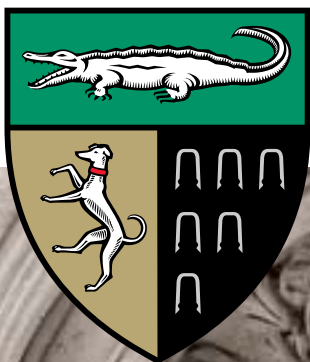


Yale Law School

2002–2003



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Series 98 Number 8 August 10, 2002

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Calendar

2002

fall

Sept. 3	Tues.	Registration and orientation for all new students. First-term small groups meet.
<i>Sept. 4</i>	<i>Wed.</i>	<i>Fall term begins, 8.30 A.M.</i> First day of classes and registration for returning students.
Oct. 18	Fri.	Fall recess begins, 6 p.m.
Oct. 28	Mon.	Fall recess ends; classes resume, 8.30 a.m.
Nov. 26	Tues.	Thanksgiving recess begins, 6 p.m.
Dec 2	Mon.	Classes resume, 8.30 a.m.
Dec. 20	Fri.	Classes end; vacation begins, 6 p.m.

2003

Jan. 7	Tues.	Vacation ends; examination period begins, 9 a.m.
<i>Jan. 22</i>	<i>Wed.</i>	<i>Fall term ends, 4.30 P.M.</i>

spring

<i>Jan. 27</i>	<i>Mon.</i>	<i>Spring term begins, 8.30 A.M.</i>
Mar. 14	Fri.	Spring recess begins, 6 p.m.
Mar. 24	Mon.	Spring recess ends; classes resume, 8.30 a.m.
May 9	Fri.	Classes end.
May 12	Mon.	Examination period begins, 9 a.m.
<i>May 23</i>	<i>Fri.</i>	<i>Spring term ends, 4.30 P.M.</i>
<i>May 26</i>	<i>Mon.</i>	<i>University Commencement</i>
June 4	Wed.	Degrees voted by faculty.

The President and Fellows of Yale University

President

Richard Charles Levin, b.a., b.litt., ph.d.

Fellows

His Excellency the Governor of Connecticut, *ex officio*.

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

George Leonard Baker, Jr., b.a., m.b.a., *Palo Alto, California*.

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Roland Whitney Betts, b.a., j.d., *New York, New York (June 2005)*.

Benjamin Solomon Carson, Sr., b.a., m.d., *Upperco, Maryland (June 2003)*.

Gerhard Casper, ll.m., ph.d., *Atberton, California*.

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Maya Ying Lin, b.a., m.arch., d.f.a., *New York, New York (June 2008)*.

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The Rt. Rev. Victoria Matthews, b.a., m.div., t.h.m., *Edmonton, Alberta, Canada*.

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Yale Law School

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Mike K. Thompson, m.b.a., j.d., *Associate Dean.*

faculty emeriti

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Guido Calabresi, ll.b., dr. jur., ll.d., d.phil., h.litt.d., d.polisci., *Sterling Professor Emeritus of Law and Professorial Lecturer in Law.*

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Stanton Wheeler, m.a., ph.d., *Ford Foundation Professor Emeritus of Law and the Social Sciences and Professorial Lecturer in Law.*

faculty

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† On leave of absence, fall term, 2002–2003.

‡ On leave of absence, spring term, 2003.



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Steven J. Gunn, a.b., j.d., *Visiting Associate Clinical Professor of Law and Supervising Attorney.*

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Quintin Johnstone, b.a., j.s.d., *Justus S. Hotchkiss Professor Emeritus of Law and Professorial Lecturer in Law.*

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‡Paul W. Kahn, j.d., ph.d., *Robert W. Winner Professor of Law and the Humanities.*

- Jay Katz, b.a., m.d., *Elizabeth K. Dollard Professor Emeritus of Law, Medicine, and Psychiatry and Harvey L. Karp Professorial Lecturer in Law and Psychoanalysis.*
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- Peter H. Schuck, m.a., j.d., ll.m., *Simeon E. Baldwin Professor of Law.*

* On leave of absence, 2002–2003.

† On leave of absence, fall term, 2002–2003.

‡ On leave of absence, spring term, 2003.

Vicki Schultz, b.a., j.d., *Professor of Law*.

Alan Schwartz, m.a., ll.b., *Sterling Professor of Law*.

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research scholars and fellows in law

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lecturers in law

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 Daniel Wade, m.s., j.d.
 Andrew R. Willard, b.a.

visiting lecturers in law

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clinical program

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- Francis X. Dineen, a.b., ll.b., *Clinical Professor (Adjunct) of Law and Supervising Attorney.*
- Daniel C. Esty, m.a., j.d., *Clinical Professor of Environmental Law and Policy, Law School; and Professor of Environmental Law and Policy, School of Forestry & Environmental Studies.*
- Steven J. Gunn, a.b., j.d., *Visiting Associate Clinical Professor of Law and Supervising Attorney.*
- †Carroll L. Lucht, m.s.w., j.d., *Clinical Professor of Law and Supervising Attorney.*

* On leave of absence, 2002–2003.

† On leave of absence, fall term, 2002–2003.

‡ On leave of absence, spring term, 2003.

Jean Koh Peters, a.b., j.d., *Clinical Professor of Law and Supervising Attorney.*
 Robert A. Solomon, b.a., j.d., *Clinical Professor of Law and Supervising Attorney.*
 Stephen Wizner, a.b., j.d., *William O. Douglas Clinical Professor of Law and Supervising Attorney.*

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David X. Sullivan, j.d., ll.m., *Tutor in Clinical Studies.*

James E. Swaine, b.a., j.d., *Tutor in Clinical Studies.*

Deena R. Hurwitz, b.a., j.d., *Robert M. Cover/Allard K. Lowenstein Fellow in International Human Rights.*

Carol M. Suzuki, a.b., j.d., *Robert M. Cover Clinical Teaching Fellow.*

Peggy Delinois, b.a., j.d., *Robert M. Cover Clinical Teaching Fellow and Selma M. Levine Community Development Fellow.*



tutors in law

Marcia Chambers, m.a., m.s.l.

Robert Hockett, m.a., ll.m.

assistants in instruction

Coker Fellows

Alexis Agathocleous, a.b.

Alexandra Alperovich, a.b.

Aditi Bagchi, a.b., m.sc.

Laurie Anne Barber, b.a.

Jorge L. Baron, b.a.

Jeanne Branstetter McHale, a.b.

Aaron-Andrew P. Bruhl, b.a., m.phil.

Elizabeth Walker Brundige, b.a.

Alice J. Clapman, a.b.

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Mary Der Ming Fan, b.a.

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 Janna Jennifer Hansen, a.b.
 Lee A. Harris, b.a.
 Stacey Nicole Kamy, b.a.
 Amy Nicole Kapczynski, a.b., m.phil., m.a.
 Jeffrey Manns, b.a.
 Diane Elizabeth Marks, a.b.
 Sanjukta Mitra Paul, b.a., m.a.
 Nina Avny Rabin, a.b.
 Zachary Carl Richter, b.a.
 Kimberly Helene Zelnick, b.a.

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 Cynthia J. Breault, *Assistant Director of Finance and Administration*.
 Daryl S. Brereton, b.s., *Computer User Support Specialist*.
 Theresa J. Bryant, b.s., j.d., *Executive Director and Director of Public Interest Counseling and Programs, Career Development Office*.
 Joseph F. Cafasso, Jr., b.s., *Manager of Web Services, Information Technology Services*.

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- Judith Calvert, m.a., ph.d., *Registrar.*
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- Marianne Dietz, *Assistant to the Dean.*
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- Georganne Rogers, *Executive Assistant to the Dean.*
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The Study of Law at Yale University

The primary educational purpose of Yale Law School is to train lawyers and leaders in the public and private sectors. Its main scholarly role is to encourage research in law. Throughout much of the Law School's history, its teachers, students, and deans have taken a broad view of the role of law and lawyers in society. The Law School has sought to train lawyers for public service and teaching as well as for private practice, to advance inquiry at the boundaries of the law as well as to inculcate knowledge at the core. The professional orientation is enriched by a setting hospitable to a wide variety of intellectual currents and designed to produce lawyers who are creative, sensitive, and open to new ideas.

Many Yale leaders have spoken, in the idiom of their day, of these multiple tasks. President-designate Ezra Stiles in 1777 looked to "the Expediency of establishing and endowing Professorships of Law in the American universities," with a view to the promotion of "a Community abounding with men well instructed in the Knowledge of their Rights and Liberties." In 1874 President Woolsey recalled the theme:

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.

Again, in 1920 Dean Thomas W. Swan posed the dual task:

A university law school has two functions. It aims by the case method of instruction to train its students so that they may become successful practitioners in their chosen profession. It aims also or at least it should aim, though too few schools have recognized this obligation, to aid in improving the law by scientific and analytical study of existing laws, by comparative study of the jurisprudence of other countries, by criticism of defects and suggestion for improvement in the administration of law and in methods of legislation, and by relating law to other institutions of human society. . . . It is the duty of a university law school to emphasize through research and publication by its faculty and through the character of its instruction, this broader base of legal education, as well as to give merely professional training.

history of the school

Instruction in law at Yale College was begun in 1801 with the appointment of Elizur Goodrich as professor of law. Goodrich lectured to undergraduates on

general aspects of municipal and international law. Yale soon developed a relationship with a proprietary law school, which had grown up to provide systematic instruction for the apprentices in attorneys' offices in New Haven. By 1824 the names of the students in that school were printed in the Yale catalogue. This date therefore is usually taken to mark the founding of Yale Law School, although the first LL.B. degree was not conferred until 1843. Judge David Daggett, who taught in the Law School, succeeded Goodrich as professor of law in Yale College, lecturing on law to seniors. With the aid of other Connecticut judges, public men, and practitioners, these two men carried on the School for more than twenty years.

While Yale Law School did have some distinguished professors and alumni in its early years, it was perhaps better known for a shortage of students, money, and facilities. Though the University allowed its name to be used, the School continued to be run as a proprietary institution; the faculty were responsible for financial losses and, on rare occasions, were able to distribute dividends among themselves.

After the Civil War, the Law School was rejuvenated by three young New Haven lawyers: Simeon E. Baldwin, Johnston T. Platt, and William C. Robinson. Professor Robinson was acting dean until Francis Wayland became the first dean of the School in 1873. President Woolsey later reported on this stage of the School's history, drawing on Professor Robinson's account.

To any but three sanguine youths, with an ardent love for their profession, the prospect would have been discouraging. The school was unendowed. It had almost no students. Its only lecture room was over a saloon. It had a small library of valuable but antiquated books. It had only the name of Yale to conjure by. They advertised the School, remodelled the curriculum, engaged eminent lecturers, rigidly maintained a high standard of scholarship, and in three years they had gathered together fifty students. "We were astonished" [Robinson said] "at our own success; and saw then what others have seen, that if you plant but a dry chip from one of Eli's ancient elms, and water and nurse it well, it will grow into a vigorous and fruitful tree."

During the period 1869 to 1895, the modern law library was organized, the first effort to raise an endowment made, and the first law school building constructed. It was also during this period that *The Yale Law Journal* was begun. Led by Baldwin, the faculty of the Law School played a significant part in founding the American Bar Association and what was ultimately to become the Association of American Law Schools. Intellectually, Yale Law School was noted for its efforts to pioneer graduate programs in law, the degree of Master of Laws being offered for the first time in 1876. The Law School also experimented, largely unsuccessfully, with the B.C.L. degree, designed "for those not intending to enter any active business or professional career, but who wish to acquire an enlarged



acquaintance with our political and legal systems, and the rules by which they are governed.”

In 1890, Yale Law School had roughly 100 students, while Harvard and Columbia had 265 and 456 respectively. Perhaps what distinguished Yale most from the leading schools was that, with the exception of the dean, there were no full-time faculty. Teaching was done part time by local practitioners.

Early in the twentieth century the organization of the Law School was put on a new and firmer footing. By 1902, the LL.B. curriculum had been extended, with few exceptions, from two years to three; in 1911, Yale followed the leading schools by requiring a B.A. of all incoming students (except those from Yale College). In 1904 the Yale Corporation at last undertook financial responsibility for the Law School, thereby relieving faculty members of liability for losses. Perhaps most important of all was the decision, finally made clear in 1903, to appoint mainly full-time instructors. And it was particularly fortunate that Arthur L. Corbin was among the first of these. Under Corbin’s influence, the Law School slowly moved away from the “Yale Method of Instruction” — consisting of lectures and recitations — toward the case method, which had been developed by Christopher Columbus Langdell at Harvard and was formally adopted by the Yale faculty in 1912.

By the time Thomas Swan was appointed dean in 1916, Yale Law School was positioned to emerge as an important intellectual center for legal studies, with a distinctive viewpoint and curricular policy. The presence on the faculty of William Howard Taft, who had been president of the United States and was to become chief justice, added a note of political distinction to the scholarly achievements of such men as Wesley N. Hohfeld, Walter Wheeler Cook, Ernest G. Lorenzen, and (briefly) Karl Llewellyn.

The next step in the development of the modern Yale Law School came during the deanships of Robert Hutchins (1927–29) and Charles Clark (1929–39). The faculty and corporation decided that Yale should remain a small school, with a small faculty-student ratio, and should have a carefully selected student body. Thus in the late twenties, Yale, instead of admitting large numbers of students and then failing many, began to apply strict tests for selection. Later, Yale made a decision to admit only 100 students a year. The School was also put on a sounder financial basis.

Under Dean Hutchins and Dean Clark, the School attracted a vigorous and dynamic faculty, including William O. Douglas, Underhill Moore, Thurman Arnold, Edwin Borchard, Walton Hamilton, Wesley Sturges, and Edward Robinson. Yale became a center of the Legal Realist movement, which reshaped the way all American law schools understood the nature and dynamics of the common law, constitutional law, and statutory interpretation. Links to social sciences were forged and faculty members were drawn into public service by the New Deal administration.

The post-Realist period at Yale has been marked by efforts to develop better approaches to the theoretical and practical study of law. In particular, progress has been made in integrating law with the humanities and the social sciences in a sophisticated and systematic fashion. Economists, historians, philosophers, political scientists, psychologists, psychoanalysts, and sociologists have been members of the faculty since the early thirties, and have contributed to the development of a mature understanding of law. Today, at Yale, many legal scholars are professionally trained in one of these sister disciplines.

The School has remained relatively small and highly selective. Each fall it now chooses a class of approximately 180 students from more than 3,500 applicants. Since 1955, it has pioneered the small-group approach. Some first-term courses have been taught as seminars since 1956, and in subsequent years a broad array of optional seminars and independent research has been available.

Yale Law School is on the approved list of the American Bar Association and is a charter member of the Association of American Law Schools.

educational currents

When the case method was introduced in American law schools in the latter part of the nineteenth century, its advocates hoped to base the study of law upon



actual cases rather than abstract concepts. By close analysis of a series of appellate decisions, usually arranged in chronological order, the student would be encouraged to search for a “truer” rule of law than could be found in treatises. Law professors emphasized concreteness and particularity, rather than general rules of law, unlike the approach of the older textbooks. The case method was regarded as a better way to teach legal rules, as well as a way to learn how the rules had been derived. The “case” also lent itself well to a philosophy that viewed law and the judicial decision as a slice of a broader societal experience.

In some areas, however, using the appellate opinion as the exclusive source of “case” material was too limited for learning about legal rules, much less about the legal system. This narrowness of focus was attacked by the two schools of thought loosely called Sociological Jurisprudence and Legal Realism. Sociological Jurisprudence has attempted to locate law and legal institutions in the context of the entire social process, paying attention not only to courts but also to legislatures, administrators, and the consumers of law — the people. Complementing this macroscopic view, Legal Realism has sought to achieve a “micro” perspective: Why do the participants in the process behave as they do? What effect does doctrine have upon them and they upon doctrine? What assumptions of behavior underlie legal rules, and what are the consequences of adopting one rule rather than another? The work of Sociological and Realist Jurisprudence in

the 1920s and 1930s deeply affected the attitudes of many teachers and lawyers; it made them skeptical of old faiths and determined to find new ones better anchored in the facts and aspirations of the society.

Since World War II, casebooks — many of them developed at Yale — have been made up of “cases and materials,” where once there were only appellate opinions. There have been efforts to blend sociological and realist views, to incorporate “policy science,” or to portray law in terms of context and process.

Many courses make use of the findings, concepts, and suggestions of the social sciences. The recent past has seen efforts to expand the forms of training and areas of experience. The clinical program, for example, offers the opportunity to work with facts and to reflect on their central role in the work of lawyers and their impact on the development of law. Yet the appellate cases are still the main raw material of legal education. By the end of most courses students are encouraged to patch together a fabric of law, torn and riddled as it may be, by tracing the experience reflected in appellate cases and other materials.

The case method is practiced here in a variety of ways — some closer to the original Langdell model, some using it as a way of pressing toward the development of theory, some drawing the student into a Socratic exchange. Students practice moving quickly in and out of complex fact situations, grasping what is known and what is not. They become especially skilled in showing the limits and inadequacies of what is proffered by others.

The first-term curriculum for candidates matriculating for the degree of J.D. is prescribed. It attempts to introduce the core of Anglo-American legal reasoning and legal culture through four courses: Constitutional Law, Contracts, Procedure, and Torts. One of these courses is taught in a seminar, normally of not more than seventeen students, in which students are also instructed in legal research and writing. For the remaining five terms, students are free to select their own curriculum, the only other requirements being the course in Criminal Law and Administration, a course in professional responsibility (see page 90), and the writing requirements (see page 91).

A student will normally take between 12 and 16 credits each term. Courses in graduate departments and professional schools throughout the University are available to law students. In addition, credit is given for many forensic activities. Some students concentrate on the more traditional fare of large courses in major areas of the law, such as business law, constitutional law, property, and taxation. Others for the most part take seminars and independent work with faculty members or participate intensively in the Law School's varied clinical programs. Most combine these approaches. Extracurricular interests differ widely. Some students spend a great deal of time on work outside their courses; others devote most of their energy to the courses.

As the acceptable forms of legal study grow steadily more diverse, students can pursue special interests. The faculty encourage catholicity and support individual reading courses and research for those with particular interests or research

designs. Students who seem to enjoy most and benefit most from the Law School view it as a hospitable environment within which to take the initiative in pursuing course, research, and extracurricular interests. Increasingly, students publish one or more academic pieces during their law school career at Yale — often as notes or comments in the Law School's own journals, but sometimes as articles in non-Yale law reviews.

The Law School is a distinct community within the University. The level of talent and ambition produces a degree of intellectual probing and assertion that may disquiet some students but that others will find agreeably provocative. The atmosphere is conducive to the development of those analytical and verbal skills that are widely held to be essential to a well-educated lawyer.

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.

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Course Offerings

fall term

First-Term Courses

Constitutional Law I (10002). 4 units. A. Amar (Section A), K. Yoshino (Section B), P. Gewirtz (Group 1), P. W. Kahn (Group 2), D. C. Malamud (Group 3), J. Rubinfeld (Group 4), R. Siegel (Group 5).

Contracts 1 (11001). 4 units. S. L. Carter (Section A), A. L. Chua (Section B), A. Schwartz (Section C), I. Ayres (Group 1), S. L. Carter (Group 2), R. W. Gordon (Group 3), D. Markovits (Group 4), J. G. Simon (Group 5).

Procedure I (12001). 4 units. O. Hathaway (Section A), H. H. Koh (Section B), D. S. Days (Group 1), J. Resnik (Group 2).

Torts 1 (13001). 4 units. G. Calabresi (Section A), R. C. Ellickson (Section B), P. H. Schuck (Section C).

Advanced Courses

*Courses marked with an asterisk satisfy the Professional Responsibility requirement described on page 90.

Administrative Law (20277). 3 units. This course will survey the legal and practical foundations of the modern administrative state. Topics will include a brief history of the administrative state; competing theories of regulation and of the proper scope and limits of administrative discretion; the place of agencies in the constitutional scheme of separated powers; creation of administrative agencies and the delegation doctrine; judicial and executive review, and legislative oversight, of the procedures and substance of administrative action; the organization of the executive branch; and proposals for reform of the administrative process. Take-home examination. R. W. Gordon.

Advanced Income Tax (20278). 2 units. The course will focus on unsolved structural problems in the federal income tax. Among the topics to be examined: tax shelters and the limitations of the form and substance doctrine, financial derivatives and issues relating to the realization of gain and loss, timing, accounting and imputed interest problems, and inflation effects. Prerequisite: the basic income tax course. Examination. M. A. Chirelstein.

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

[The] Adversary System of Civil and Criminal Justice (2o274). 3 units.

