yale.edu, or call the Office of Academic Affairs at 203.432.2600. Postal correspondence should be directed to Office of Academic Affairs, Yale School of Art, PO Box 208339, New Haven CT 06520-8339.

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 visit <http://music.yale.edu>, e-mail gradmusic.admissions@yale.edu, or call the Office of Admissions at 203.432.4155. Postal correspondence should be directed to Yale School of Music, PO Box 208246, New Haven CT 06520-8246.

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 visit <http://environment.yale.edu>, e-mail fesinfo@yale.edu, or call the Office of Admissions at 800.825.0330. Postal correspondence should be directed to Office of Admissions, Yale School of Forestry & Environmental Studies, 195 Prospect Street, New Haven CT 06511.

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 visit <http://publichealth.yale.edu>, e-mail ysph.admissions@yale.edu, or call the Admissions Office at 203.785.2844.

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 visit <http://architecture.yale.edu>, e-mail gradarch.admissions@yale.edu, or call 203.432.2296. Postal correspondence should be directed to the Yale School of Architecture, PO Box 208242, New Haven CT 06520-8242.

School of Nursing Est. 1923. Courses for college graduates. Master of Science in Nursing (M.S.N.), Post Master's Certificate, Doctor of Nursing Practice (D.N.P.). Doctor of Philosophy (Ph.D.) awarded by the Graduate School of Arts and Sciences.

For additional information, please visit <http://nursing.yale.edu> or call 203.785.2389. Postal correspondence should be directed to Yale School of Nursing, Yale University West Campus, PO Box 27399, West Haven CT 06516-7399.

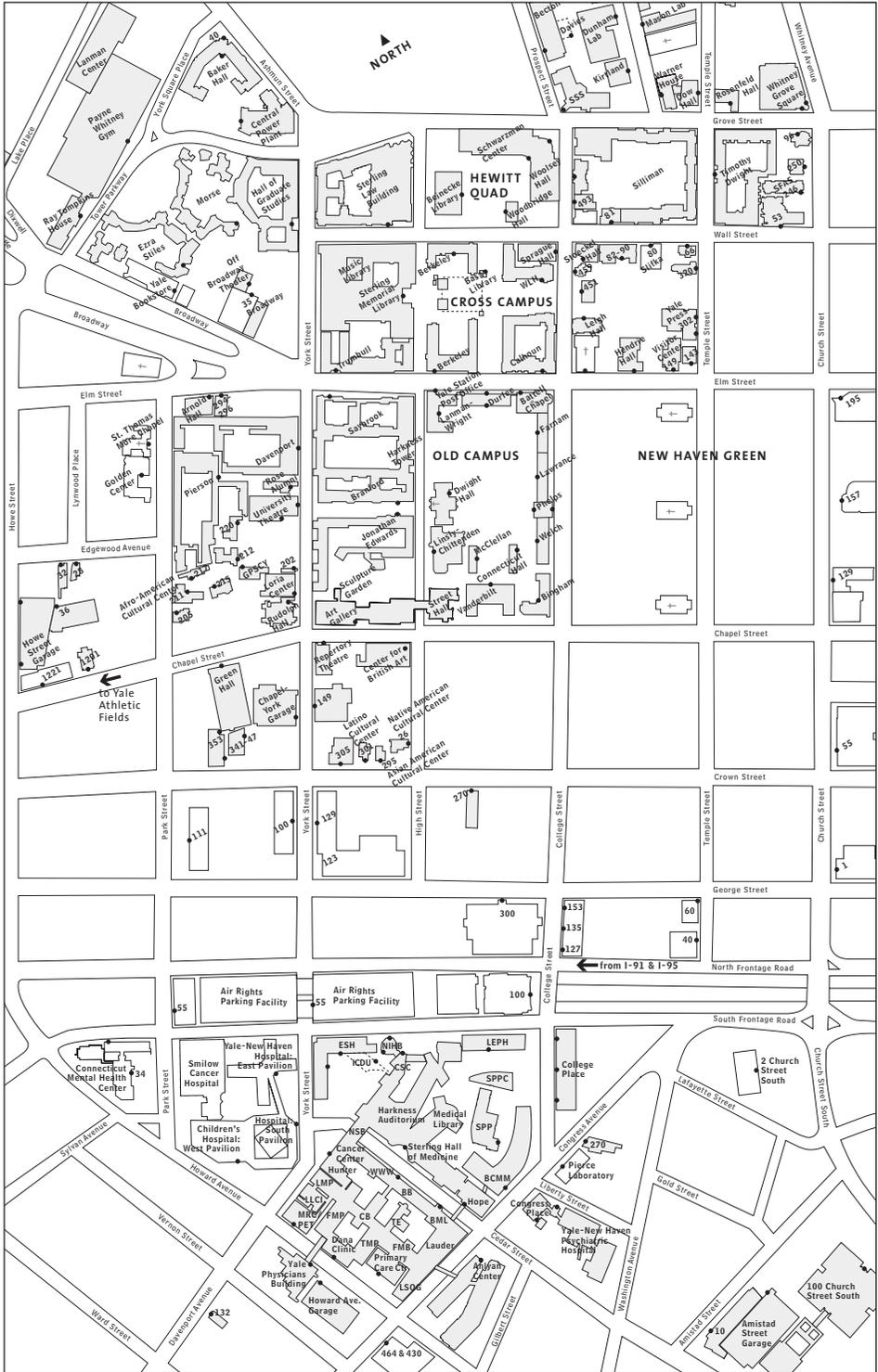
School of Drama Est. 1925. Courses for college graduates and certificate students. Master of Fine Arts (M.F.A.), Certificate in Drama, One-year Technical Internship (Certificate), Doctor of Fine Arts (D.F.A.).