Unlike the European and European-derived legal systems that prevail elsewhere in the world, in which judges are responsible for investigating the facts of a lawsuit and for identifying the relevant principles of law, the Anglo-American systems leave that work largely to the lawyers for the parties. Thus, we privatize functions that other systems regard as public goods. Has our system wisely avoided a lethargic, bureaucratic, and authoritarian morass (as Continental justice is commonly depicted), or have we sacrificed the interests of justice by remitting the conduct of our adjudicative processes to mercenary adversaries whose only incentive is to win, even when winning requires concealing and distorting the truth? This seminar will inquire about the strengths and weaknesses of adversary justice. All assigned reading will be in English, but students competent in a foreign language will be encouraged to explore comparative sources in those languages. Several short and one longer paper will be required. J. H. Langbein.

AIDS Law Research Seminar (2o292). 3 units. This seminar will explore the intersection of law and HIV/AIDS. Paper required. H. L. Dalton.

Alternative Dispute Resolution (2o314). 2 or 3 units. This course will explore the theory and practice of dispute resolution outside of and as supplement to adjudication in the courts. We will cover negotiated settlements, mediation, and arbitration, as well as some newer applications. The course will examine the strengths and weaknesses of these and other methods of dispute resolution from private and public perspectives, with an emphasis on the legal and policy questions that alternative dispute resolution poses. Students will study ADR as future consumers and policy makers, rather than providers of the services. In other words, the central goal of the course is to enhance students' *ability to counsel and represent clients* in these fora, not necessarily to act as neutrals. The ADR course will coordinate with the Quinnipiac-Yale Dispute Resolution Workshop. Three or four guest lecturers will present papers over the course of the semester. Students will read each speaker's paper and submit a page or two of questions/comments the day before the lecture. Examination or paper option. J. G. Brown.

American Public Welfare Law (2o318). 3 units. This course will survey the fast-changing area of public welfare law. Topics to be explored include the major legal and policy problems that arise in the design of public benefit programs serving low-income families, particularly cash assistance, food stamps, and Medicaid. Among the issues addressed will be attempts to equate material poverty with immorality, designing and administering means tests, approaches to rationing scarce budgetary resources, varying conceptions of "entitlement," work requirements, interactions with family and immigration law, civil rights issues, and problems of federalism and the separation of powers that help shape means-tested programs. Each student will write and present one short paper analyzing a problem raised by one week's readings and also will prepare a longer paper due at the end of the term. D. A. Super.

Anglo-American Legal History: Directed Research (20009). 2 or 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 will normally go through several drafts. Prerequisite: History of the Common Law or evidence of comparable background in legal history. Permission of instructor required. J. H. Langbein.

Antidiscrimination Law (20289). 3 units. This course will examine law prohibiting discrimination on the basis of race, sex, and sexual orientation since the 1960s. The course begins with selected topics in equal protection law, including Congress's power to enact civil rights laws under Section Five of the Fourteenth Amendment. Then the focus will be on federal employment discrimination law, with occasional consideration of related bodies of civil rights legislation. An attempt will be made to identify the basic assumptions of antidiscrimination law in order to reason critically within legal doctrine, and about legal doctrine, in this field. In particular, the course will draw on sociological conceptions of status to explore concerns addressed by antidiscrimination law, examining the equality claims of different groups, in a variety of contexts, including education, the military, the criminal justice system, and the workplace, as well as in matters concerning the regulation of reproduction, sexuality, and family. Examination. R. Siegel.

Antitrust: Individual Research (20007). 2 to 4 units. Research and writing on current problems in antitrust. Topics to be arranged with the instructor. Prerequisite: the basic antitrust course or its equivalent. Enrollment limited. A. K. Klevorick.

Banking and Financial Institutions (20315). 2 units. This course will provide students with an understanding of the structure of the U.S. financial services industry and the regulatory framework that governs it, with emphasis on the purposes of regulation and evolving regulatory concepts. The course will cover the regulation of different types of financial institutions including banks, bank holding companies, financial holding companies, securities broker-dealers, mutual funds, and insurance companies. A central theme of the course will be the convergence of these institutions into a unified financial services industry and the implications of this trend for the fragmented regulatory system that governs it. The course will focus primarily on the regulation of banks and their affiliates, with the regulation of securities firms and insurance companies covered to give students a view of the regulatory issues that arise when the business of banking intersects with the securities and insurance businesses. Examination. M. L. Fein.

Business Organizations (20275). 4 units. A general introduction to the role and structure of organizational law. Although broadly held business corporations will be the principal focus of the course, attention will also be paid to other modes of organizing both commercial and noncommercial enterprise. Examination. H. Hansmann.

Capital Punishment: Race, Poverty, and Disadvantage (2o25o). 4 units, credit/fail option. This course will examine the process of imposing the death penalty, with emphasis on legal representation for people who cannot afford lawyers, and racial discrimination. It will address the influence of race, poverty, politics, and the passions of the moment in decision making in capital cases; prosecutorial discretion; judicial independence; the participation of people of color as jurors, judges, prosecutors, and attorneys in the criminal justice system; mental health issues; and the appropriateness of the death penalty for people who are mentally retarded, mentally ill, or children. Paper required. Enrollment limited. S. B. Bright.

Capital Punishment: Seminar in Advocacy (2o251). 4 units (2 fall, 2 spring), credit/fail. This course is limited to students taking (or who have taken in the past) Capital Punishment: Race, Poverty, and Disadvantage. Working in teams, students will work on capital cases in Connecticut with members of the Capital Trial Unit of the Connecticut Public Defender Office doing such things as researching and analyzing issues, participating in investigations, and observing court proceedings. Students must complete a substantial writing assignment, such as a portion of a motion, brief, or memorandum of law. Enrollment limited. S. B. Bright.

***Cinematic Images of the Legal Profession (2o293).** 3 units, credit/fail. Of late, we in the “law biz” see ourselves reflected at every turn, especially on television and at the movies. We ignore these popular cultural visions at our peril, for they not only reflect an accepted view of who we are and what we do; they also shape how we view ourselves and alter the terms and conditions of our daily lives. The principal texts for this course will be videotapes of films and television shows that treat law, lawyers, and/or the practice of law as a central theme. Each week, we will first view, then discuss (on a separate day) one or more such representations. Course requirements will include faithful attendance and either of the following: two fifteen-page papers; a screenplay; or a film on a short subject. Special arrangements must be made for students wishing to satisfy the Substantial Paper requirement. H. L. Dalton.

Community Legal Education Radio Show (2o129). 1 unit, credit/fail. The Community Legal Education Radio Show (“Law Talk”) is a weekly radio program discussing legal issues important to the New Haven community, broadcast on 94.3 WYBC-FM, a Yale-affiliated and highly rated commercial station in New Haven, every Sunday at 7 p.m. The show is typical talk-show format, with two law student hosts asking questions of and taking calls for several expert guests who are generally practicing attorneys, professors, or local or state officials. Members of “Law Talk” meet at least weekly to discuss potential topics and guests. Producers for a particular show will contact, book and confirm guests, discuss the topics with them, read through some literature on the subjects, prepare ques-

tions for use by the show's hosts, and review them with the guests. Hosts participate in this process, but spend several hours before each show with the producers, getting "up to speed" on the topic and guests. Finally, in addition to their duties as producers, the executive producers schedule meetings and deal with publicity, as well as with WYBC and the Law School administration. To receive 1 credit, participants should spend an average of five hours a week on the show. Because only a limited number of participants can be involved in any particular show, the requirement is seventy hours for the term. R. A. Solomon.

Community Legal Services (20022). 3 units, credit/fail. Students in this clinical seminar will provide a broad range of legal assistance to greater New Haven's low-income and HIV-positive populations, through outreach to area shelters, soup kitchens, and health clinics. Because client problems cover the entire spectrum of issues facing the urban poor, ranging from government benefits to discrimination, the substantive law involved in particular cases or special projects will vary. Casework and class sessions will focus on lawyering skills and on the ethical issues involved in becoming a lawyer. Weekly class sessions and supervision sessions, plus ten to twelve hours per week of casework. Enrollment limited. R. A. Solomon and S. Wizner.

Comparative Law (20218). 3 units. This course will explore those aspects of foreign legal systems that enable the student, by reverse projection, to understand the distinguishing features of his or her own legal culture. The point of entry will be the exploration of issues that lead lawyers to juxtapose the civil and common law traditions or that prompt lawyers to erect other classificatory schemes to organize legal cultures around the world. Following this introductory survey, the course will focus on the contrast between the American legal system and systems of continental Europe. After an inquiry into access to courts and comparative costs of litigation, the course will analyze procedural peculiarities of nonadversarial proceedings against the background of a civil lawsuit. It will then examine the historical foundations of continental legal culture, including Roman Law and the rise and the decline of codification in Western Europe. The course will end with demonstrations of comparative legal analysis on a few substantive legal problems. Examination. M. R. Damaška.

Comparative Perspectives on Assimilation and Discrimination (20272). 3 units. This seminar will investigate the relationship among assimilation, discrimination, and other related concepts such as acculturation and accommodation. The seminar's approach will be comparative in two senses. First, the course will seek to trace commonalities and differences among the forms of assimilation demanded of various groups, including those based on religion, race, sex/gender, and orientation. Second, the course will examine how different cultures deal with the concept of assimilation along these axes. Case studies will include the treatment of "racial" minorities in Japan and the treatment of transgendered

individuals in Native American culture. The seminar will strive to give the bright and dark sides of assimilation their due, and to challenge students to envision an anti-discrimination jurisprudence that takes both into account. Examination with paper option. Enrollment limited. K. Yoshino.

Complex Civil Litigation (2o286). 4 units. A casebook course in jurisdiction, joinder, discovery, complex litigation, and related topics. Emphasis on the management and reform of discovery and on complex mass tort litigation. Examination. E. D. Elliott and A. Kanner.

Complex Federal Litigation (2o298). 2 units. Limited opportunities exist for self-motivated and independent students to work on three federal cases. Two of the cases are federal civil rights cases brought under 42 USC 1983. They are brought on behalf of disabled individuals who were, at the time of the events alleged in the complaint, pretrial detainees. Each of these cases raises claims under the Americans with Disabilities Act, the Rehabilitation Act, and the federal Constitution. Complicated issues of federal jurisdiction and statutory interpretation have provoked motions to dismiss, and discovery is ongoing. The third case is a federal habeas brought to challenge a decision of the Immigration Court ordering removal (formerly deportation) of a Jamaican citizen who is a legal permanent resident. Work on the federal habeas during the fall will include crafting an argument that the client was prejudiced by his attorney's acts and omissions. It will also involve a state habeas to vacate the guilty plea to criminal charges on the ground that the client was not advised (by his attorney or by the court) that his plea would result in removal. It will also involve investigation of the facts underlying the plea and reassessment of the defenses to the original charge that might have been available. B. Dignam.

Contemporary Legal Issues in Africa (2o12o). 1 unit. This reading group will meet once a week at lunchtime to discuss current events in Africa, with special emphasis on events that raise issues of international law. Each student will be given responsibility for a particular region of Africa and will report weekly on the important events in that region. One unit of credit is available for participants. Students who wish to do more extensive research into the legal issues in their particular region can make special arrangements for additional study, including the awarding of Supervised Analytic Writing credit. No previous background is assumed, only a general interest in increasing awareness of what is currently going on in Africa. L. Brilmayer and D. Wade.

Controlling Corporate Conduct (2o281). 3 units. The theory is that corporate activity is regulated by the rule of law. This course will examine the validity of that proposition in the context of judicial decisions and statutory and regulatory doctrines. Appellate judicial opinions make law by reaching a result compelled by policy and/or precedent; but the results of the former are almost always unclear, and precedent is usually distinguishable. The challenge, therefore, is to analyze the opinions closely, accurately, and against the reality of the business

transactions being challenged. The course begins with two sessions analyzing and discussing judicial opinions in corporate and securities law. The ensuing bulk of the course consists of three written exercises involving judicial opinions in these areas, each of which requires sharing a memorandum with all members of the seminar and, after discussion of the memoranda, producing a paper, which will be graded. A knowledge of business terminology, as well as corporate and securities law, is assumed. Enrollment limited. J. G. Deutsch and W. C. Baskin, Jr.

Convicting the Innocent (20044). 2 or 3 units. This seminar will explore the causes of and remedies for miscarriages of justice in which persons other than the perpetrators of criminal offenses are found guilty. We will examine the processes of memory and suggestion, cognition, belief formation and resistance to change, lying and lie detection, the motivations and opportunities for fabricating evidence, imposter and unqualified experts, incompetent lawyers, poverty, and their relationships to legal rules and practices. Among the specific contexts in which the examinations will occur are allegations of child sexual abuse, stranger rapes, robberies, and murders. Some attention will be paid to the special problem of capital punishment. Students may be required to present brief analysis of one or two of these problems during the term. Final examination or paper option. Papers may qualify for Supervised Analytic Writing or Substantial Paper credit. Enrollment limited. S. B. Duke.

Corporate Taxation (20212). 3 units. This course will examine the federal income taxation of businesses operating in corporate form. It will review the tax consequences of forming a corporation, distributions to shareholders, stock redemptions, liquidations, reorganizations, and other corporate transactions. The course will review the basic policy decisions that produced the current system as well as proposals to reform the corporate tax regime. Examination. M. A. Chirelstein.

[The] Criminal Jury (20211). 3 units. This seminar will consider in depth the nature and function of the criminal jury and recent efforts at reform. Among the topics to be considered are: the jury's history; its constitutional basis; its selection, composition, and deliberations; the jury's inscrutability; and the pressures imposed on the institution by complex and/or highly publicized trials. Examination or paper option. Enrollment limited to fifteen. A. S. Goldstein.

Criminal Law and Administration (20061). 4 units. This course will relate the general doctrines of criminal liability to the moral and social problems of crime. The definitions of crimes against the person and against property (as they are at present and as they might be) are considered in the light of the purposes of punishment and of the role of the criminal justice system, including police and correctional agencies, in influencing behavior and protecting the community. Examination. D. M. Kahan.

Criminal Law and Political Structure Seminar (2o3o6). 2 units. This seminar will explore the connections between political structure, citizenship, and the criminal law. Students will read and study famous criminal trials, from the Scottsboro cases to the trial of Adolf Eichmann, in an effort to determine whether political theory (and, in particular, theory of political structure) can help us ask new, and more illuminating, questions about the criminal law. A major criminal case of note or controversy will be discussed each week, in terms provided by political theorists (as diverse as Aristotle, Martin Luther King, Jr., and Hannah Arendt). The topics of the trials covered include those of contemporary interest, such as battered woman's self-defense, honor defenses, insanity claims, and racial prejudice in the application of the criminal law. Prerequisite: an introductory course in criminal law. Paper required. V. F. Nourse.

Criminal Procedure I (2o27o). 3 units. This course will cover the law regulating interrogation of suspects, witnesses, and defendants; bail; preliminary hearings; grand jury proceedings; the right to effective assistance of counsel; the right to trial by jury; discovery; guilty pleas; various trial procedures; and double jeopardy. Little attention is paid to the Fourth Amendment. Students will be required to prepare written analyses of two or three problems during the term. Examination. S. B. Duke.

Criminal Responsibility Seminar (2o28o). 3 units. This course will meet twice a week for the first six weeks of the fall term, during which time six topics in the theory of responsibility will be discussed. Tentatively, but in no particular order, these topics are: the conditions of responsible agency; justifications and excuses; the relevance of what happens to what one does; punishment; repair; and responsibility and authorship of one's life. The format will be as follows: Relevant background materials and a particular featured paper will be discussed at the first weekly meeting. At the second weekly meeting, the author of the featured paper will be engaged in a sustained discussion. The author will be either one of the instructors or an invited guest. There will be background reading that students will be expected to have read prior to the first session. The course will reconvene in the spring, during which time each student will meet with the instructors for a one-hour (or so) discussion of his or her term paper. The term paper is the method of assessment. Substantial Paper credit available. Paper required. Enrollment limited to fifteen. J. L. Coleman and J. Gardner.

Designing Public Institutions: Individual Accounts Are the Answer: What's the Question? (2oo49). 2 units. Ideally institutional design begins with a problem and seeks a solution — some set of legal norms, decision processes, and fiscal commitments — that promises to be both effective and consistent with broader public values. Means are harnessed to ends. Yet, means can sometimes take on a life of their own, becoming the “chicken soup” of public policy debates. “Individual accounts” have recently taken on that character, offering solutions to problems ranging from saving Social Security pensions to funding broadened



opportunities for public education to the realization of radical redistributions of family and individual wealth. This seminar will explore the individual account idea both as a political phenomenon and as a technical policy solution in a variety of policy contexts. Papers are required *and must be completed by the last day of the fall-term examination period*. Substantial Paper credit is available but not Supervised Analytic Writing credit. Enrollment limited to twelve. M. J. Graetz and J. L. Mashaw.

Development of the Western Legal Tradition (2o285). 3 units. This course will examine the rise and spread of the Western legal tradition, especially in the cultural centers of continental Europe. Topics discussed will include the development of the learned legal traditions of Roman and Canon law; the separation of law from religion in the Western world; relations between city and countryside; and the structures and eventual breakdown of social hierarchy. The course will also give some attention to the spread of Western legal forms and practices into Latin America and Asia. Examination or paper option. J. Q. Whitman.

Directed Research on Property, Natural Resources, Environmental Law (2o287). 2 or 3 units. Individual research leading to papers in the areas of property, natural resources, and environmental law. Supervised Analytic Writing or Substantial Paper credit on selected basis. Permission of the instructor required. C. M. Rose.

Education Law (2o311). 3 units. This course will examine the “right” to equal educational opportunity and will consider the various legal efforts, at the state and federal level, to improve the educational opportunities available to elementary and secondary students. The course will concentrate primarily on school desegregation, school finance litigation, and school choice, but will also consider, as time permits, the federal government’s role in expanding the educational opportunities of low-income and disabled students. In addition to examining the relevant cases and legislative responses, we will also study selected readings by historians, education policy experts, economists, and legal scholars, including critical race theorists. Issues to be addressed include the educational ramifications of desegregation and school finance litigation; the institutional capability of courts, either state or federal, to achieve change in these areas; the influence of race on school finance reform; and market-based alternatives to improving the equity and adequacy of the public education system. Examination. J. E. Ryan.

Environmental Protection Clinic (2o316). 3 units, credit/fail. A clinical seminar in which students will be engaged with actual environmental law or policy problems on behalf of client organizations (environmental groups, government agencies, international bodies, etc.). The class will meet weekly, and students will work eight to ten hours per week in interdisciplinary groups (with students from the School of Forestry & Environmental Studies and other departments or schools at Yale) on projects with a specific legal or policy product (e.g., draft legislation or regulations, hearing testimony, analytic studies, policy proposals) to be produced by the end of the term. Students may propose projects and client organizations, subject to approval by the instructor. Enrollment limited. D. S. Bryk.

***Ethics in the Practice of Law (2o239).** 3 units. This course will focus on one facet of professional ethics—the representation of clients, with particular emphasis upon the relationship between zealous advocacy and the public interest. Every kind of practice generates serious tensions among attorneys’ obligations to their clients, their own moral and social commitments, obligations to third parties (including adversaries), and responsibilities as officers of the court and citizens of the larger community. A second and related concern of the course will be to examine the practice of law in the public interest, whether as lawyers in firms through pro bono activities or as attorneys in public interest organizations. Our effort will be to understand the continuities and distinctions among

various kinds of practices in coming to grips with the tensions described above. Students who plan to practice in law firms will be encouraged and assisted in developing pro bono projects to take with them to their firms. Students who are seeking jobs in public interest organizations will be expected to assist in cases or projects developed by public interest organizations. A final paper is required and can be co-authored. Enrollment limited to twenty-four. D. E. Curtis and S. Wizner.

[The] European Judicial Federalism (2o321). 3 units. The political organization of European countries, although still taking shape, is well on the way to becoming truly integrated, mainly due to the role of the European courts, whose influence is increasingly visible in national legislation and case law. This course will show how, thanks to the European courts, the primacy of European law over domestic law has now become a reality, and why it's justified to speak of a "European judicial federalism." Presently, European countries are part of two different organizations — the Council of Europe and the European Union — whose common inspiration was to keep peace in Europe. Both organizations are still very different in their makeup and structures, but both systems have in common that courts ensure the respect of European treaties and legislation which prevail in all cases over domestic law. This course will examine the theory, reality, and mechanics of this European court system based on readings, case studies, and discussions. It will cover: European integration in the framework of the Council of Europe and the European Union; the role and functioning of the European Court of Human Rights in Strasbourg (Council of Europe) and the European Court of Justice in Luxembourg (European Union); the relation between national courts — supreme courts in particular — and European courts and how European court decisions are applied by judges in different countries; case law studies regarding equality between men and women; case law studies regarding freedom of expression; and procedural protections. Special emphasis will be put on the influence of European law on Constitutional domestic law. This course will meet from the beginning of September through the middle of October. N. Lenoir.

European Union Law (2o282). 3 units. This course will address a set of generic questions about how new legal systems emerge and evolve, focusing substantively on the EU. Among other topics, the course examines: the "new constitutionalism" in Europe; the sources and consequences of the "constitutionalization" of the Treaty of Rome; the relationship between national and the EU legal orders; litigating and adjudicating EU law in national courts; the development of precedent; and the impact of the legal system on other processes associated with European integration, such as trade, market regulation, and policy making at both the national and supranational levels. Take-home examination and several short discussion papers. A. Stone Sweet.

Family Law (2o3o7). 3 units. This course will examine federal and state laws concerning familial relationships and their justification. We will focus primarily on legal familial relations between adults including restrictions on who may marry, alternatives to marriage, spousal privileges, and the dissolution of marriage. Although guest speakers will be invited to address the practical aspects of family law, significant emphasis will be placed on the theoretical and historical underpinnings of current doctrine. Examination. S. Shapiro.

Federal Income Taxation (2o222). 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. Examination. M. J. Graetz.

Federal Indian Law (2oo38). 3 units. This course will examine a number of central issues of contemporary law affecting American Indians. It will explore the foundational principles and doctrines governing the legal and political relationships among the United States, Indian tribes, and the several states. Emphasis will be given to modern jurisdictional conflicts among the three sovereigns, particularly their competition over the authority to regulate conduct, punish crimes, and tax activities by Indians and non-Indians on Indian reservations and lands. Other topics will include: tribal sovereignty, self-government, and self-determination; the preservation of Indian cultures and religions, including the right of Indians to practice their traditional religions at off-reservation sacred sites; and issues of economic development in Indian country, including the right of Indians to hunt and fish, to own and use natural resources — land, water, and minerals — and to operate gaming enterprises. No prerequisites. Examination or paper option. Enrollment limited. S. J. Gunn.

Feminist Theory Seminar (2o3o3). 2 units. This seminar will critically examine the major intellectual/political traditions in Second Wave American feminist theory. Radical feminism focuses on sexuality as the crucible of gender inequality, for example, while cultural feminism points to 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 post-structuralists question the existence of the stable identity categories upon which some other approaches depend. Toward the end of the term, the class will examine one major debate within feminist legal theory to consider how the feminist intellectual traditions that have been studied have influenced — and might still influence — the debate and the relevant law. Students interested in enrolling in this seminar should submit to the registrar a

short statement describing their interest and any relevant study or background in the subject; whether he or she is a second- or third-year law student, or where the student is in his or her course of study if a non-law graduate student. Short discussion papers required. Enrollment limited to twelve. V. Schultz.

Free Speech and Social Structure (2o273). 4 units. An advanced constitutional law course on free speech and press, largely focusing on the relation between economic power and political power and the role of law in mediating the relation between the two. The emphasis will be on cases dealing with the media, political expenditures by corporations, the free speech rights of public employees, attempts to create a public forum out of private property, the protection of so-called intermediate groups such as unions, and the special problems of censorship arising from the denial of subsidies from government agencies such as the National Endowment for the Arts. Over the past twenty years, the Supreme Court has produced a large number of decisions on these issues, and the question presented, in stark, dramatic terms, is whether those decisions have confused property with free speech. Examination with paper option. O. M. Fiss.

Health Law and Policy (2o3o4). 3 units. This course will provide a general introduction to health law, policy, politics, and economics. Topics will include, among others, access to health care, patients' rights, the meaning and effects of "managed care," the relationship of health care to public health, and selected issues in bioethics. Treatment of these issues in foreign health care systems will be analyzed to provide perspective on domestic issues. Examination with a limited paper option. T. R. Marmor and J. L. Mashaw.

History of the Common Law: Procedure and Institutions (2oo1o). 3 units. An introduction to the historical origins of Anglo-American law, with particular emphasis on the development of criminal and civil procedure in the centuries before the American Revolution. Topics: (1) the jury system — medieval origins and European alternatives, separation of grand and petty juries, changes in the functions and composition of the jury from medieval to modern times, the varieties of jury control; (2) civil justice — the forms of action and the pleading system; attorneys, bar, and bench; the regular and itinerant courts; legal education, law reporting, and the legal treatise; the evolution of contract law; Chancery, the trust, and equitable procedure and remedies; the deterioration of Chancery procedure and the fusion of law and equity; the codification movement; historical perspectives on the scope of the right to civil jury trial under the Seventh Amendment; (3) criminal justice — medieval criminal procedure; presentment and indictment; the recasting of criminal procedure in the sixteenth and seventeenth centuries; the officialization of prosecution and policing; Star Chamber; defense counsel and the rise of the adversary system in the eighteenth century; the privilege against self-incrimination; the law of evidence; criminal sanctions. Duplicated materials, consisting of original sources and extracts from scholarly writing. Examination. J. H. Langbein.

Housing and Community Development (20023). 3 units, credit/fail. A two-term, multidisciplinary workshop involving students from the schools of Law, Management, and Architecture. Under the supervision of faculty and members of the local bar, participants will work on behalf of nonprofit organizations and small businesses to promote job creation, neighborhood revitalization, low-income housing, and social service delivery in the New Haven area. An inner-city venture capital component, involving due diligence on and technical assistance to small businesses, likely will be added to this year's clinic. The clinic will emphasize a nonadversarial, transactional approach to problem solving. As legal, financial, and architectural advisers, participants will research legal issues, facilitate negotiations, draft contracts, incorporate organizations, complete loan and grant applications, develop financial analyses, and draft architectural plans, among other tasks. Class topics will include professional responsibility, real estate finance, low-income housing policy, comparative advantages of nonprofit and for-profit organizations, and urban economic development. This clinic will be taught on a two-term basis; students are encouraged to enroll for two terms. Enrollment limited. R. A. Solomon and R. J. Young.

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

Ideas, Culture, and Rationality in International Law and Politics (20301). 2 or 3 units. Do ideas matter in international law and politics? To what extent does a complete description of state action in the international realm require an understanding of the influence and importance of ideas? This course will take an interdisciplinary approach to these questions. The class will look at the diverse literature in international politics known generally as "Constructivism," examining efforts to define and explain the role of identity, morality, different forms of rationality, and other "intractable" variables in international affairs. The class will also examine a variety of works by international legal scholars that claim that it is impossible to understand state behavior without recognizing the persuasive power of legitimate legal obligations. Paper required. (This course will follow the Yale College academic calendar.) O. Hathaway and K. Darden.

Immigration Legal Services (20016). 3 units, credit/fail. A clinical seminar involving class sessions and casework. The clinic will specialize in the representation of persons who are seeking asylum through affirmative procedures or in removal proceedings or post-asylum relief. Class sessions will focus on the substantive law and the legal and ethical issues arising in the context of the casework and on the development of lawyering skills. Enrollment limited. J. K. Peters, S. Wizner, and H. V. Zonana.

Insurance Law and Policy (2o313). 3 units. Insurance ideas and practices define central privileges and responsibilities within a society. In that sense, our insurance arrangements form a material constitution, one that operates through routine, mundane transactions that nevertheless define the contours of individual and social responsibility. For that reason, studying who is eligible to receive what insurance benefits, and who pays for them, is as good a guide to the social compact as any set of Supreme Court opinions. This course will introduce the core principles and institutions of insurance and insurance law. In addition to surveying legal problems that arise in the context of common forms of insurance, the course will examine private and public insurance from economic, sociological, and historical perspectives. Other topics to be considered are the insurance dimensions of the World Trade Center disaster, Enron, civil justice reform, the backlash against managed care, and similar legal and political topics of interest. Examination. T. Baker.

International Arbitration: Directed Research (2o323). 2 or 3 units. In this seminar, which is by arrangement with the instructor, students will write individual research papers on selected topics in international arbitral procedure. The particular focus is on arbitration in public international law, rather than private international law. Students are welcome to propose their own topics or may request the assistance of the instructor. Supervised Analytic Writing credit will be available. Paper required. L. Brilmayer.

International Criminal Law: The Trial of Slobodan Milosevic. (2o269). 2 or 3 units. This seminar will explore events leading to the creation of the International Criminal Court for the former Yugoslavia and examine the substantive and procedural framework in which the Tribunal operates. It will then focus on the trial of Slobodan Milosevic and examine political and legal problems raised by this *cause célèbre*. The seminar will end with an inquiry into the present status and likely future of international criminal courts. Examination or paper option. Enrollment limited. M. R. Damaška.

International Environmental Law and Policy (2o326). 3 units. This course will provide an introduction to international environmental law and policy. After reviewing the rise of the international environmental agenda, the course will concentrate on how societies have responded to global-scale environmental challenges, including deforestation, biodiversity loss, desertification, climate change, ozone depletion, toxic substances, and the loss of living marine resources. The principal response to date has been in the area of international environmental law and policy, where a major new field of law and diplomacy has opened up and new multilateral institutions have been created. This first attempt at global environmental governance will be surveyed and critically evaluated. Alternatives will be examined. J. G. Speth.

International Joint Ventures and Strategic Alliances (2o295). 2 units.

Transnational businesses are very common these days. When a firm wants to expand its business across borders, the decision whether to open a subsidiary, acquire or merge with a local firm, or to take a strategic partner is sometimes a matter of choice. But law often constrains that choice. Often, a contract between firms or a joint venture entity with a particular nationality is the only permissible form of organization. These joint efforts present the business strategist and lawyer with many complexities and choices. When they are successful, they are very valuable, but they are also fragile and often have short lives. This course will explore many of the challenges involved in structuring these transactions, coupled with a practical examination and study of several prominent international alliances and joint ventures. The course focuses more on incentive and political problems presented by the desire to do business internationally with a partner and the legal and organizational strategies available for dealing with them, than on the important technicalities (tax, corporate form, etc.) necessary to make one of these joint ventures a reality. Paper required. M. E. Levine.

Internet Governance and Policy: Seminar (2o3o9). 3 units.

This seminar will consider institutional, legal, and policy issues created by the growth of global communications and e-commerce over the Internet. The focus will be an inquiry into whether and how the special characteristics of electronic communication and the Internet's architecture challenge traditional legal doctrines and institutions. Preference will be given to third-year students. Students should be familiar with the Internet and, ideally, have a strong interest or background in technology. All students will be required to write either a Substantial Paper (for one additional credit) or a major paper in lieu of an exam. All students will also be asked to undertake special projects on behalf of the class, such as collecting materials regarding recent developments or preparing for role-playing exercises on specific topics. Paper required. Enrollment limited to fifteen. D. R. Johnson.

Jurisprudence (2o3o8). 3 units.

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

Landlord-Tenant Law (2ooo4). 3 units, credit/fail.

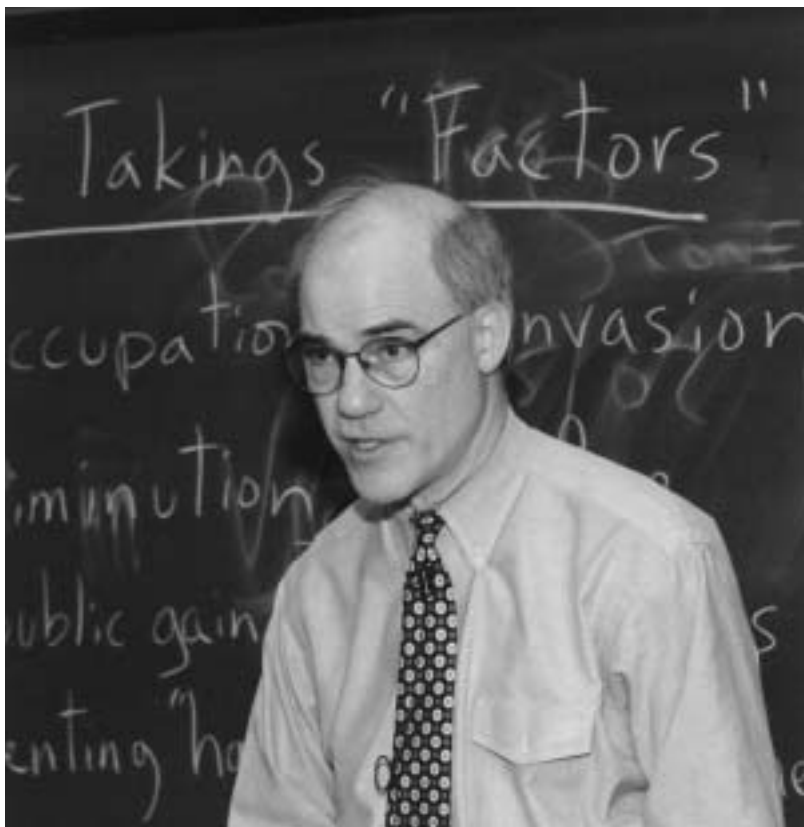
Students in this clinical seminar will provide legal assistance, under the supervision of clinical faculty, to poor tenants facing eviction in the New Haven Housing Court. Topics to be covered in discussions and class materials will include the substantive law of landlord-tenant relations, ethical issues arising in the representation of clients, social and housing policy, and the development of lawyering skills, particularly in interviewing, litigation, negotiation, and mediation. Weekly class sessions and supervision sessions, plus eight to twelve hours per week of casework. Enrollment limited. F. X. Dineen and S. J. Gunn.

Law, Economics, and Organization (20036). 1 unit, credit/fail. This seminar will meet jointly with the Law, Economics, and Organization Workshop, an interdisciplinary faculty workshop that brings to Yale Law School scholars, generally from other universities, who present papers based on their current research. The topics will involve a broad range of issues of general legal and social science interest. Students registering for the seminar and participating in the workshop will receive one unit of ungraded credit per term. Neither Substantial Paper nor Supervised Analytic Writing credit will be available through the seminar. Short papers will be required during the term. I. Ayres, H. Hansmann, R. Romano, and A. Schwartz.

* **Lawyering Ethics (20114).** 3 units, credit/fail. In this clinical course students will participate in the disciplinary process against lawyers charged with violating ethical obligations to clients. The goals include understanding current systems and considering their transformations, as well as thinking about how legal education should engage with the ethical issues facing lawyers. Students will research issues of state discipline of lawyers, including the workings of the system in Connecticut (such as which lawyers are disciplined for what kinds of infractions, at whose promoting, and with what forms of remedy). The disciplinary procedures for judges will also be investigated. Concurrently, students will represent before bar grievance panels clients who have complained about their lawyers and whose complaints have been found to have probable cause. D. E. Curtis and D. J. Cantrell.

Legal Assistance (20107). 3 units, credit/fail. A clinical seminar, using classroom, fieldwork, and simulation experiences in the general area of legal assistance for the poor. Students will work eight to twelve hours per week in a local legal aid office and will attend weekly classroom sessions. The seminar will be practice-oriented, moving from developing solutions for specific client problems to general discussions of landlord-tenant, consumer, domestic relations, welfare, and other legal subjects of special concern to the urban poor, as well as issues of broader social policy. The seminar will also focus on the development of professional responsibility and lawyering skills, such as interviewing, negotiating, counseling, drafting, and litigation. A few placements for criminal defense work in state court will also be available. Enrollment limited. F. X. Dineen.

Legal Practicum (20008). 1/2 or 1 unit (at the discretion of the instructor), credit/fail. Each student enrolled in this independent writing seminar will be required to prepare a 5–15 page essay that reflectively evaluates how her or his experiences in legal employment or other practical professional training, acquired during the immediately prior summer recess, have influenced her or his understanding of the legal system, the legal profession, or other aspects of legal culture. Permission of instructor required. Enrollment limited. A. Alstott.



Legislation (20066). 3 units. This course will provide an introduction to theories of the legislative process and their relation to the theory and doctrine of statutory interpretation. The course begins with a case study of the Civil Rights Act of 1964 and that study is used to illustrate three paradigms of the legislative process. The course will then turn to theory and practice of statutory interpretation. Students will test the theories of statutory interpretation against theories of law and the legislative process. The course will analyze the doctrines associated with statutory interpretation in detail. Examination. W. N. Eskridge, Jr.

Lowenstein International Human Rights Clinic (20188). 3 units, credit/fail. Students will work on a variety of human rights projects, usually in support of current 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 knowl-

edge and skills necessary to be effective human rights lawyers; and to integrate the theory and practice of human rights. Class sessions will provide an overview of basic human rights principles and their application; instruction in and development of human rights research and writing skills; and discussion of the issues — legal, strategic, ethical, and theoretical — raised by project work. The clinic will have one or more student directors. Enrollment limited. P. W. Kahn and J. J. Silk.

Methods of Comparative Law (2o283). 2 units. A critical survey of methods in comparative law. Themes include: the development and testing of causal theory; comparative research design; and the uses of single case studies. A wide range of substantive materials will be read and discussed. Term paper and several short discussion papers. A. Stone Sweet.

Natural Resources Seminar (2o32o). 2 units. This seminar will examine the legal regimes that govern the acquisition and control of natural resources, and will explore both existing and alternative approaches. The course begins with the history of the federal public domain, including statehood grants, homestead acts and the creation of the national forests, the national parks and the Bureau of Land Management system. This is followed by a brief exploration of constitutional and statutory issues raised by the division of authority between the federal government and the states in the control of natural resources, as well as the division of authority between Congress, agencies, and courts in the ongoing management of resources under statutes such as the National Environmental Policy Act. The course then turns to an introduction to the common law and federal statutory regimes governing several specific resources, including water, hard rock minerals, oil and gas, and wildlife. Paper required. Enrollment limited. H. E. Smith.

Nonprofit Organizations Clinic (2o051). 1 or 2 units, credit/fail. This clinical workshop will serve the needs of nonprofit organizations, nascent and established, that require help in the process of organization and incorporation, in obtaining tax exemption, and in solving ongoing legal problems — organizations that cannot afford to retain private counsel. The class will meet as a group five or six times during the term. J. G. Simon, L. N. Davis, and B. B. Lindsay.

Patent Law (2o319). 3 units. This course will provide an introduction to patent law and policy, with an emphasis on the central elements of this branch of intellectual property. These include patentable subject matter, utility, statutory bars to patentability, novelty, nonobviousness, disclosure and enablement, infringement, defenses, remedies, and the examination process. The course will also examine the implications of and justifications for protecting intellectual property generally, and patents in particular. No technical background will be assumed. Examination. H. E. Smith.

Policy-Oriented Jurisprudence (2o279). 2 units, credit/fail. A directed reading group that will examine the development of the New Haven School of Jurisprudence, largely through the writings of Harold D. Lasswell and Myres S. McDougal as well as through some contemporary applications. W. M. Reisman and A. R. Willard.

Prison Legal Services (2o256). 3 units, credit/fail. Students in this clinical seminar will provide legal assistance to inmates at state prisons. Cases selected will concern the clients' habeas challenge to conviction and/or sentencing. The weekly class sessions will focus on prisoners' rights, readings about prisons and punishment, and current Legal Services Organizations cases. The seminar will also concentrate on developing professional responsibility through weekly seminar and supervision sessions, plus at least twelve hours each week of required client work, including interviewing, investigating, counseling, and drafting of court papers. Where possible, the student's representation of inmate clients, under attorney supervision, will include court appearances. Enrollment limited. B. Dignam.

***Professional Responsibility and the Legal Profession (2oo12).** 3 units. Comprehensive and critical coverage of the Rules of Professional Conduct and the Code of Professional Responsibility, including proposals for change. Also considered will be major problems currently facing the legal profession, including multidisciplinary practice (MDP), unauthorized practice of law by lay competitors of lawyers, restrictions on interstate law practice, funding of legal aid, the risks and benefits of increased specialization by individual lawyers, taking advantage of new technologies, and lawyer quality-of-life problems from long workdays and high billable hours requirements. Examination. Q. Johnstone.

***Professional Responsibility: Directed Research (2o3oo).** (By arrangement with instructor) 2 or 3 units. Appropriate for Supervised Analytic Writing credit. This research seminar will focus on legal ethics issues of relevance to law graduates in their first five years out of law school and will involve research directed at development of a professional responsibility curriculum. It is particularly appropriate for persons who have already taken Professor Brilmayer's Professional Responsibility course and are interested in being a teaching assistant in the spring semester. Students who would like to be a teaching assistant during the spring must be available during the spring semester during the Wednesday 9–11 a.m. time slot as well as Wednesday 4–5 p.m. or 5–6 p.m. and must have the advance permission of Professor Brilmayer. L. Brilmayer.

Property (2oo13). 4 units. This course will inquire into a pervasive set of human institutions—the arrangements for getting, using, transferring, and forfeiting resources in the world around. The course will begin by questioning the range of purposes for property regimes and then move through the topics of acquisition, transfer, shared interests, and limitations on property. While the

main focus will be property in land, the class will discuss the implications of property in many areas—including wild animals, oil and gas, recording and other notice-giving devices, interests in land over time, easements and deed restrictions, planned communities and “private government,” landlord-tenant relations, issues of differential wealth and civil rights, and public land-use regulation. Examination. C. M. Rose.

Property: Individual Research (20094). 3 units. The instructor will separately supervise up to six students who wish to write a paper on a property topic. The paper may be used to satisfy the Substantial Paper or Supervised Analytic Writing requirement. Enrollment limited. R. C. Ellickson.