For additional information, please visit <http://drama.yale.edu>, e-mail ysd.admissions@yale.edu, or call the Registrar/Admissions Office at 203.432.1507. Postal correspondence should be directed to Yale School of Drama, PO Box 208325, New Haven CT 06520-8325.

School of Management Est. 1976. Courses for college graduates. Master of Business Administration (M.B.A.), Master of Advanced Management (M.A.M.). Doctor of Philosophy (Ph.D.) awarded by the Graduate School of Arts and Sciences.

For additional information, please visit <http://som.yale.edu>. Postal correspondence should be directed to Yale School of Management, PO Box 208200, New Haven CT 06520-8200.

YALE UNIVERSITY CAMPUS SOUTH & YALE MEDICAL CENTER



The University is committed to basing judgments concerning the admission, education, and employment of individuals upon their qualifications and abilities and affirmatively seeks to attract to its faculty, staff, and student body qualified persons of diverse backgrounds. In accordance with this policy and as delineated by federal and Connecticut law, Yale does not discriminate in admissions, educational programs, or employment against any individual on account of that individual's sex, race, color, religion, age, disability, status as a protected 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, and protected veterans.

Inquiries concerning these policies may be referred to Valarie Stanley, Director of the Office for Equal Opportunity Programs, 221 Whitney Avenue, 3rd Floor, 203.432.0849. For additional information, see www.yale.edu/equalopportunity.

Title IX of the Education Amendments of 1972 protects people from sex discrimination in educational programs and activities at institutions that receive federal financial assistance. Questions regarding Title IX may be referred to the University's Title IX Coordinator, Stephanie Spangler, at 203.432.4446 or at titleix@yale.edu, or to the U.S. Department of Education, Office for Civil Rights, 8th Floor, 5 Post Office Square, Boston MA 02109-3921; tel. 617.289.0111, fax 617.289.0150, TDD 800.877.8339, or ocr.boston@ed.gov.

In accordance with federal and state law, the University maintains information on security policies and procedures and prepares an annual campus security and fire safety report containing three years' worth of campus crime statistics and security policy statements, fire safety information, and a description of where students, faculty, and staff should go to report crimes. The fire safety section of the annual report contains information on current fire safety practices and any fires that occurred within on-campus student housing facilities. Upon request to the Office of the Deputy Vice President for Human Resources and Administration, PO Box 208322, 2 Whitney Avenue, Suite 810, New Haven CT 06520-8322, 203.432.8049, the University will provide this information to any applicant for admission, or prospective students and employees may visit <http://publicsafety.yale.edu>.

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. The Equity in Athletics Disclosure Act (EADA) report is also available online at <http://ope.ed.gov/athletics>.

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