Prosecution Externship (20139). 2 or 3 units, credit/fail. Students in this clinical externship will assist state or federal prosecutors with their responsibilities, both before and at trial. Placements are available in New Haven and surrounding cities and in a variety of fields, including misdemeanors, felonies, or specialized areas such as career criminal, traffic, or appellate work. Weekly sessions will range from discussions of assigned readings to field trips to prisons, police laboratories, etc. Students will be required to keep journals and time records. Placements at the U.S. Attorney’s Office must be arranged at least four months in advance, to allow time for security clearance procedures. Applications and interviews for the State’s Attorney placements will take place during the first week of the term. Although enrollment is limited and permission of the instructor is required, timing and the involvement of outside agencies remove this clinic from the usual sign-up process for limited courses. K. Stith and J. A. Meyer.

Public Interest Law (20324). 1 unit, credit/fail. Co-convened by the Arthur Liman Public Interest Program and other student public interest groups, this reading group will focus on the history of public interest law, models of practice, and challenges of theory and substance, including topics such as the controversies about what constitutes public interest law, the utility of financing litigation, and strategic advocacy. Sessions will consider the current substantive issues related to identity-based litigation, housing, capital punishment, and public benefits, among others. J. Resnik, D. E. Curtis, and D. J. Cantrell.

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

and individuals); the formal and informal arenas of interaction; the allocation of control over and regulation of the resources of the planet; the protection of people and the regulation of nationality; and the allocation among states of jurisdiction to make and apply law. In contrast to more traditional approaches, which try to ignore the role of power in this system, that role will be candidly acknowledged, and the problems and opportunities it presents will be explored. Special attention will be given to (1) theory; (2) the establishment, transformation, and termination of actors; (3) control of access to and regulation of resources; (4) nationality and human rights; and (5) jurisdiction. Examination or paper option. W. M. Reisman.

Quantitative Corporate Finance (20208). 3 units. This course will introduce students to some of the fundamentals of financial economics. Topics will include net present values, the capital asset pricing model, the efficient capital market hypotheses, event studies, and option theory. Student 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. I. Ayres.

[The] Regulation and Support of Nonprofit Institutions: A British-American Comparison (20299). 1 unit, credit/fail. This reading course will examine, on a comparative basis, law and governmental policy relating to nonprofit institutions in the United Kingdom and the United States. Topics to be considered include the historical development of the nonprofit sector in both countries and the way in which the legal treatment — providing both regulation and support of the sector — reflects social, economic, and political concerns. Also to be examined will be such key issues as the definitions of public benefit; the autonomy of nonprofit organizations; the role of advocacy and its limits; and the scope and strength of regulatory power over these organizations. The course will also consider support regimes in both countries, through taxation and other means. The reading course will meet six times during the term from early September to mid-October. Hours to be arranged. W. N. Eskridge, Jr., J. G. Simon, and M. Bolton.

Regulation, Deregulation, Reregulation (20297). 3 units. This course will be about the origins, nature, and consequences of using the power of government to alter the outcomes of economic activity. The focus of the course will be both positive and normative, addressing the questions: What are the forces that produce regulation? How does regulation work in theory and practice? Is regulation desirable? As a positive matter, the course will focus on the forces that bring regulation into being, how regulators behave, how regulated managements behave, what kind of performance can be expected from regulated industries, the origins and effects of deregulation, and the availability of institutional substitutes for regulation. As a normative matter, this information will be used to assess the desirability of various regulatory interventions from the standpoint of the various interests affected and from the “public interest.” Examples will be drawn

principally from the California electricity “crisis” and airline deregulation, but the lessons drawn will be general. Paper required. M. E. Levine.

Research Methods in International Law (2o196). 1 unit, credit/fail. International legal research, whether for scholarly or professional purposes, must use materials and methods that are quite different from those encountered in domestic legal research. This workshop will examine those methods and help students develop improved techniques for international legal research using both print and electronic resources. There will be no paper or examination and grading will be credit/fail. The workshop will meet for five or six weekly two-hour sessions. W. M. Reisman, D. Wade, M. L. Cohen, A. R. Willard, and M. Engsborg.

[The] Rule of Law (2o215). 2 or 3 units. To graduate from this institution, one must do Supervised Analytic Writing; but writing is synthetic, not analytic. This course explores the discrepancy. When this school attempted to teach law, rather than law *and* something, the method utilized was Socratic; but Socrates believed that writing necessarily distorted the Form whose pursuit was the object of disciplined thought. This course attempts to be Socratic. The writing in this course can be either a Supervised Analytic Writing paper or attempts (shared with other members of the seminar) to articulate one’s views on questions which are philosophical in nature, in that they are understood to be important but may not have answers. This course does not presuppose familiarity with the use of formal methods in analytic philosophy, but demands a willingness to work at a certain level of abstraction and rigor. Commonplace understandings will be challenged. It will be your burden to uphold them, if you intend to do so. Paper required. J. G. Deutsch.

School Finance Litigation Seminar (2o312). 4 units (2 fall, 2 spring). This seminar will first examine the theory behind school finance litigation and the overall progress of this litigation throughout the country. Students, either alone or working in teams of two, will then conduct case studies of the litigation in different states, with the goal of preparing a substantial research paper that can be presented to the class in the second semester. These case studies generally should seek to determine, to the extent possible, why the litigation was successful or unsuccessful and, if successful, what impact the litigation has had on school financing and educational achievement. The ultimate aim is to arrange for the various case studies to be compiled and published as chapters in a book on school finance litigation. Yearlong course. Paper required. Enrollment limited to fourteen. J. E. Ryan.

Securities Regulation (2o288). 3 units. An examination of federal laws relating to securities and derivatives. Examination. R. K. Winter.

Secured Transactions (2o317). 3 units. This course will provide an in-depth examination of the basic structures and purposes of secured credit transactions under Article 9 of the Uniform Commercial Code. Discussions will focus on the essential elements of secured financing (including the creation and enforcement

of security interests in various types of tangible and intangible property) as well as the longstanding debate over the essential utility and fairness of contractual security devices and the secured creditor's priority. We will also consider the treatment of security interests in bankruptcy proceedings, and the rise of securitizations as an alternative to traditional methods of secured lending. Prior courses in commercial transactions, corporate finance, and bankruptcy, although helpful, are not required. Relevant commercial concepts will be explained as they arise. Students should expect a lively discussion of a number of important issues of current and enduring significance in the study of commercial law. Examination or paper option. G. E. Brunstad, Jr.

Sentencing: Independent Study (2o322). 2 or 3 units. This is a research and writing seminar to plan a sentencing conference scheduled at the Law School in November 2002, in cooperation with the U.S. Sentencing Commission. The conference will coincide with the fifteenth anniversary of the federal sentencing guidelines. Along with members of the spring 2002 course, participants in this seminar will help organize the conference, draft materials for its invitees, and prepare a publication to summarize its lessons. Substantial Paper credit may be awarded. Enrollment limited. D. E. Curtis, D. J. Freed, and N. Gertner.

Theories of Constitutional Structure (2o3o5). 3 units. This is an advanced course in constitutional law on structural theory. The course begins from a standard account often used to explain the Supreme Court's structural decisions (formalism and functionalism). In the first part of the course, that account will be tested against constitutional text and history, focusing on the Federalist Papers, Madison's notes from the constitutional convention, and selected excerpts from the ratification debates. In the second part of the course, topics to be considered include contemporary structural controversies, including presidential immunity from civil suit, impeachment and the independent counsel, the legislative veto, and the President's appointment/removal powers. Here, a variety of scholarly accounts of structure are considered, including those based on representation, justiciability, and public choice theory. The final part of the course will consider the intersection of the separation of powers with the "new federalism," asking whether it is possible to form a unified theory of constitutional structure. Prerequisite: an introductory course in constitutional law. Examination. V. F. Nourse.

Theories of the Fourth Amendment (2o325). 2 to 4 units. This course will examine the Fourth Amendment from several perspectives, including: (a) the possible "original meanings" of the Fourth Amendment; (b) the application of these "original meanings" over time, as technology and culture change; (c) early cases on the Fourth Amendment; (d) modern — post *Mapp* — Supreme Court cases; and (e) the major academic treatments of the Fourth Amendment. There is no prerequisite for the course. Examination required. In addition, students will write at least one short paper during the term. The number of units will depend on the scope of the papers. K. Stith.

Trial Practice (20005). 2 units, credit/fail. An introduction to trial evidence and to the techniques and ethics of advocacy in civil and criminal trials. Students will act as lawyers in simulated trial situations. The instructors will be judges and experienced trial lawyers from the community, who will provide instruction and critique. Enrollment limited. S. Wizner.

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

spring term

*Courses marked with an asterisk satisfy the Professional Responsibility requirement described on page 90.

Administrative Law (21048). 4 units. This course will review the legal and practical foundations of the modern administrative state. Topics will include the creation of administrative agencies and the delegation doctrine, judicial review of the procedures and substance of administrative action, the organization of the executive branch, and liability for official misconduct. Examination. E. D. Elliott.

Advanced Constitutional Law (21370). 3 units. This course will take an advanced look at the important shifts in constitutional doctrine over the last decade. Topics covered will include: the freedoms of speech and religion; sexuality and the Constitution; the constitutional meaning of “discrimination”; and interpretive method. Examination or paper option. J. Rubenfeld.

Advanced Legal Research: Methods and Sources (21027). 3 units. An advanced exploration of the specialized methods and sources of legal research in some of the following areas: administrative law; case finding; computer-assisted research; constitutional law and history; court rules and practice materials; international law; legislative history; and statutory research. Class sessions will include a weekly computer lab component. Research problems and paper required. Enrollment limited. S. B. Kauffman, R. D. Harrison, and S. Davidson.

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

Advocacy for Parents and Children (21011). 3 units, credit/fail. Students in this clinical seminar will represent parents and children in abuse, dependency, uncared for, and termination of parental rights cases, all in the Superior Court for Juvenile Matters, and in related special education matters. Class sessions will

focus on substantive law, ethical issues involved with representing parents and children in these contexts, interviewing and lawyering skills, case discussions, and issues relating to state intervention into the family. Weekly class and supervision sessions to prepare students for casework (averaging ten to twelve hours weekly). Enrollment limited. J. K. Peters.

Alternative Business Structures (21353). 2 units. An examination of legal and commercial considerations relating to forms of doing business other than publicly held corporations. The course will take up partnerships, limited liability companies, limited liability partnerships, cooperatives, and nontraditional methods of doing business such as sports leagues. Examination. R. K. Winter.

Antitrust (21o68). 3 or 4 units. This course will survey a range of issues in the law and economics of antitrust. It will be concerned with horizontal agreements, monopolization, vertical arrangements, and mergers. There is no economics prerequisite for this course, but some background in the basic elements of microeconomics will be helpful. Students who would like to do some reading in microeconomics before taking the course should consult with the instructor about appropriate materials. Examination. A fourth unit will be available to students who complete a short paper in addition to the examination. A. K. Klevorick.

Bankruptcy (212o4). 3 units. This course will provide a comprehensive survey of basic bankruptcy law with emphasis on the structure and process of business reorganizations under Chapter 11 of the Bankruptcy Code. Discussion will focus on the basic elements of liquidations and reorganizations, as well as contemporary issues of interest and importance. Significant portions of the course will be devoted to examining the use of the reorganization laws to solve a variety of corporate ills, from product liability disasters to labor difficulties to over-leveraging. Consideration will also be given to some of the grand issues of bankruptcy, including issues that arise as a result of the impact insolvent enterprises may have on their competitors, and the essential interplay between bankruptcy and other substantive bodies of law. In addition, some time will be devoted to discussion of the current debate over bankruptcy reform. Examination or paper option. G. E. Brunstad, Jr.

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

Capital Punishment: Seminar in Advocacy (21o82). 4 units (2 fall, 2 spring), credit/fail. This course is limited to students taking (or who have taken in the past) Capital Punishment: Race, Poverty, and Disadvantage. Working in teams, students will work on capital cases in Connecticut with members of the Capital

Trial Unit of the Connecticut Public Defender Office doing such things as researching and analyzing issues, participating in investigations, and observing court proceedings. Students must complete a substantial writing assignment, such as a portion of a motion, brief, or memorandum of law. Enrollment limited. S. B. Bright.

Class and the Law Seminar (21373). 2 or 3 units. “Class” is not an official category in American law, and yet American law is shaped by and shapes American understandings (or misunderstandings) about class in many ways. This seminar will begin with an introduction to the concept of class from selected anthropological and sociological readings. Legal topics with class implications to be explored include some based on the instructor’s research (e.g., affirmative action, New Deal labor and welfare legislation), and some based on student research. Participants will be expected to write weekly reaction papers, to present their research to the seminar, and to write a final paper. Enrollment limited to twelve. D. C. Malamud.

Community Legal Services (21015). 3 units, credit/fail. Students in this clinical seminar will provide a broad range of legal assistance to greater New Haven’s low-income and HIV-positive populations, through outreach to area shelters, soup kitchens, and health clinics. Because client problems cover the entire spectrum of issues facing the urban poor, ranging from government benefits to discrimination, the substantive law involved in particular cases or special projects will vary. Casework and class sessions will focus on lawyering skills and on the ethical issues involved in becoming a lawyer. Weekly class sessions and supervision sessions, plus ten to twelve hours per week of casework. Enrollment limited. R. A. Solomon and S. Wizner.

Comparative Law (21044). 3 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. Examination or paper option. J. Q. Whitman.

Complex Federal Litigation (2132o). 2 units. Limited opportunities exist for self-motivated and independent students to work on three federal cases. Two of the cases are federal civil rights cases brought under 42 USC 1983. They are brought on behalf of disabled individuals who were, at the time of the events alleged in the complaint, pretrial detainees. Each of these cases raises claims under the Americans with Disabilities Act, the Rehabilitation Act, and the federal Constitution. Complicated issues of federal jurisdiction and statutory interpretation have provoked motions to dismiss, and discovery is ongoing. The third case is a federal habeas brought to challenge a decision of the Immigration Court ordering removal (formerly deportation) of a Jamaican citizen who is a legal permanent resident. Work on the federal habeas during the fall will include crafting an argument that the client was prejudiced by his attorney's acts and omissions. It will also involve a state habeas to vacate the guilty plea to criminal charges on the ground that the client was not advised (by his attorney or by the court) that his plea would result in removal. It will also involve investigation of the facts underlying the plea and reassessment of the defenses to the original charge that might have been available. B. Dignam.

Conflict of Laws (21358). 3 units. Personal jurisdiction, choice of law, and recognition of judgments in cases having contact with more than one state. Examination. L. Brilmayer.

[The] Constitution: Philosophy, History, and Law (21o46). 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. Examination. B. Ackerman.

Constitutional Litigation (21127). 3 units. Constitutional law courses traditionally focus on the development of legal doctrine and on how judges guide that process. This seminar will focus, in contrast, on tactical choices that confront lawyers and their clients in constitutional litigation and how the decisions they make affect the substance and scope of United States Supreme Court rulings. Seminar materials and discussions for approximately the first half of the term will be devoted to familiarizing students with problems presented by trial and appellate practice in litigating constitutional cases. Each student will be expected to write a paper for the seminar which analyzes, from this tactical perspective, a



recently decided Supreme Court case, tracing it from pre-filing or pre-indictment up through state or lower federal courts, to oral argument and decision in the Supreme Court. During the second half of the term, members of the class will make work-in-progress oral presentations on the cases they have selected. Paper required. Enrollment limited. D. S. Days, III.

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

Contemporary Legal Issues in Africa (21139). 1 unit. This reading group will meet once a week at lunchtime to discuss current events in Africa, with special emphasis on events that raise issues of international law. Each student will be given responsibility for a particular region of Africa and will report weekly on the

important events in that region. One unit of credit is available for participants. Students who wish to do more extensive research into the legal issues in their particular region can make special arrangements for additional study, including the awarding of Supervised Analytic Writing credit. No previous background is assumed, only a general interest in increasing awareness of what is currently going on in Africa. L. Brilmayer.

Corruption, Economic Development, and Democracy (21o42). 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 examination (2 units). Enrollment limited. S. Rose-Ackerman.

Criminal Law (21363). 3 units. This course analyzes the basic principles of substantive criminal law, including the justifications for criminal punishment, the voluntary act, mental state and causation requirements, the preconditions of criminal responsibility, and the fundamentals of selected offenses. Examination. S. Shapiro.

Criminal Law and Administration (213o3). 3 units. An introduction to criminal law and its administration, including the requisites of criminal responsibility, the defenses to liability, inchoate and group crimes, sentencing, and the roles of legislature, prosecutor, judge, and jury. This course is given in several sections; it must be taken before graduation. Examination. J. Q. Whitman.

Criminal Law and Procedure: Individual Research (21o14). Units to be arranged. A maximum of six students will be accepted for research and writing, with permission of the instructor, on topics to be agreed upon. Substantial Paper or Supervised Analytic Writing credit available. A. S. Goldstein.

Cultural Theory and Law Seminar (21375). 2 units. As formulated by Mary Douglas and Aaron Wildavsky, “cultural theory” purports to relate variance in individuals’ perceptions of risk and other factual issues to differences in their cultural world views. This seminar will investigate the relevance of this theory for law. In addition to studying the work of Douglas and Wildavsky and their successors, the course will examine the power of cultural theory to explain disputes across a variety of legal domains, including (but not limited to) environmental regulation, gun control, capital punishment, and abortion. An attempt will be made to determine the normative and prescriptive implications of cultural theory for law. If the content of regulatory law reflects the outcome of disputes over cultural world views, which view or views should such law reflect? How should the function of law in expressing world views be reconciled with the instrumental functions of law? How might political disputes that are grounded in conflicting cultural world views be resolved? Paper required. D. M. Kahan.

Disability Rights (21339). 2 units. The Americans with Disabilities Act of 1990 (ADA) has, in recent years, become the most litigated of the modern civil rights statutes. Although over a decade has elapsed since its passage, federal courts are still at a very basic level in construing its provisions and applying them to a range of circumstances from employment to public accommodations. This seminar will be devoted to a consideration of the origins of the disability rights movement in the United States, pre-ADA federal efforts to address problems of equal opportunities for persons with disabilities leading to the ADA, and an in-depth analysis of that statute and its jurisprudence. Paper required. Enrollment limited. D. S. Days, III.

Distributive Justice and the Constitution (21077). 4 units. Can the Constitution be understood as a mandate to eradicate the inequalities that so pervade our society, and if so, what are the terms and conditions of that mandate? This is one of the central issues that the Supreme Court has been struggling with for the last half century, certainly since *Brown v. Board of Education*. The recent twists and turns in the Court's pronouncements on equal protection have been disquieting to many, this instructor included, and the purpose of this course is to provide a sustained occasion for reflecting on this branch of the Court's work and to see whether the widespread concern it has generated is justified. Examination with paper option. O. M. Fiss.

Diversity in Higher Education (21039). 2 or 3 units. What is diversity? Is it desirable? If so, can it be achieved within existing and evolving definitions and interpretations of antidiscrimination law? This course will examine cases and legislation that bear upon questions of diversity, and institutional policies and practices related to diversity, both those that are intended to increase diversity and those that are criticized for impeding diversity. Specific topics within which questions of diversity will be explored include use of standardized testing, affirmative action in admissions and the future of *Bakke*, financial aid policies and challenges to race-oriented grant assistance, the free speech versus hate speech debate, selection and retention of faculty, and implementation of the Americans with Disabilities Act. Throughout the course there will be an exploration of whether the concepts of affirmative action, nondiscrimination, and diversity are compatible or contradictory. Paper required — long or short, with credit assigned accordingly. Enrollment limited. S. T. Yandle.

Economics of Law (21342). 3 units. A general introduction to the economic analysis of legal rules and institutions. The course presumes no previous training in economics, though it is designed to be of interest as well to students who have a strong background in that field. The object of the course is to familiarize students, in a more systematic and sophisticated fashion than is possible in basic courses on substantive law, with the elements of economic analysis most helpful in understanding law, with the power and limits of economics as a tool, and with

some of the most important insights that economics offers into the structure and functions of law. In addition to exploring the basic elements of substantive law — property, tort, contract, and their interrelations — the course will deal with a range of other topics including procedure, criminal law, organizational law, and the processes of law formation. Examination. H. Hansmann.

Empirical or Historical Studies of New Haven: Individual Research (21376). 3 units. New Haven has been the subject of many noted studies of the law in action. This offering is designed to enable a student to engage in supervised research on an individually chosen topic. In prior years some students have chosen to examine a contemporary issue such as the processing of eviction actions, the social control of panhandling, the management of public housing, and the governance of the local airport. Others have engaged historical research on a topic such as the provision of street lighting, the evolution of the criminal courts, the advent of mandatory schooling, and the abolition of slavery. Enrollment limited to six students. R. C. Ellickson.

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, regulatory negotiation, and public disclosure requirements. Mechanisms for addressing environmental issues at the local, regional, and global levels will also be considered. Examination. D. C. Esty.

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

Estate Planning (21371). 2 units. A course in the fundamentals of planning for the disposition of property inter vivos and at death, taking into account relevant property law and income and transfer tax aspects thereof. Topics will include, with primary emphasis on their federal income, gift, generation-skipping, and estate tax implications: intestacy, wills; trusts; life insurance; retirement benefits;

concurrent interests in property; future interests and powers of appointment; marital transfers; and charitable gifts. Class participation will be part of the final grade. Examination. Prerequisite: Federal Income Taxation. W. C. Gifford.

Evidence (21142). 3 units. This course will examine the rules and doctrines regulating the presentation of factual proof in American trials, with primary focus on the Federal Rules of Evidence. Examination. D. M. Kahan.

Federal Criminal Investigations (21346). 3 units. This course will assess legal, ethical, and strategic considerations in the conduct of federal criminal investigations, including terrorism, white-collar crime, official corruption, and organized crime. We will consider the various tools of a federal prosecutor, both overt (interviews, grand jury subpoenas, search warrants, immunity orders) and covert (wiretaps, bugs, pen registers, clone beepers and faxes; video and physical surveillance; informants; undercover operations). Special attention will be given to the use of informants and accomplice witnesses, and to the expansion of certain types of authority in the Patriot Act (2001) and other recent legislation. The course will also analyze the role of a criminal defense lawyer in investigations, including issues involving attorney-client privilege, defense investigations, and grand jury practice. It is recommended that students have completed the course in Criminal Procedure or otherwise have gained familiarity with basic Fourth, Fifth, and Sixth Amendment jurisprudence. Take-home examination. K. Stith and D. B. Fein.

Federal Income Taxation (21369). 4 units. An introductory course on the federal income taxation of individuals and businesses. The course will provide an overview of the basic legal doctrine and of the statutory expression of this doctrine. The course will emphasize the structure of tax law and the relationship between this structure and the fundamental choice of the tax base. Doctrinal topics covered will include fringe benefits, business expenses, the interest deduction, the taxation of the family, and capital gains. In addition, the course will address basic questions of tax policy, with a special emphasis on the demands fairness places on the tax system. No prerequisites. Examination. D. Markovits.

Federal Jurisdiction (21002). 4 units. An examination of the roles of federal courts in our system of government. The focus will be on the relation between federal courts and other branches of the federal government; the relation between federal courts and organs of state government, especially state courts; and the relation among federal courts. Particular attention will be paid to the jurisdiction and remedial powers of federal courts. Examination. P. Gewirtz.

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 law. Examination. A. R. Amar.

[The] First Amendment (2123o). 4 units. This course concerns the constitutional rights of freedom of expression and freedom of religion guaranteed by the First Amendment. Among the topics covered will be offensive speech; libel; pornography; symbolic speech; commercial speech; campaign finance; Internet and broadcast regulation; restrictions on time, place, and manner of expression; selective government subsidies of speech; unconstitutional conditions on speech; religious autonomy; rights of religious communities; aid to parochial schools and other religious institutions; permissible accommodations of religious practice; and state establishments of religion. Examination. J. M. Balkin.

[The] First Amendment and the Internet: Directed Research (21362). 2 or 3 units. A limited number of students will be accepted for directed research and writing on First Amendment issues concerning freedom of speech, press, and religion, including but not limited to First Amendment issues involving broadcasting, telecommunications, intellectual property, or the Internet. Permission of instructor required. J. M. Balkin.

From TV to IP: Law and Policy of Modern Media (21367). 3 units. The media shape society and markets, but law and policy shape the media. How does the law — statutes, regulation, courts, norms — categorize, promote, suppress, and alter media businesses? Subject matter spans the early history of television to the future of the Internet. Issues include the politics of regulating the communications sector, the interrelationships of the judiciary, legislature, executive, and regulatory branches of government as applied to this sector, and current issues in TV and Internet policies and business models. Paper required. Enrollment limited. R. E. Hundt and G. C. Rubin.

Genetics, Ethics, and Law: Research Seminar (21341). 3 units. This seminar will explore ethical and legal issues raised by new scientific developments in genetics. Increased capacities for predictive genetic testing can be used to benefit or to harm the tested individuals; increased capacities for genetic intervention also convey possibilities of individual and social benefit or harm. We will examine these possibilities and consider various legal regulations that might be appropriate in such matters as genetic research (e.g., involving destruction of embryos), the uses of specific predictive tests (e.g., for fetal gender selection or withholding employment and insurance benefits), the uses of genetic manipulations (e.g., for human cloning or for controlling “antisocial” behaviors), and promotion of commercial exploitation (e.g., patent protections for human genes). Students will be expected to write research papers. Enrollment limited. R. A. Burt.

Groups, Diversity, and Law (213o4). 2 or 3 units (depending on paper). Immigration, intra-group and inter-group differentiation, and egalitarian and diversity values are producing deep tensions and conflicts in a traditionally individualistic society. In complex ways, law influences how individuals assume group

identities, how groups form, evolve, fragment, and compete with one another for social goods, and how diversity as social goal or constraint is defined and achieved. Legal and social science materials will be used to explore the meanings of diversity, the history of diversity-as-ideal, and specific efforts by the law to implement that ideal — sometimes as a remedy for past discrimination, sometimes as a by-product of other values such as religious freedom, and sometimes for its own sake. The focus will be on examples such as affirmative action, political representation, language rights, immigration, residential integration, religion, and expressive associations. The emphasis will be on racial and ethnic groups, not on gender and sexual preference. Each student must write, and some may be asked to present, a research paper. Supervised Analytic Writing and Substantial Paper credit may be given. An ungraded credit/fail option is available under certain conditions. P. H. Schuck.

History in Constitutional Interpretation Seminar (21374). 2 or 3 units. This seminar will explore the role of history in constitutional interpretation, with attention to the ways that constitutional argument varies as it is addressed to judges and other members of the polity. Part 1 of the course will consider the role that history plays in traditional, court-focused constitutional interpretation — examining appeals to original intent, custom, and collective memory, as well as other less commonly noticed practices of narrative argument. The second part of the course will draw on history to consider the life of the Constitution outside the courts. In the concluding weeks of the course, an examination will be made of the relation of constitutional interpreters inside and outside the courts, from both a positive and normative standpoint. In what circumstances ought judicial and nonjudicial interpreters defer to each other's claims about constitutional meaning? Seminar readings will include canonical cases, constitutional argument, and different forms of historical scholarship, as well as theoretical work on constitutional law, democracy, history, narrative, and interpretation. Paper required. R. Siegel.

Housing and Community Development (21016). 3 units, credit/fail. A two-term, multidisciplinary workshop involving students from the schools of Law, Management, and Architecture. Under the supervision of faculty and members of the local bar, participants will work on behalf of nonprofit organizations and small businesses to promote job creation, neighborhood revitalization, low-income housing, and social service delivery in the New Haven area. An inner-city venture capital component, involving due diligence on and technical assistance to small businesses, likely will be added to this year's clinic. The clinic will emphasize a nonadversarial, transactional approach to problem-solving. As legal, financial, and architectural advisers, participants will research legal issues, facilitate negotiations, draft contracts, incorporate organizations, complete loan and grant applications, develop financial analyses, and draft architectural plans, among other tasks. Class topics will include professional responsibility, real

estate finance, low-income housing policy, comparative advantages of nonprofit and for-profit organizations, and urban economic development. Enrollment limited. This clinic will be taught on a two-term basis; students are encouraged to enroll for two terms. R. A. Solomon and R. J. Young.

Human Rights Workshop: Current Issues and Events (21193). 1 unit, credit/fail. This course will be conducted in workshop format and led by Professor Harold Hongju Koh. Discussion will focus on recent writings in the field, presentations from outside guests and participants, and newsworthy events in the human rights arena. H. H. Koh.

Immigration Law and Policy: Selected Issues (213o5). 2 or 3 units (depending on paper). Immigration has always played a central role in American life, and never more than today. It significantly affects our demography, foreign relations, human rights posture, ethnic group relations, labor market conditions, welfare policy, public services, and domestic politics. It also raises in acute form some of the most basic problems that our legal system must address: the rights of insular minorities, the concepts of sovereignty and nationhood, fair treatment of competing claimants for scarce resources, the imperatives of mass administrative justice, and the role of courts. This will not be a survey course on immigration law; rather, this seminar will focus on a small number of selected issues, including the plenary power doctrine, admission, deportation, detention, citizenship, discrimination against aliens, and refugee/asylum law. 2- or 3-unit paper required, but ungraded credit/fail option available under prescribed conditions. P. H. Schuck.

Immigration Legal Services (21o12). 3 units, credit/fail. A clinical seminar involving class sessions and casework. The clinic will specialize in the representation of persons who are seeking asylum through affirmative procedures or in removal proceedings or post-asylum relief. Class sessions will focus on the substantive law and the legal and ethical issues arising in the context of the casework and on the development of lawyering skills. Enrollment limited. J. K. Peters, S. Wizner, and H. V. Zonana.

Intellectual Property (21351). 4 units. An introduction to the basic law of property in intellectual endeavors — trademark, patent, copyright. The course will examine the theoretical bases for intellectual property, and will ask why, on the basis of these different theories, some kinds of intellectual effort receive protection while others do not. It will also question the different forms of legal protection for different kinds of intellectual activity — e.g., patents for invention, copyright for expression. Time permitting, the course will take up some of the critiques of conventional intellectual property emerging from new information technology, biotechnology, medial ethics, and the demands and achievements of less-developed countries. Examination. C. M. Rose.

International Business Transactions (212o9). 4 units. An introduction to the formation, regulation, and global impact of international business transactions. The primary focus of the course will be on the legal and practical aspects of multinational transactions, including the structuring, negotiation, and documentation of the relevant arrangements. A secondary focus will be on the broader economic, political, and social context and consequences of international business transactions. Case studies from Latin America, Asia, and the former Soviet Union will be used. Likely topics to be discussed include international joint ventures, project finance, letters of credit, privatization, conflicts of law, extraterritoriality, sovereign debt restructuring, expropriation, corruption, and the relation between marketization and democratization. Examination or paper option. A. L. Chua.

International Commercial Arbitration (21283). 3 units. International arbitration has increased as a function of world trade. This seminar will examine systematically, through statutes, rules, national and international cases, and treaties, the establishment, operation, and implementation of awards of international commercial 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. Examination. W. M. Reisman.

International Human Rights: Law and Policy (21oo9). 4 units. An introduction to the law, policy, theory, institutions, and practice of international human rights. Examination and short paper. H. H. Koh.

International Law and State Behavior Seminar (2136o). 2 or 3 units. This course will examine the effect of international law on state behavior. Why do states join international legal agreements, and when, why, and how do these agreements influence what states do? The class will consider a variety of explanations for state behavior offered by political scientists and legal scholars, exploring the role of domestic politics, transnational actors (e.g., corporations and nongovernmental organizations), and domestic courts in both creating and enforcing international law. The course will conclude with an examination of some specific issue areas, including trade, human rights, and environmental law. Paper required. Enrollment limited to eighteen. O. Hathaway.

International Tax Policy: Directed Research (213o7). 2 units. The U.S. system for taxing international income was put in place during the period 1918–1928. Although many wrinkles have been added since, the fundamental contours of that system remain in place. Needless to say, the world economy today is dramatically different from that early in the twentieth century. One crucial question concerns what policies should shape the taxation of international income in the twenty-first century. Taxing consumption historically has been straightforward, with taxing power exercised where the consumption occurs. However, developments such as e-commerce and the downloading by computer



of items like music and books pose a new threat to the ability of governments to collect consumption taxes. The question is how governments can and should respond to market developments such as these. Students will be responsible for producing a paper on a mutually agreed-upon topic of international tax policy. Income tax, consumption tax, payroll taxes, and wealth taxes are possible areas for research and writing. Substantial Paper credit is potentially available to anyone; Supervised Analytic Writing credit requires special arrangement. Students who choose this course are also encouraged to enroll in International Taxation: An Introduction (21292). Prerequisite: Federal Income Tax. Enrollment limited. M. J. Graetz.

International Taxation: An Introduction (21292). 2 units. This course will provide an overview of the U.S. federal income taxation of cross-border transactions. Topics include the foreign tax credit, the controlled foreign corporation rules, withholding taxes, and tax treaties. Students who choose this course are also encouraged to enroll in International Tax Policy: Directed Research (21307). Prerequisite: Federal Income Taxation. Examination. A. Alstott.

Introduction to the Philosophy of Law (21275). 2 units. This introduction to the philosophy of law will cover three different kinds of topics: (1) the nature of law and of legal authority; (2) the philosophy of particular areas of law, e.g., torts, contracts, and criminal law; (3) issues pertaining to the intersection of political and legal philosophy, e.g., rights, justice, political authority. This course will be available to undergraduates (through the Philosophy department), graduate students, and law students. Law students should take note that the course begins nearly two weeks before the Law School semester begins. It ends two weeks earlier as well. Examination or paper option. J. L. Coleman.

Islamic Law and Society Seminar (21364). 3 units. Sacred in origin and all-embracing in scope, the conceptions of Islamic law are an essential point of departure for the study of historical and contemporary Muslim societies in the Middle East, Africa, Asia, and in the West. This seminar will introduce students to Islamic law through a reading of its different genres and a study of a selection of secondary sources covering some of its various topics. The course will also focus on the ways Islamic law has interacted with Islamic societies in historical practice and the way it has adapted, or not adapted, to the challenges of modernity. The course will begin with introductory readings on Islamic law in order to acquaint students with its early history and development as well as with some of its most basic concepts. Following on from this, students will read writings in and on Islamic jurisprudence (*usul al-fiqh*) in order to highlight the complexity of this science and its importance for the development of substantive legal rules and judgments. The next step will be to read selections from legal manuals of the Shafii school of law, in order to give students a feel for the presentation of Islamic law in the pre-modern legal manuals. The class will then look at the formation of jurists through the reading of a study on Yemen. The next set of readings is related to the various types of Islamic law: public, procedural, criminal, family, and property. After this students will read selections that will focus on the *implementation* of Islamic law in practice, involving among other things the important genre of *fatwas* (nonbinding legal options) and the treatment of society's marginals. The course will end with a study of the various efforts to modernize Islamic law. Throughout the course, various principles and procedures of Islamic law will be contrasted with those of the Anglo-American legal tradition. It will be assumed that students have no background knowledge of Islam. Paper required. B. Haykel.

Labor Law (21372). 3 units. This course will examine the legal regime governing unionization of private-sector employees. The centerpiece of the course is the National Labor Relations Act, and its provisions regulating union organization, collective bargaining, the deployment of economic weapons by the parties (strikes, lockouts, boycotts, picketing, etc.), and the enforcement of collective bargaining agreements. Emphasis will be placed on the relationship between unions and the employees they represent. The course will also examine the collisions between the NLRA's promotion of "collective" action and other bodies of state and federal law that confer rights upon employees as individuals. The

course will explore whether unionization remains a viable option for employees in today's economic and social climate, why unionization has declined precipitously in the private sector, and whether other forms of collective employee participation, or joint employer-employee participation, might better serve today's private-sector employees. Examination. D. C. Malamud.

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

Land Use Law (21366). 3 units. This course will explore the legal regulation of how land may be used, with an emphasis on the application of constitutional, civil rights, and environmental law to land-use issues. The course will begin with the basic elements of the land development and regulation process, including the basics of zoning and planning. We will then address the following topics, among others: constitutional constraints on land-use regulation, including those imposed by the First Amendment and the Fifth Amendment's Taking Clause: housing discrimination on the grounds of race, income, lifestyle, and disability; "environmental justice" issues, including regional obligations of municipalities regarding undesirable land uses; and environmental law as a constraint on land use. Although the course will focus primarily on the public regulation of land, we will also address private alternatives to public regulation. Examination. J. E. Ryan.

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

Law and Economics: Directed Research and Writing (21354). 1 to 3 units. This is an opportunity for a few students to write a serious paper in law and economics (broadly defined) with an explicit goal of ultimate publication. Technical sophistication and a preexisting knowledge of economics are not prerequisites. Theoretical or empirical proposals are welcomed. The course should also serve as an introduction to the publishing process for students interested in joining the legal academy. Permission of instructor required. I. Ayres.

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

[The] Law and Economics of Corporate Control (21234). 3 units. This course will be taught jointly by a professor and an attorney with a large acquisitions and corporate governance practice. Its objectives will be to explore positive theories of why changes of control occur and the forms they take and to explore normative theories of how the state should respond to these changes. Topics include hostile takeovers, proxy contests, leveraged buyouts, friendly mergers, state and federal regulation of acquisitions activity, and corporate governance issues. Readings range from current cases to scholarly articles. The theoretical and legal treatments will be tested in the analysis of three recent deals, each of which will be presented by an actual participant in the deal. Students will be asked to critique the conduct of the deals in light of the legal and commercial options available to the parties. The course grade will be based on the critique and on an examination or a paper option with permission of the instructors. A. Schwartz and S. Fraidin.

Law and Globalization (21348). 2 or 3 units. Examination of some of the key issues in current debates over globalization in law. Among the topics likely to be considered are: the erosion of traditional sovereignty; the “democratic deficit” in new institutions of governance such as the WTO; lawyering practices responding to and shaping globalization processes; the worldwide diffusion of legal norms, legal forms and practices, and their effects on indigenous cultures; the role of nongovernmental organizations; the effects of globalism on local structures of hierarchy, authority, and community; and the possibility that globalization is spreading “illiberal” as well as “liberal” values. In some sessions discussions will be led by guest lecturers in various fields of study and practice. Each student will be required to write several short issue papers keyed to the weekly sessions plus one longer paper. Enrollment limited. J. M. Balkin, A. L. Chua, R. W. Gordon, and S. V. Levinson.

Law, Language, and Truth (21381). 3 units. This course will explore a range of issues concerning the objectivity and determinacy of law, the nature of legal interpretation, the relationship between semantic content and legal force. Readings will include works in the philosophy of language as well as in legal theory. Examination preferred; paper option under special circumstances. J. L. Coleman.

Law and Religion (21216). 3 units. This seminar will use selected problems to undertake a legal, theoretical, and comparative study of the interaction between the commands of the state on the one hand and religious beliefs, practices, or obligations on the other. A research paper of some significance is required. After the early weeks of the course, the focus will move to the papers, and the class will meet less frequently. Enrollment limited. S. L. Carter.

* **Lawyering Ethics (21309).** 3 units, credit/fail. In this clinical course students will participate in the disciplinary process against lawyers charged with violating ethical obligations to clients. The goals include understanding current systems and considering their transformations, as well as thinking about how legal education should engage with the ethical issues facing lawyers. Students will research issues of state discipline of lawyers, including the workings of the system in Connecticut (such as which lawyers are disciplined for what kinds of infractions, at whose promoting, and with what forms of remedy). The disciplinary procedures for judges will also be investigated. Concurrently, students will represent before bar grievance panels clients who have complained about their lawyers and whose complaints have been found to have probable cause. D. J. Cantrell.

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

Living in the Present: Freedom, Democracy, and Time (21232). 2 units. The subject of this seminar will be the presentism prominent throughout modern thought and culture. Topics covered will include: the theory of constitutional democracy; modern art; the concept of self-government; the concept of rationality as it emerges in modern analytic philosophy and economics; the concept of mental health as it emerges in modern psychotherapeutic psychology; and the objectification of the self emerging in contemporary anti-discrimination law. Paper required; no final examination. Enrollment limited. J. Rubinfeld.

Lowenstein International Human Rights Clinic (21152). 3 units, credit/fail. Students will work on a variety of human rights projects, usually in support of current advocacy efforts of human rights organizations. Projects are designed to give students practical experience with the range of activities in which lawyers

engage to promote respect for human rights; to help students build the knowledge and skills necessary to be effective human rights lawyers; and to integrate the theory and practice of human rights. Class sessions will provide an overview of basic human rights principles and their application; instruction in and development of human rights research and writing skills; and discussion of the issues — legal, strategic, ethical, and theoretical — raised by project work. The clinic will have one or more student directors. Enrollment limited. J. J. Silk.

Managing National Security (21315). 2 units. In a global, interdependent system, the challenges to the integrity of the political and social organization of the United States go far beyond conventional military threats. The seminar will examine systematically the concept of national security, as distinguished from military defense, and, within the constitutional and statutory framework, develop methods for anticipatory threat identification, assessment of gravity, identification of national resources for response, and the invention of response strategies, including the utility and lawfulness of proactive measures. Students will be expected to participate in simulated national security cases. Examination or paper option. J. E. Baker and W. M. Reisman.

Medicine, Ethics, and Law (21214). 3 units. A wide range of issues in contemporary medicine challenges common ethical values in ways that appear to invite new legal regulatory responses. There are scientific developments — such as extending the life span so that most people will die only after prolonged disability, and for extending viability earlier in fetal development with attendant risks of significant lifelong disability. There are organizational changes in the delivery of medical care — such as the increased prevalence of managed care and of for-profit institutional structures — that promote rationing of care in the service of goals inconsistent with conventional conceptions of physicians' individualized commitment to patients. There are conventional exercises of physicians' authority, such as discretion to withhold therapies regarded by physicians as "futile," or of legislative regulatory authority, such as prohibiting physicians from hastening the death of terminally ill people — all of which are now being contested as inconsistent with the values of individual autonomy. This course will examine such issues, evaluate the individual and social ethical questions raised by them, and explore the justification for undoing such customary legal regulations and/or adding new ones. Examination or paper option. R. A. Burt.

Metaprocedure (21338). 4 units. A research seminar intended to provide students with the opportunity to explore in depth some of the topics and controversies touched upon in the first-year procedure course: theories of representation in the class action, the social function of the jury, the alternative dispute resolution, the independence of the judiciary, the Prison Reform Litigation Act of 1996 and its impact on structural litigation, mass torts and the use of settlement-only classes, ceilings on the punitive damages, the welfare reform act and its impact on due process rights, the impact of inequalities of wealth and access

to the courts, allocation of power between state and federal courts, etc. Admissions will be based on the submission of a research proposal to the instructor, who is prepared to meet with interested students during the fall semester to help formulate that proposal. The proposal should be submitted by the time of pre-registration for spring-term courses, which usually occurs in early December. Paper required. Enrollment limited. O. M. Fiss.

Nonprofit Organizations Clinic (21o56). 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 five or six times during the term. J. G. Simon, L. N. Davis, and B. B. Lindsay.

Prison Legal Services (21237). 3 units, credit/fail. Students in this clinical seminar will provide legal assistance to inmates at state prisons. Cases selected will concern the clients' habeas challenge to conviction and/or sentencing. The weekly class sessions will focus on prisoners' rights, readings about prisons and punishment, and current Legal Services Organizations cases. The seminar will also concentrate on developing professional responsibility through weekly seminar and supervision sessions, plus at least twelve hours each week of required client work, including interviewing, investigating, counseling, and drafting of court papers. Where possible, the student's representation of inmate clients, under attorney supervision, will include court appearances. Enrollment limited. B. Dignam.

***Professional Responsibility (21382).** 2 or 3 units, credit/fail. An introduction to legal ethics, with particular emphasis on application of the Model Rules of Professional Conduct to a lawyer's first five years of practice. This course will be offered for 2 units; 3 units will be given with enrollment in extra discussion section. Examination. L. Brilmayer.

Property (21o17). 4 units. This course will begin with an inquiry into a fundamental question of human civilization: how members of a group should allocate formal or informal entitlements to scarce resources such as wild animals, labor, ideas, water, and land. Thereafter, land will become our exclusive focus. Topics will include limitations on the rights of landowners to exclude others; estates in land; co-ownership; landlord-tenant law and the slum-housing problem; nuisance law; easements and covenants as means to cooperation among neighbors; and zoning, eminent domain, and other tools of public land-use regulation. Examination. R. C. Ellickson.

Prosecution Externship (21o88). 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 special-

ized areas such as career criminal, traffic, or appellate work. Weekly sessions will range from discussions of assigned readings to field trips to prisons, police laboratories, etc. Students will be required to keep journals and time records. Placements at the U.S. Attorney's Office must be arranged at least four months in advance, to allow time for security clearance procedures. Applications and interviews for the State's Attorney placements will take place during the first week of the term. Although enrollment is limited and permission of the instructor is required, timing and the involvement of outside agencies remove this clinic from the usual sign-up process for limited enrollment courses. K. Stith and J. A. Meyer.

[The] Protection of Foreign Investment in International Law (21377). 2 units. This reading group will examine recent legislative, judicial, and arbitral developments in the international regulation of state action concerning foreign investment. Paper required. W. M. Reisman.

[The] Role of Courts in the Age of Statutes (21121). 2 or 3 units. This will essentially be a legal process course, for it will ask the traditional legal process questions: What are courts, legislatures, and administrative agencies best suited to do in our legal-political system? It asks those questions, however, somewhat differently from the way "old" legal process courses asked them. In the last forty or so years we have indulged in an "orgy of statute making." Statutes, once passed, are hard to repeal or even modify in a legal-political system like ours. Traditionally, the United States relied on Common Law courts to keep the law up to date. Such courts gave us change together with continuity. But also traditionally, courts were unwilling to act when a statute seemed to cover the area, unless, of course, the statute was unconstitutional. The "orgy of statute making" has made this way of keeping the law from obsolescence of doubtful effectiveness. This course will examine both judicial and nonjudicial responses to the problem. Examination given for two units; a short "think" paper may be written in addition to the examination for an extra unit of credit. G. Calabresi.

School Finance Litigation Seminar (21365). 4 units (2 fall, 2 spring). This seminar will first examine the theory behind school finance litigation and the overall progress of this litigation throughout the country. Students, either alone or working in teams of two, will then conduct case studies of the litigation in different states, with the goal of preparing a substantial research paper that can be presented to the class in the second semester. These case studies generally should seek to determine, to the extent possible, why the litigation was successful or unsuccessful and, if successful, what impact the litigation has had on school financing and educational achievement. The ultimate aim is to arrange for the various case studies to be compiled and published as chapters in a book on school finance litigation. Yearlong course. Paper required. Enrollment limited to fourteen. J. E. Ryan.

Seminar on University Governance: Public Regulation of Higher Education in the United States (21347). 2 to 4 units. This seminar will examine the history and present practice of public regulation of “private” higher education in the United States — beginning with the founding of quasi-private universities during the colonial era, the *Dartmouth College Case* in the Supreme Court in 1819, and subsequent state regulation of “private” colleges and establishment of public colleges throughout the growing nation. Focus will be on the modern (post-World War II) period and a systematic examination of the nature of both public and private universities, the degree of public regulation of each, their funding sources, and the government structures. Each student will conduct an original research project and will present preliminary results to the class. Substantial Paper and Supervised Analytic Writing credit available. Enrollment limited. K. Stith.

Sentencing (21383). 3 units. An examination of the history, philosophy, and administration of the criminal sentencing process. Particular attention will be devoted to: (1) how judges, apart from guidelines, exercise discretion in light of the circumstances of crimes, discretionary decisions by prosecutors, characteristics of offenders, and choices among permissible sanctions and purposes of sentencing; and (2) whether, in the wake of guidelines and mandatory penalties, fact-finding judges may continue to individualize sentences and if so, how. The course will explore different kinds of sentencing regimes — state guideline systems, international models in which sentencing standards have evolved from common law decision making or judge-imposed guidelines (Australia, Israel, England), and the federal sentencing guidelines. The course will also explore the relationship between sentencing guidelines and the criminal code; the interplay between principles of proportionality, severity, and parsimony; and the impact of race, class, and gender on case outcomes. Paper required. Enrollment limited. K. Stith and N. Gertner.

Sentencing: Reducing and Preserving Disparity (21379). 3 units. Reducing unwarranted disparity has long been a major goal of sentencing reform and sentencing guideline systems. At the same time, geographical differences among communities and regions, and unique individual characteristics found among judges, among prosecutors, and among offenders, are inherent features of a diverse democratic society and its justice system. Legislatures — and particularly the Congress — have not adequately acknowledged the importance of balancing the need to limit unnecessary disparity with the need to preserve desirable attributes of heterogeneity that come to light at sentencing. This seminar will investigate different forms of disparity that surface in the sentencing system and consider how current legislation might be amended to accommodate both objectives. Substantial Paper credit may be awarded. Enrollment limited. D. J. Freed.

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

Sociolegal Studies: Directed Research (21384). Units to be arranged. A limited number of students will be accepted for research and writing on white-collar crime, or other topics that draw upon a "law and society" perspective. Students should provide a reasonably detailed proposal and obtain the instructor's permission. May be used in fulfillment of Substantial Paper or Supervised Analytic Writing requirement. S. Wheeler.

Sport and the Law (21380). 3 units. This seminar will examine the growth of big-time college and professional sports teams and leagues and will study a number of the sociolegal issues that have accompanied that growth: the emergence of players' associations, the changed balance of power between owners and players, and the increased influence of television dollars on the structure of sport. Special attention will be devoted to the NCAA and its role as a private regulatory body. Paper required. Enrollment limited to eighteen. S. Wheeler.

State, Law, and Market: Historical Perspectives (21340). 2 units. This seminar will examine contemporary literature on the economic history of law and economic organization from ancient civilizations to the present. The emphasis will be on understanding the evolution of the legal institutions that govern economic activity. Students will be asked to write a series of short weekly papers based on the assigned readings. Papers qualifying for Substantial Paper or Supervised Analytic Writing credit may be undertaken by special arrangement with the professors. No examination. Enrollment limited. H. Hansmann and B. Polak.

Terrorism, War, and the Constitution (21385). 2 units. This seminar will examine some of the dilemmas arising in adapting law to extraordinary circumstances. It will look at the normative questions arising in the course of the post-September 11 events, including the war in Afghanistan and the detention at Guantanamo. The seminar will also look at examples from the American Civil War, the Israeli-Palestinian conflict, and other circumstances where violence and law are marbled on the same field. Examination or paper option. R. Wedgwood.

Theology and Law (21148). 3 units. This seminar will focus on “theology” and “law” as grand discourses, complex frameworks through which we conceive, understand, explain, critique, form, and transform ourselves and our world. These discourses speak to the human condition: our nature, purpose, and plight. Through them we seek to order our behavior, shape our being, channel our pursuit of the good, and generate meaning. This course will be, frankly, exploratory; part of an effort to divine the contours of a field that doesn’t yet quite exist. The assistance and company of thoughtful students will be appreciated as the instructor stumbles along the unmarked path. In part, the shape of the course will depend upon the interests of those who take it. The following questions will be explored and used to interrogate both realms: (1) What does it mean to be human? What is our nature? What, if anything, are we meant to do or to accomplish? (2) How do we conceive of human need? (3) What are the conditions of human flourishing? (4) What do we take to be the good life? While these seem like perfectly ordinary questions to pose to theology, we are not accustomed to asking them of law. Yet, would we want to inhabit a legal system that doesn’t at least implicitly take them into account? Paper required. Enrollment limited. H. L. Dalton.

Topics in Criminal Law: Directed Research (21357). 2 units. A limited number of students will be accepted for research and writing on criminal law, law and social norms, evidence, and other topics that relate to instructor’s fields of research. D. M. Kahan.

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

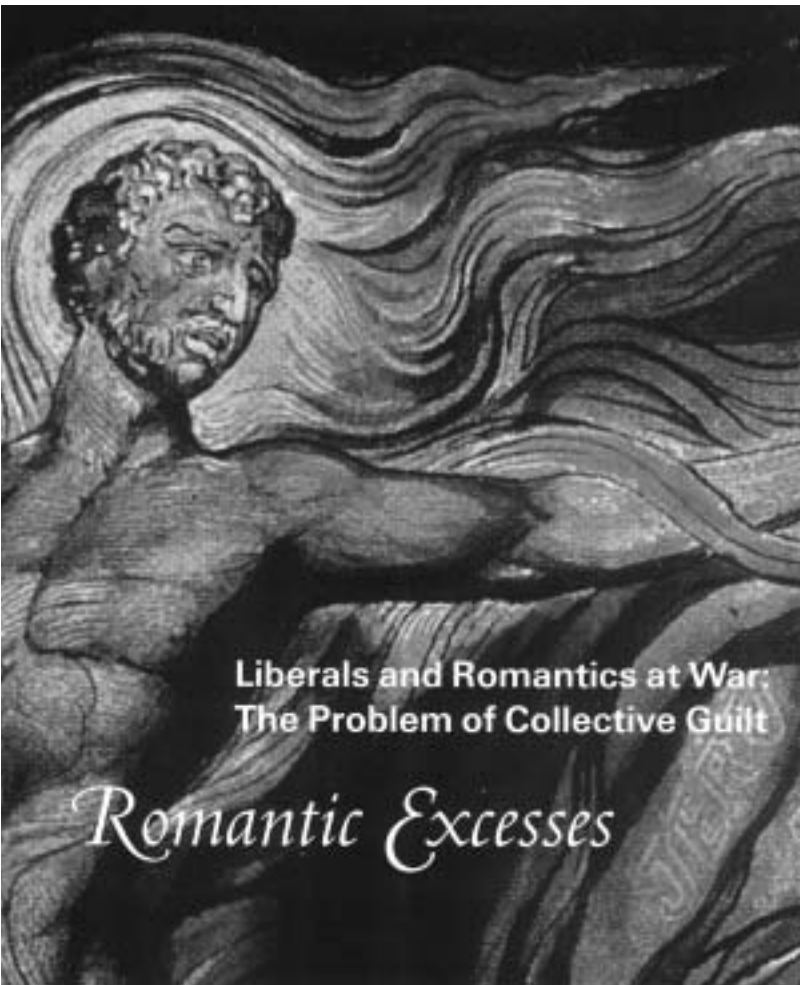
Trust and Estates: Family Wealth Transmission (21344). 4 units. An introductory course treating the various means of gratuitous transfer of wealth — by will, by inter vivos transfer, and by intestacy: (1) the policy bases of inheritance and the changing character of intergenerational wealth transfer; (2) probate administration and procedure; (3) guardianship and custodial regimes for minors and for the elderly; (4) health-care decision making and the “right to die”; (5) the

common will substitutes — gift, joint account, joint tenancy, life insurance, pension account, revocable trust; (6) intestate succession; (7) spousal protection and community property; (8) testamentary capacity and the requirements for executing and revoking wills; (9) distinctive constructional doctrines of the law of gratuitous transfers; (10) the creation and termination of trusts and the duties of trustees, executors, and other fiduciaries; (11) charitable trusts and charitable corporations; and (12) basic features of federal and state transfer and inheritance taxation. Throughout the course the relevant portions of the Uniform Probate Code and the Uniform Trust Code will be studied. Examination. J. H. Langbein.

War Crimes, Genocide, and International Criminal Law (21149). 2 units. With the advent of the International Criminal Court on July 1, 2002, there is a new field of international criminal law. This course will look at the institutional and legal challenges of the ad hoc tribunals for the former Yugoslavia and Rwanda, and the mixed tribunals for Sierra Leone and Cambodia — as well as the American debate over the adaptability of international criminal law to modern military practice and to ideas of sovereignty, democracy, and international security architecture. Examination or paper option. R. Wedgwood.

Work and Gender (21378). 4 units. This course will examine how workplaces, jobs, and workers come to be structured along gendered lines. The class will read theoretical accounts, empirical studies, ethnographies, and legal cases to obtain an understanding of the mechanisms through which work becomes gendered. Among the questions the course will address are: Does the workplace reflect or rather actively reproduce gendered social relations and identities? What is the relationship among wage work, citizenship, and gender? How do structural features of organizations tend to reproduce sex segregation and gender harassment? How should we understand the relationship between gender and sexuality at work? Which theories ground past and present interpretations of the law's ban on sex discrimination? Which theories should do so? The representation of gender and work in the popular media will also be explored, through an accompanying, required in-class film series. Examination or paper option. V. Schultz.

Workshop on Chinese Legal Reform (21361). 1 unit, credit/fail; 2 or 3 graded units with paper. This will be a workshop to examine legal development in China today. Typically, guests from other universities in the United States or China will present papers or discuss current issues. P. Gewirtz, J. Hecht, and J. P. Horsley.



**Liberals and Romantics at War:
The Problem of Collective Guilt**

Romantic Excesses

2001-2002 STORRS LECTURE

Tuesday, November 13 at 4:30 pm
Room 127 Yale Law School
127 Wall Street, New Haven, Connecticut

George P. Fletcher

Cardozo Professor of Jurisprudence
Columbia Law School

Lecture Programs and Other Academic Opportunities

The regular curriculum at Yale Law School is supplemented by a host of events and activities that augment and enrich legal education and scholarship. Under the auspices of various academic programs, faculty members, and student organizations, distinguished speakers — lawyers, judges, public figures, government officials, scholars, and other prominent individuals — give talks or participate in panel discussions on a wide variety of topics throughout the academic year. In addition, an abundant resource of endowed funds allows the School to invite specially designated fellows and lecturers.

lecture programs

A sampling of endowed lecture programs from the 2001–2002 academic year follows.

The *Robert L. Bernstein Lecture in International Human Rights*, which was inaugurated in 1998 by Wei Jingsheng, the political prisoner released in 1997 after almost twenty years of continuous captivity in a Chinese jail, was given in 2002 by Justice Albie Sachs of the South Africa Constitutional Court. His talk focused on “South Africa’s Truth and Reconciliation Commission.”

The *Ralph Gregory Elliot First Amendment Lecture* was established in 1992 with an inaugural lecture by U.S. Supreme Court Justice John Paul Stephens. Professor Lawrence Lessig ’89 of Stanford Law School gave the 2001–02 Elliot Lecture, “Free Labor, Free Culture.”

The *Harper Fellowship*, which sponsors a prominent figure selected for distinguished contribution to the public life of the nation, hosted two visitors in the 2001–2002 academic year. Newark City Councilman Cory Booker ’97 spoke in the fall of 2001 on “Change and Challenge: Personal Lessons and Urban Effort.” Alan D. Bersin ’74, superintendent of the San Diego public school system, visited Yale in the spring of 2002 to deliver a talk, “Urban Public Education: Separate Again, Still Unequal.”

The *Arthur Allen Leff Fellowship* brings to Yale Law School individuals whose work in other disciplines illuminates the study of law and legal institutions. In the spring of 2002 the Leff Fellowship sponsored a lecture by Nobel Prize-winning economist and University of California at Berkeley Professor George A. Akerlof, whose lecture was entitled “Economics and Identity.”

Bill Joy, co-founder, chief scientist, and corporate executive officer of Sun Microsystems, Inc., Aspen Smallworks, delivered the *Charles S. Mechem, Jr. Fellowship Lecture*, “Technology and the Rule of Law,” during the Law School’s annual alumni reunion weekend. The Mechem Fellowship was made possible by

a grant from Charles S. Mechem, Jr. '55 to foster an understanding of decision making in the business environment.

The *Raben Fellowship*, which brings to the Law School individuals with special expertise in securities law, financial accounting, or related subjects, sponsored the visit of Ronald J. Gilson '71, Charles J. Meyers Professor of Law and Business at Stanford Law School and the Marc and Eva Stern Professor of Law and Business at Columbia University, who spoke on the topic "Engineering Venture Capital Markets."

The *Storrs Lectures*, one of Yale Law School's oldest and most prestigious lecture series, were established in 1889 for a series of lectures given by a prominent scholar within the broad topic of fundamental problems with law and jurisprudence. Two scholars were denoted Storrs Lecturers in the 2001–2002 academic year. In the fall, George P. Fletcher, Cardozo Professor of Jurisprudence at Columbia Law School, delivered three lectures on the topic "Liberals and Romantics at War: The Problem of Collective Guilt." The spring Storrs Lecturer was Theda Skocpol, Victor S. Thomas Professor of Government and Sociology at Harvard University, who spoke on "Civic Engagement in American Democracy: How America Became Civic."

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

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

The *Timothy B. Atkeson Environmental Practitioner in Residence Program*, established in honor of Timothy B. Atkeson '52, a former assistant administrator for international affairs of the U.S. Environmental Protection Agency, sponsors the visit of an environmental law expert to the Law School.

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

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

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

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

The *James A. Thomas Lecture Series*, which was established by Yale Law School students in 1989 to honor Associate Dean James A. Thomas '64, recognizes scholars with innovative perspectives on the relations among law, jurisprudence, and communities of people with color.

Beyond the endowed lecture and fellowship programs, student organizations and other groups regularly invite speakers to present topics of particular interest. Among those invited in the 2001–2002 academic year were Nadine Strossen, president of the American Civil Liberties Union, who was invited by the *Yale Human Rights and Development Law Journal* to speak on “Civil Liberties after September 11”; and Edward J. Nicoll '97, CEO of Datek Online, who was a speaker in the Yale Law and Enterprise Forum’s CEO Speaker’s Series. Many student organizations sponsor lecture series throughout the academic year, including the Yale Law and Technology Society, the Yale Law School chapter of the Federalist Society, and Yale Law Women.

Students in the Knight Journalism Fellowship program sponsored a number of lectures in the 2001–2002 academic year, including “Hiding the President’s Secrets: The Fight over Access to Presidential Records,” a talk given by noted author and journalist Richard Reeves; and “*U.S.A. v. bin Laden et al*: A Conversation with Mary Jo White,” which was given by White, a former U.S. attorney for the Southern District of New York.

Other regularly scheduled talks are given around a specific academic or intellectual interest. The Orville H. Schell, Jr. Center for International Human Rights sponsors a weekly Human Rights Workshop for students, scholars, and practitioners in the field of human rights. The Legal History Forum brings together law students, graduate students, and scholars from a variety of disciplines who have an interest in history and the law. The Law, Economics and Organization Workshop is both a forum for ongoing scholarly research in law and economics and a Law School course. With the Quinnipiac University Law School, Yale Law School sponsors regular workshops on Dispute Resolution. Students also have the opportunity to learn about current Yale Law School faculty research in Faculty Teas scheduled periodically throughout the academic year.

In addition, Yale Law School faculty members often organize extemporary lectures and panels to respond to current events. For example, “The Attack on America: Thoughts and Reactions” was the topic of a faculty panel scheduled shortly after the terrorist attacks of September 11, 2001. In the spring of 2002 the Yale Law School Center for the Study of Corporate Law organized a panel discussion on “The Enron Situation: A View from the Professions.”

Further information about the origins and history of all endowed fellowships and lectures at the Law School appears on pages 185–88. Lectures and other public events are also described in the online *Master Calendar of Events*, which is updated daily during the academic year (www.law.yale.edu/calendar).

special initiatives

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

For example, the growing importance of international perspectives has yielded two major initiatives. The Global Constitutionalism Seminar, directed by Professor Paul Gewirtz, 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. With generous funding from David A. Jones '60 and David A. Jones, Jr. '88, five seminars have already been convened. While the seminar proceedings are largely confidential, some events are open to the Law School community.

A second initiative is designed to promote democratic institutions and practices in Latin America through linkage activities with two law schools in Chile, one in Argentina, and one in Brazil. Now in its eighth year, this program permits up to six Yale students to spend the month of June in Chile or Argentina, and three students to spend the month in Brazil, in order to work with Latin American law students in small study groups and clinics, and on law journals. In February, students from the Latin American linkage law schools visit Yale for three weeks to participate in study groups and attend classes. In addition, in June, legal scholars from Yale and from cosponsoring law schools in Argentina, Brazil, Chile, Mexico, Paraguay, Peru, Puerto Rico, and Spain convene for the *Seminario en Latino-américa de Teoría Constitucional y Política*, a four-day conference exploring the foundational ideas of constitutional democracy.

the yale center for environmental law and policy

The center, established in 1994 by Yale Law School and the Yale School of Forestry & Environmental Studies, draws upon resources throughout Yale University to develop and advance environmental policy locally, regionally, nationally, and globally. The center's mission is to introduce students to environmental law challenges, policy tools, and research methodologies; encourage debate and creative thought on environmental issues; develop and advance policies responding to critical environmental problems on the local, regional, national, and global levels; and provide a forum where scholars, environmental advocates, businesspeople, government officials, and representatives of international organizations can exchange views. The center supports a variety of research projects. These include the Global Environment and Trade Study, which provides research on environmental questions arising in the context of trade liberalization and environmental integration; the Global Environmental Governance Dia-

logue, which seeks to identify ways to strengthen the international environmental regime; and the Environmental Sustainability Index Project, an initiative focused on developing environmental “metrics” to evaluate governmental performance in pollution control and natural resource management — with a report on the environmental sustainability of 122 economies presented at the World Economic Forum’s Annual Meeting in Davos and a new initiative on “Information Age” environmental protection.

The center runs the Environmental Protection Clinic, where law students have opportunities to address environmental law and policy problems on behalf of client organizations. In recent years, Yale student teams have worked with a range of community groups, environmental groups, think tanks, government agencies, and international organizations.

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

the center for studies in law, economics, and public policy

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

the yale law school center for the study of corporate law

The Yale Law School Center for the Study of Corporate Law was created to facilitate research and teaching in the business law area. The center's research and teaching interests include corporate law and the law of other nongovernmental organizations; the regulation of financial markets and intermediaries; and the legal framework of finance, including the law of bankruptcy, corporate reorganization, and secured transactions.

Every year the center hosts a roundtable, open to the Law School community, which is attended by leading corporate lawyers, public officials, and scholars. The roundtables are one-day events that seek to foster a dialogue between academics and practitioners on the important corporate law issues of the day through presentations of scholarly papers and panel discussions. The center hosts the Raben Fellowship, which brings to the Law School a leading expert in securities law for a public lecture. The center also sponsors an occasional breakfast program in New York City, which features panel discussions on current topics in corporate law by alumni and faculty. For more information, visit the center's Web site at www.yale.edu/law/ccl/.

Professor Alan Schwartz is the director of the center. The center has a board of advisers, chaired by Robert Todd Lang '47, consisting of YLS alumni Roger Aaron '68, Curtis H. Barnette '62, Boris Feldman '80, Arthur Fleischer, Jr. '58, Stephen Fraidin '64, Benjamin F. Stapleton '69, Craig M. Wasserman '86, and Judge Ralph K. Winter '60. In addition to Judge Winter, an adjunct professor at YLS, other members of the Law School faculty serving on the board are Dean Anthony Kronman and Professors Ian Ayres, Henry Hansmann, and Roberta Romano.

the china law center

The China Law Center was established at Yale Law School to increase understanding of China's legal system and to assist in China's legal reform process. To these ends, the center is sponsoring research, promoting academic exchanges, and undertaking a variety of cooperative projects on important legal reform issues. Since the center was launched, it has begun in-depth cooperative projects with leading Chinese legal experts and institutions in the areas of judicial reform, criminal procedure, administrative law, regulatory reform, and legal education. These projects involve a range of activities, including research visits to Yale and to China, workshops and seminars in the United States and China, and publications. Yale Law School students are encouraged to participate in the center's work. The center also provides research grants to support law students wishing to do research in China during the summer. The center has received generous support from David A. Jones '60 and David A. Jones, Jr. '88, Lawrence J. Stupski '71, Yale parents Henry Fan and Robert Ng, the Yung Family Charitable

Trust, the Smith Richardson Foundation, the Luce Foundation, and the Ford Foundation. The director of the center is Professor Paul Gewirtz. The deputy director is Jonathan Hecht and the associate director is Jamie Horsley.

the information society project

The Information Society Project was created in 1997 to study the implications of the Internet, telecommunications, and the new information technologies on law and society. Much of its work has focused on issues of freedom of speech, democracy, and the growth and spread of cultures on the Internet. In past years the ISP has studied the free speech implications of filtering and rating systems, and designed a voluntary labeling system that has been endorsed by the European Commission and adopted by the Internet Content Rating Association. It has also studied civic participation on the Internet, the civil liberties implications of intellectual property protection, memetics and the evolution of cultures and ideologies, and the effects of the new communications technologies on globalization. The project embraces a variety of activities, including fellowships for young scholars and advice and education for policy makers, business leaders, nonprofit organizations, and the legal community. It also runs a Weblog, Lawmeme, which offers commentary on developing technology issues. The project director is Professor Jack Balkin.

the arthur liman public interest program

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

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

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

Each year, law students work as associate fellows, providing substantive assistance to graduate fellows and helping to plan and participate in the annual Liman Colloquium. Topics for the colloquium series have included The Future of Legal Services, Valuing Low-Wage Workers, Welfare "Reform" and Response, and Encountering the Criminal Justice System.

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

The Arthur Liman Professor of Law is Judith Resnik. The director of the Liman Program is Deborah J. Cantrell.

the orville h. schell, jr. center for international human rights

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

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

The Schell Center conducts the Allard K. Lowenstein International Human Rights Law Clinic every term (see page 93). The center also sponsors frequent lectures, panels, symposia, and informal discussions on a wide range of human rights issues. During 2001–2002, the center organized panels on “The Rule of Law in Chile since the Return of Pinochet” and “Argentina in Crisis”; the weekly Human Rights Workshop: Current Events and Issues; many lectures and panels; and “Fundamentalism and Modernity,” the annual Robert L. Bernstein International Human Rights Fellowship Symposium. Workshop topics included: “International Criminal Justice and the Protection of Human Rights: The Rule of Law or the Hubris of Law?”; “Indonesia: Transition, Regional Conflict and the Prospect for Human Rights”; “The Prosecution of Gender-Based Crimes in International Law”; “Exceptionalism and Universalism in the Case Against Ariel Sharon”; “A Problem from Hell: America and the Age of Genocide”; “The South African Amnesty from the Victims’ Perspective”; and the impact of the September 11 attack on civil liberties, immigrants’ rights, and international justice.



The center also organized workshops on possible summer and postgraduate human rights work and sponsored talks by the president of the Supreme Court of Israel, students and faculty from the human rights clinic at Fourah Bay College in Sierra Leone that was started with the assistance of Yale Law School students, and Schell Summer Fellows discussing the issues raised by their summer work. Other talks addressed "Human Rights and HIV/AIDS in Nigeria"; "Police and Law Reform in UN Peacekeeping Missions: Lessons from Haiti and Kosovo"; "Institutional Imperatives v. Cultural Norms: The UN Mission to Somalia"; "Naming Evil: The Meaning and Usefulness of Emerging Genocide Claims"; and "From Rage to Reconciliation: Victims' Families Against the Death Penalty."

The Schell Center administers several human rights fellowships. The Robert L. Bernstein Fellowship in International Human Rights, inaugurated in 1997, funds one or two recent Yale Law School graduates annually to engage in full-time human rights work for a year. In 2001–2002, Bernstein Fellows worked in the Washington, D.C. offices of the Lawyers Committee for Human Rights and

EarthRights International. The center also invites established scholars and advocates to visit the Law School as Schell Fellows to conduct research, teach seminars, and meet with students. Each summer, the center provides students with travel grants for international human rights work. In 2001, Schell Summer Fellowships allowed more than thirty students to spend all or part of the summer doing human rights internships or research throughout the world. The Robert M. Cover/Allard K. Lowenstein Fellow in International Human Rights Law spends two years at the Law School, working on all aspects of the center's work, including supervision of the Lowenstein Clinic. The Schell Center also supports the Lowenstein International Human Rights Project, the *Yale Human Rights and Development Law Journal*, and other student projects related to human rights.

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

The director of the Schell Center is Professor Paul W. Kahn. The executive director is James J. Silk. The Cover/Lowenstein Fellow is Deena R. Hurwitz. The Schell Center's e-mail address is schell.law@yale.edu.

opportunities for study in legal history

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

visiting scholars

Each year the Law School has in residence a few visiting scholars engaged in nondegree research. Visiting scholars may audit one or two courses per term (with the consent of individual instructors) and make use of library facilities for their work. There are no set requirements for admission; most visiting scholars are college and university teachers from law and other disciplines who are engaged in law-related work, but applications will be considered from any person of outstanding qualifications. Each visiting scholar is charged a minimum accommodation fee of \$4,524 per term, or \$9,048 per academic year. No financial aid from the Law School is available for scholars in this program.

Application can be made by letter to Visiting Scholar Program, Yale Law School, PO Box 208215, New Haven CT 06520-8215. Applications should include biographical information, a description of the proposed research, including a statement explaining why Yale Law School is a particularly appropriate affiliation for your work, and the proposed date of arrival and length of stay.

International scholars should see page 147 for information on the Office of International Students and Scholars at Yale.

irving s. ribicoff fellowship for post-graduate research

The Irving S. Ribicoff Fellowship for Post-Graduate Research is awarded each year to a recent Yale Law School graduate interested in becoming a law teacher. The recipient spends a year in residence at the Law School working on a scholarly writing project and preparing for a teaching career in law. Any recent Yale Law School graduate is eligible to apply, including those with J.D., LL.M., M.S.L., or other graduate law degrees. A currently enrolled Yale Law student who will graduate before the term of the fellowship commences also may apply. The fellow receives a yearly stipend of \$25,000, standard University benefits, and a private, lockable carrel in the Law Library. The fellow must be in residence in New Haven during the term of the fellowship. The deadline for applications for the 2003–2004 academic year is February 1, 2003. For more information, contact Annette Michaels, Director of Graduate Programs, at annette.michaels@yale.edu.



Grades

Grades for all degree students are:

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

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

Pass: successful performance of the work in the course.

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

Failure: no credit is given for the course.

Requirement Completed (RC): indicates J.D. participation in Moot Court or Barristers' Union.

There is no required or indicative "curve" for grades in Law School classes. Individual class rank is not computed.

Academic Requirements and Options

requirements for the degree of juris doctor (j.d.)

To qualify for the J.D. degree, students must at all times meet the conditions to continue as a degree candidate, must complete a total of 82 units of satisfactory work, must satisfy the writing requirements, must spend at least six full terms or the equivalent thereof in residence, and must be recommended for the degree by the faculty. Failure to attend scheduled classes without good cause, such as illness, constitutes adequate grounds for dismissal from the Law School. A maximum of 10 of the 82 units required for graduation may be approved for independent research and reading.

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 the regular course work. All first-term courses are graded on a credit/fail basis.

Curriculum after the First Term

After the first term, students must satisfactorily complete at least 66 units of credit. Students are free to select their own curriculum, but by graduation they must take Criminal Law and Administration and complete the writing requirements described below. Starting with the Class of 2005, students also must complete one course in the area of professional responsibility. Courses which meet this requirement are marked with an asterisk. See pages 30, 36, 43, 46, 68, and 70 in this bulletin.

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

Conditions for Continuing as a J.D. Candidate

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

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

Limitations on Credit/Fail Units

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

After the first term, a student must take at least 51 units of graded work. At least 9 of these units must be taken in the second term of law school. No more

than a total of 5 units of ungraded credit in student-directed programs may be counted toward the degree.

Writing Requirements

For graduation, the faculty requires that each student undertake 3 units of Supervised Analytic Writing and prepare a Substantial Paper of at least 2 units. Prior to beginning work on a Supervised Analytic Writing paper or Substantial Paper, a student should secure the approval of the supervising faculty member. At least one of these writing requirements must be satisfied before a student can register for a fifth term at the Law School. Specifically, the Law School requires that the professor supervising one of those writing projects must certify the student's completion of the project before the student can register for her or his fifth term; the faculty certification must include a grade for the paper (see page 103).

A Supervised Analytic Writing paper for 3 units involves work that is closely supervised by a Law School faculty member and is designed to increase the student's proficiency in legal research, analytic reasoning, and writing in a single field of concentration; the paper may not be purely descriptive in character. Supervised Analytic Writing papers may not be submitted on a credit/fail basis.

A Substantial Paper for 2 units of credit, although not necessarily meeting the criteria for a Supervised Analytic Writing paper, must be a significant written project. Professors may accept Substantial Papers on either a graded or credit/fail basis.

Supervised Analytic Writing papers or Substantial Papers may be prepared in connection with (1) seminars or courses, (2) independent research and writing under faculty supervision (see page 94), (3) the Intensive Semester Research Program (see pages 95–96), or (4) a program of research and writing, conducted under the joint supervision of two faculty members and spread over two terms, which is related to a course or seminar offered by one or both of the faculty members. Work done in courses outside the Law School will not be accepted in satisfaction of the writing requirements.

options within the course of study for the degree of juris doctor (j.d.)

Research and Writing Opportunities

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

1. Research and writing in the first-term small group (see page 89).
2. Research and writing in a clinical program (see pages 92–93).
3. Research and writing in connection with seminars or courses.
4. Independent research and writing under faculty supervision (see page 94).
5. Research and writing in connection with the Intensive Semester Research Program (see pages 95–96).

6. A program of research and writing, conducted under the joint supervision of two faculty members and spread over two terms, which is related to a course or seminar offered by one or both of the faculty members.

A list of faculty members able to supervise papers in a given term, their areas of interest, and other pertinent information is available at the registrar's office. The faculty encourages students to publish their written work in law journals and other periodicals and to make this work available to other scholars as reference material. A number of prizes are awarded for outstanding scholarly writing (see pages 188–91).

Clinical Programs

The *Jerome N. Frank Legal Services Organization* (LSO) links law students with individuals in need of legal help who cannot afford private attorneys. Students, supervised by Law School faculty members and participating attorneys, interview clients, write briefs, prepare witnesses, try cases, negotiate settlements, arrange “deals,” and argue appeals in state and federal courts, including the U.S. Court of Appeals for the Second Circuit and the Connecticut Supreme Court.*

LSO's work is divided into eight main projects: (1) Advocacy for Parents and Children, representing family members in juvenile court cases, particularly abuse, neglect, termination of parental rights, and delinquency cases; (2) Advocacy for People with Disabilities, representing individuals with physical and mental disabilities and children with educational handicaps; (3) Community Legal Services, advocating for and representing the urban poor, particularly homeless families and individuals; (4) Housing and Community Development, providing legal services and other professional (usually business or architectural) consultation to community groups, particularly nonprofit organizations involved in affordable housing and economic development efforts; (5) Immigration, representing individuals seeking political asylum in the United States; (6) Landlord-Tenant, representing indigent tenants in eviction proceedings; (7) Legal Assistance, placing students in area legal aid offices to represent the urban poor in civil matters; (8) Prisons, representing men and women in state and federal prisons in Connecticut.

All LSO projects involve close collaboration among new students, experienced students, and supervising clinical faculty. Investigating, developing, and using facts are essential elements of lawyering and, therefore, of LSO's work.

* Since October 1, 1972, first-year law students in Connecticut have been eligible to appear in federal and state proceedings under two different sets of student practice rules. Students who have completed one term of credit may, after certification by the dean, appear in state court and administrative proceedings upon compliance with the provisions of the Superior Court's Law Student Internship Rule, section 71 of the Practice Book. Students who have completed legal studies amounting to two terms of credit may appear in federal court upon compliance with the provisions of Rule 26 of the Local Rules of the United States District Court for the District of Connecticut. Training and certification guidelines have been adopted by the Yale Law School faculty in compliance with both sets of rules.

LSO also devotes special attention to issues of professional responsibility and client-centered lawyering. Cases brought by LSO and its legislative efforts have helped make new law protecting the rights of clients in the various projects. Students are eligible to participate in LSO after their first term. LSO also hires law students as “summer associates”; they work full time in the various clinics.

LSO students and faculty also provide legal assistance to HIV-positive persons in the New Haven area. A special project in legislative advocacy, coordinating the state-level legislative activities of students and faculty from several LSO clinics, offers students an opportunity to gain firsthand experience with the Connecticut legislative process. In addition, students may elect to work at either of two local prosecutor’s offices (the New Haven State’s Attorney and the U.S. Attorney), in LSO’s Prosecution Externship. Independent placements may also be arranged at other public interest agencies or law offices.

The *Allard K. Lowenstein International Human Rights Law Clinic* is a Law School course that gives students firsthand experience in human rights advocacy under the supervision of international human rights lawyers. The clinic undertakes several litigation and research projects each term on behalf of client human rights organizations and individual victims of human rights abuses. 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 Rights.

Several other clinical programs give students direct experience in the practice of law in particular areas. The *Environmental Protection Clinic* is an interdisciplinary clinic that addresses environmental law and policy problems on behalf of client organizations such as environmental groups, government agencies, and international bodies. The *Nonprofit Organizations Clinic* provides legal assistance to nonprofit organizations that cannot afford to retain private counsel. An *International Law and Development Workshop* provides students with opportunities to work on a variety of real-world legal projects in Northeast Africa.

Student-Directed Forensic, Clinical, and Editorial Programs

In the second term, students may begin participation in programs managed primarily by students under the general supervision of a faculty adviser. These programs are described on pages 121–30. The student-directed programs for which ungraded credit is awarded are the Domestic Violence Temporary Restraining Order Project; Greenhaven Prison Project; Allard K. Lowenstein International Human Rights Law Project; Street Law; Thomas Swan Barristers’ Union; Morris Tyler Moot Court of Appeals; Umoja; *Yale Human Rights and Development Law Journal*; *Yale Journal of Health Policy, Law, and Ethics*; *Yale Journal of International Law*; *Yale Journal of Law and Feminism*; *Yale Journal of Law & the Humanities*; *Yale Journal on Regulation*; *Yale Law & Policy Review*; and *The Yale Law Journal*.

In general, 1 unit of ungraded credit per term is awarded for participation in these programs. No credit is given for preparticipation portions of Barristers' Union and Moot Court until a student completes the program; 2 units of ungraded credit are then awarded. Credit is awarded for work on the student-edited journals listed above only for substantial editorial work. In special circumstances, the faculty adviser may approve more than 1 credit per term. No more than a total of 5 credits in student-directed programs may be counted toward the degree, and no work for which compensation is received may earn credit toward the degree.

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

Reading Groups and Individual Reading and Research Programs

After the first term and with the approval of a faculty member, students may undertake reading or research programs for credit. There are two types of programs: (1) individual reading and/or research with a faculty member, and (2) faculty-sponsored reading groups. No more than 10 units of credit for reading or research programs may be counted toward the 82 units required for graduation. No more than 4 of these 10 units may be for participation in reading groups.

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

In the case of an approved reading group, each participating student may receive no more than 1 unit of credit, which must be ungraded. In order to obtain approval for a reading group, the student(s) organizing the group must submit a written proposal to the registrar within three days after the term commences. The proposal must (1) describe the law-related topic to be examined, (2) provide a tentative reading syllabus, and (3) be signed by the sponsoring faculty member. As noted above, ordinarily no more than 4 units of credit for reading groups may be counted toward the 82 units required for graduation.

Student-Organized Research and Legislative Drafting Seminars

Groups of six or more students may submit written proposals for research or legislative drafting seminars. Such seminars could, for example, be designed to develop legislative or policy approaches to a major societal problem of interest to the group. The proposal should define the proposed topic with reasonable

particularity and be subscribed to by the participating students. It should be submitted to the dean or the person designated by the dean by March 1 preceding the academic year for which the seminar is desired. Taking into account the aggregate of the Law School's curricular needs and the teaching commitments required to meet them, the dean's office will use its best efforts to identify interested faculty members who may be willing to conduct one or more of the seminars proposed. With the consent of the faculty member conducting such a seminar, students in addition to those proposing it may enroll.

Intensive Semester Research Program

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

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

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

An intensive research semester can be taken for up to 12 units of credit. The number of units to be graded will be determined by the faculty supervisor, but (1) work performed by the student for credit but not under direct faculty supervision may receive no more than 8 ungraded credits, and (2) at least 4 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.

The deadline for Intensive Research Semester proposals is two weeks before the due date for applications for limited-enrollment seminars. An Intensive Research Semester application will not be accepted by the registrar if any of a student's work in courses previously taken is incomplete. A student whose application has been approved by the Intensive Research Semester Committee may register for the Intensive Research Semester only if all prior course work is complete. A student may not take an Intensive Research Semester during the final term, nor take more than one Intensive Research Semester while at the Law School. A student who carries out an Intensive Research 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 Research 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, non-reimbursed 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 Research Semester. The student however, may be permitted to accept reimbursement, from the agency or organization at which the student is located for fieldwork purposes, to cover the extra costs referred to above, if those financial arrangements are disclosed in detail in the application for the Intensive Research Semester and are approved in advance by the director of financial aid.

Courses Outside the Law School

After the first term, students may take a limited number of courses in the graduate and professional schools or undergraduate college of Yale University for Law School credit when the courses are relevant to the student's program of study in the Law School or planned legal career. To obtain permission, students must provide a written statement explaining how the course relates to their legal studies or future law practice and must have (1) the recommendation of a Law School faculty member, (2) permission from the instructor of the course, and (3) permission of the registrar. The registrar shall determine the appropriate number of units of credit to be awarded for the course. No more than one outside course per term is ordinarily allowed, and no more than 12 units of credit for such

courses may be counted toward the 82 units required for the degree. The requirements of the other school or department must, of course, be satisfied. Their bulletins are available in the registrar's office.

joint degrees

In cooperation with other schools and departments of Yale University, the Law School offers programs leading to a master's degree and a J.D. (Juris Doctor) or to a doctorate and a J.D. These programs are intended for those who wish to acquire the specialized skills of some body of knowledge related to law. All proposals must be submitted to and approved by the Faculty Committee on Special Courses of Study.

While joint degrees have been most common with the Graduate School and the School of Management, students have also arranged joint work in the schools of Forestry & Environmental Studies, Divinity, and Medicine. A joint-degree program is also offered in conjunction with the Woodrow Wilson School of Public and International Affairs at Princeton University. On a case-by-case basis, the Law School has permitted students to pursue joint degrees with relevant programs in other universities as well.

Requests for information on the following programs, including specifics on admission, tuition, curricular requirements, and financial aid, should be directed to the dean in charge of student affairs. Students with an interest in joint-degree work in economics, political science, or other social sciences should also consult Susan Rose-Ackerman or Al Klevorick.

Master of Arts

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

At the end of the fourth year, students should have completed all requirements for both the law degree and the one-year master's degree. Additional courses in the Graduate School are required in two-year master's degree programs. Individual departments generally also impose requirements such as reading knowledge of a foreign language or passage of particular examinations.

Application for a master's degree program should be made at the same time as application to the Law School or during the student's first or second year at the Law School. Initial inquiries should be directed to the dean in charge of student affairs. Application to the Graduate School should be made by the first working day in January preceding the fall term in which the student wishes to begin work, although late applications may be considered at the discretion of the Graduate School. Detailed instructions on admissions should be obtained from the Graduate School Office of Admissions. Students should also consult the director of graduate studies in the relevant department. The Graduate School bulletin is available in the registrar's office of the Law School.

Master of Business Administration

The Master of Business Administration (M.B.A.) is offered by the School of Management. In this program, students receive an exceptionally rigorous business education. Beyond this, students receive the broad intellectual framework and practical skills that are essential for leadership today. Normally a two-year program, the M.B.A. may be earned with only one additional year of course work by joint-degree candidates who are students at the Law School. Students may apply to both the Law and Management schools simultaneously or to one school during their first year at the other.

Doctorate

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

Leaves of absence, extending time for completion of degree, and credit for work done at another law school

Leaves of Absence and Readmission

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

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

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

Extending Time for Completion of Degree

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

1. All students must complete the required work of the first term on a full-load basis.
2. Upon satisfactory completion of the first term, a student may petition to reduce the work of any one term from the normal minimum of 12 units to fewer units; but in no event may a student register, 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 82 units of satisfactory work in no more than eight terms of residence.
4. Upon acceptance by the Law School and before submitting a deposit, students may request that the dean rule on whether their particular situation is such as to justify a reduced-load curriculum, as described above, after the first term. Such a ruling would be conditional on the continuation, after the first term, of the situation that made reduced-load law study appropriate.

Credit for Work at Another Law School

A student wishing to obtain credit toward the J.D. degree for work done at another law school is required to petition the dean for permission. The dean shall ordinarily grant such permission only in cases of personal hardship or for compelling curricular reasons. In granting such permission, the dean must find that the proposed program of study is acceptable and that it will count toward meeting Yale Law School's degree requirements for no more than 24 units of

credit, or their equivalent. Such credit will be given only for work completed in residence at the other law school, with a weighted average which is to be determined in advance by the dean, and which in no event would be less than the equivalent of a Pass at this Law School. In those cases where the dean has reasonable doubt about granting a petition he will refer the matter to the faculty. Students denied permission by the dean may, of course, petition the faculty to have their request reviewed. In no case will more than one year of residence and unit credit be granted for work taken at another school. Work done at another law school will not be accepted in satisfaction of the writing requirements.

bar requirements

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

requirements for graduate degrees

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

The Law School admits a limited number of graduate students each year to pursue studies in law beyond the first professional degree. Admission is generally open only to those committed to a career in teaching law.

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

The LL.M. program runs from September through May; there are no January admissions. LL.M. candidates must carry a total of no fewer than 12 units of credit per term. Changes in the program may be arranged during the first week of each term. At least two terms must be spent in residence. To qualify for the LL.M. degree a candidate must successfully complete a minimum of 24 units of

credit with a grade average of at least Pass for all work taken for credit. Up to 6 units per year (or 8 units if a candidate takes a first-term ungraded course) may be taken credit/fail only with the consent of the instructor. Work taken credit/fail must be designated as such on the records of the registrar at the time of registration and may be so designated subsequent to registration only with approval of the dean's office.

For information on admissions procedures for the LL.M., please see pages 116–17.

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

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

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

Students from abroad should see page 147 for information about international students at Yale.

For information on admissions procedures for the J.S.D. program, please see page 117.

The Degree of Master of Studies in Law, including Fellowships in Law for Journalists (M.S.L.)

The Law School has established the Master of Studies in Law degree program for a small number of *non-lawyers* who want to obtain a basic familiarity with legal thought and to explore the relation of law to their disciplines. It is a one-year terminal program designed for those who do not desire a professional law degree, but who are interested in a more formal relationship to the Law School and a more rigorous curriculum than that offered by the visiting scholar program. Two branches exist within the M.S.L. degree: Candidates in the M.S.L./Academic program are ordinarily experienced scholars with research or teaching objectives in mind. Candidates in the M.S.L./Journalism program are primarily U.S. 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.

The Fellowships in Law for Journalists within the M.S.L. program has, for more than twenty-five years, offered journalists the opportunity to develop a systematic understanding of the law and achieve greater sophistication in reporting on legal matters. The program was designed primarily for U.S. journalists. Participants in the program have also arranged special activities relating to law and journalism to supplement the regular M.S.L. curriculum. Tuition grants are provided by the Law School, and support stipends are furnished courtesy of a grant from the John S. and James L. Knight Foundation.

Candidates for the M.S.L. degree are required to complete the first year of the J.D. program (27 units), including a small group. There are four required first-term courses (Constitutional Law, Contracts, Torts, and Procedure); the M.S.L. candidate may substitute an elective for one of those courses (see page 89). Typically no more than 6 units of credit for courses outside the Law School can be counted toward the degree. The second term is entirely elective and affords opportunities for independent research and clinical experience in addition to regular courses and seminars. In the second term, students must take at least 10 graded units of the 12 units required. Participants in the M.S.L. program are not eligible for subsequent admission to the J.D. program.

For information on admissions procedures for the M.S.L. program, please see page 118.

Registration

All new J.D. students and all graduate students are required to register in person on September 3, 2002, at the Law School.

All returning J.D. students are required to register in person on September 4, 2002, at the Law School. *Students may not register for their fifth term unless they have completed one of the two writing requirements* (see page 91).

A fee will be charged for late registration. First-year J.D. students will not be allowed to register for the first time unless they have provided the registrar with two passport-sized photographs and an official transcript confirming the award of a bachelor's degree. Transfer students must provide the School with two passport-sized photographs and official transcripts of a bachelor's degree and the first year of law school. All other students must submit two passport-sized photographs and transcripts of all academic work. Individual classes commence on the date announced in the schedule of classes as posted on the bulletin board of the School.



Course Selection, Limited Enrollment, Examinations and Papers

course selection

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

Forms for adding and dropping courses must be signed by a member of the faculty and filed with the registrar's office. A course in which an examination is required must be added or dropped at least one week before the last week of classes. In fall 2002, the deadline for adding or dropping such a course will be Friday, December 13; in spring 2003, the deadline will be Friday, May 2. A fee of \$10, \$20, or \$60 will be charged for each late course change, depending on the time of the change. In the absence of written permission, a course or individual work elected but not completed will, at the close of the term, be deemed a Failure. No degree will be awarded with incomplete work remaining on a student's record.

limited enrollment

Faculty members may set limits or special qualifications for a course and these will be specified in the course description. If no such limitations have been set, enrollment in a given course will be limited only by the availability of classroom space. If enrollment is limited, then students must apply during a special sign-up period that usually occurs in April for fall-term courses and in November 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 course must register for that course, along with the other courses elected, within a prescribed time period, or the student's place in the course may be offered to someone else.

examinations and papers

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

The registrar may, for good cause shown, permit students to take an examination at a time different from that indicated on the official examination schedule. Requests for such permission may only be made during the last week of classes, except in case of sudden emergencies, such as illness. In fall 2002, requests for rescheduled examinations must be made between December 16 and 20; in spring 2003, between May 5 and 9. For good cause, instructors may authorize extensions of time for the completion of papers. The authorization must be in writing, and extensions will be permitted for no more than sixty days after the close of the term in which the paper is assigned.

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



Admissions, Expenses, and Financial Aid

the degree of juris doctor (j.d.)

Admissions

The small size of Yale Law School — approximately 180 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 their professional and academic distinction. Students are considered for admission regardless of financial need.

To apply for the class entering in September 2003, an applicant must:

1. Have received or expect to receive a bachelor's degree (or the equivalent) from an approved college.
2. Take the Law School Admissions Test (LSAT) *no later* than December 2002.
3. Arrange for the submission of transcripts of undergraduate and graduate schools attended to Law Services for the Law School Data Assembly Service (LSDAS). Any new undergraduate grades received during the application process may be submitted directly to the Law School or to Law Services, which sends updated reports to law schools.
4. Arrange for the timely submission of at least two letters of recommendation from professors under whom the applicant has studied (preferably in high-level courses in the major field of study). Applicants who have been out of school for some time may substitute letters from employers or others who know them well. Applicants may submit letters through the Law School Admission Council (LSAC) letter of recommendation service, which is included as part of the LSDAS registration subscription. Please see the current LSAT/LSDAS registration book for instructions for using this service. Some recommenders may wish to write specifically about the applicant's qualifications for study at Yale Law School, rather than for the study of law in general. Such letters are quite welcome and should be sent directly to Yale; they may not be sent through the LSAC service. (See the admissions application form for further details.) Although supplemental material is welcome, *files will be considered complete for review purposes when the required material has been received.*
5. Complete and submit an admissions application form, along with the appropriate application fee (see below). The application must be postmarked or date-stamped by February 15, 2003. It is your responsibility to make certain all items arrive at Yale in a timely fashion.

The application may be filed electronically or on paper. We strongly encourage you to apply electronically using the *LSACD* or the *LSACD on the Web* software, which is available for purchase from the LSAC, online at www.lsac.org/ or by telephone at 215.968.1001. If you use this option, and submit your data electronically, the application fee is \$55.

You may also apply using one of three paper formats: the *LSACD* or *LSACD on the Web* software; the paper application found in our information brochure; or the paper application found in PDF format on the Law School's Web site (www.law.yale.edu/). The information brochure may be requested through the Yale Law School Web site (choose "Request information and application" from the "J.D. Admissions" section of the Web site); or by writing to the Office of Admissions, Yale Law School, PO Box 208329, New Haven CT 06520-8329. The application fee for the three paper options is \$70. If you decide to apply using one of the paper options, submit your application and data card to the Office of Admissions, Yale Law School, PO Box 208329, New Haven CT 06520-8329. Our street address for courier deliveries is 127 Wall Street, New Haven CT 06511.

6. Pay the nonrefundable application fee appropriate to the format you have chosen (\$55 or \$70).

The deadline for applications is February 15, 2003. Applications postmarked or date-stamped thereafter will be reviewed at the Law School's discretion and only after all other complete applications are reviewed.

Those applying for entry in the fall of 2003 *are expected to take the LSAT no later than December 2002*. Information concerning the test may be found in the registration booklet for the LSAT, which is usually available at college or university prelaw or counseling/career planning offices, or directly from Law Services, Law School Admission Council (LSAC), online at www.lsac.org/; Box 2000, Newtown PA 18940-0998; or telephone 215.968.1001. Additional information is contained in *The Official Guide to U.S. Law Schools*, published by the LSAC and the ABA.

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

A personal interview is not required. An interview may be arranged, however, if there are special circumstances that cannot adequately be described in writing. The usual purpose for scheduling an interview is to provide the applicant with information about the School.

Applicants are encouraged to submit applications as soon as possible after September 15. We suggest this early autumn date to ease pressure on the process and because candidates who apply just before the deadline, or whose remaining required materials are submitted late, run the risk that the class will be filled before their applications are reviewed.

Applications are considered roughly in the order in which they are completed, beginning in November. Relatively early applicants whose letters are being sent *directly* to Yale Law School should not be concerned if they are given to understand by LSAC that their LSDAS report has not been sent to Yale because there are no letters on file at LSAC. The Law School will begin to receive such reports on November 15. The Law School structures the timing of the receipt of material from LSAC carefully to ensure the most efficient processing. No applicant will be disadvantaged by the Law School's procedures.

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

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

The Law School's admissions office will notify you by e-mail or postcard when your application has been received and when it is complete. If an applicant has not received notification of completion within four weeks of the notification of receipt, the applicant may contact the admissions office about the status of the application. Frequent phone and e-mail inquiries delay consideration of applications. Applicants should *not* telephone to inquire about decisions unless deposit deadlines at other law schools are involved.

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

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 15 that the admitted student intends to withdraw; after that date, the deposit will not be refunded.

An accepted applicant to Yale Law School who has submitted the required acceptance deposit may petition the admissions committee for deferred acceptance to the immediate next year. In exceptional cases, such as foreign academic programs, a two-year deferral may be granted.

Deferral requests should be made as soon as possible after acceptance. If possible, requests for deferral should be submitted, along with the deposit, by the

deposit deadline. Petitions should be submitted no later than June 1. Persons admitted from the waiting list are ineligible for deferral. When a deferral is granted, the student's acceptance deposit will be credited to the student's account upon matriculation. A further confirmation deposit will be required by March 15 of the year in which the student intends to enroll.

No 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 correspondence courses.

Transfer Policy/Advanced Standing

Students who have done a year's full-time work (or the equivalent) in residence at another U.S. law school may apply to transfer to Yale with residence and academic credit for up to two terms of study. At least two years' work must be done at Yale Law School. Credit will be granted only if the other school is approved by the American Bar Association and if the applicant maintained a weighted grade average of not less than B (or an equivalent) for all work in that school. To be considered, an applicant must have completed an undergraduate degree before matriculation. 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 can be obtained by e-mailing admissions.law@yale.edu; by writing to the Admissions Office, Yale Law School, PO Box 208329, New Haven CT 06520-8329; or by telephoning 203.432.4995.

Transfer applications must be filed by July 20. A completed application for transfer includes an application form, a \$70 application fee, both undergraduate and law school transcripts, and at least two letters of recommendation from law school professors. 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 during the first week of August.

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 Associate Dean Natalia Martín 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 desire to apply as visiting students should fill out the J.D. application materials and send them to the director of admissions marked *Visiting Student Request* with a \$70 application fee. Yale Law School will begin to consider visiting student requests for the next academic year after May 1. A complete application for visiting students contains, in addition to the application forms, a college transcript, law school grades, and two letters of recommendation from law school professors.

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 Associate Dean Natalia Martín. The student must pay full tuition to Yale Law School and is eligible to apply for federal and supplemental loans, but is not eligible for law school scholarship money. The student may have limited or restricted access to participation in student-run journals and may have a lower priority than Yale Law students in limited-enrollment courses.

Financing Law School

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

tuition and expenses

Tuition is \$15,700 per term, including mandatory fees. The total yearly bill is \$31,400 not including other necessary expenses such as books, food, housing, hospitalization insurance fees, etc. Information on housing costs can be found on page 137. Bills are payable before the beginning of each term at the University Office of Student Financial Services.

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 15, the deposit will be refunded. After that date, the deposit will not be refunded. A student receiving an admission deferral (see pages 109–110) will, upon matriculation, receive tuition credit for all deposits, but such a student will forfeit admission deposits if the student withdraws after June 15 of the year in which the deposit was made.

Students will be charged a special roster fee of \$60 per term to be maintained on the school records during periods of nonattendance.

Because of changes in federal regulations governing the return of federal student aid (Title IV) funds for withdrawn students, the tuition rebate and refund policy has changed from that of recent years. The following rules became effective on July 1, 2000.

1. For purposes of determining the refund of federal student aid funds, any student who withdraws from Yale Law School for any reason during the first 60 percent of the term shall receive a pro rata rebate of tuition.
2. For purposes of determining the refund of institutional aid funds and for students who have not received financial aid, the following shall apply:

If a first-time student withdraws for any reason on or before the first day of classes in the first term at Yale Law School, tuition will be rebated in full (excluding, after June 15, 2002, the nonrefundable admissions tuition deposits). If the student withdraws on or before November 17, 2002, in the fall term (i.e., during the first 60 percent of the student's first term), tuition will be rebated pro rata.

For all other students who withdraw:

- tuition for a term will be rebated in full if the withdrawal occurs during the first tenth of the term (in the fall, on or before September 14, 2002; in the spring, on or before February 6, 2003);
- 50 percent of tuition for a term will be rebated if the withdrawal occurs after the first tenth but during the first quarter of the term (in the fall, on or before October 1, 2002; in the spring, on or before February 22, 2003);
- 25 percent will be rebated if the withdrawal occurs during the second quarter of the term (in the fall, on or before November 6, 2002; in the spring, on or before March 30, 2003).
- There will be no rebate for withdrawals after midterm.

The estimated minimum amounts required for all expenses for the academic year, including tuition, are stated in the section on financial aid (pages 114–15).

student accounts and bills

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

Yale Charge Account

Students who sign and return a Yale Charge Card Account Authorization form will be able to charge designated optional items and services to their student accounts. Students who want to charge toll calls made through the University's telephone system to their accounts must sign and return this Charge Card Account Authorization. The University may withdraw this privilege from stu-



dents who do not pay their monthly bills on a timely basis. For more information, contact the Office of Student Financial Services at 246 Church Street, PO Box 208232, New Haven CT 06520-8232; telephone, 203.432.2700; fax, 203.432.7557; e-mail, sfs@yale.edu.

Yale Payment Plan

The Yale Payment Plan is a payment service that allows students and their families to pay tuition, room, and board in eleven or twelve equal monthly installments throughout the year based on individual family budget requirements. It is administered for the University by Academic Management Services (AMS). To enroll by telephone, call 800.635.0120. The fee to cover administration of the plan is \$50. The deadline for enrollment is June 21. Application forms will be mailed to all students. For additional information, please contact AMS at the number above or visit their Web site at <http://www.tuitionpay.com/>.

Bills

A student may not register for any term unless all bills due for that and for any prior term are paid in full.

Bills for tuition, room, and board are mailed to the student during the first week of July, due and payable by August 1 for the fall term; and during the first

week of November, due and payable by December 1 for the spring term. The Office of Student Financial Services will impose a late charge if any part of the term bill, less Yale-administered loans and scholarships that have been applied for on a timely basis, is not paid when due. The late charge will be imposed as follows:

If fall-term payment in full is not received *Late charge*

by August 1		\$110
by September 1	an additional	110
by October 1	an additional	110

If spring-term payment in full is not received *Late charge*

by December 1		\$110
by January 2	an additional	110
by February 1	an additional	110

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.

Charge for Returned Checks

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

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

financial aid

Applicants for financial aid must complete a Free Application for Federal Student Aid (FAFSA), which can be obtained by telephoning 800.433.3243 or on the Internet at www.fafsa.ed.gov/. A Need Access diskette is also required and can be obtained by telephoning 800.282.1550, by writing to Need Access, PO Box 7480, Wilmington de 19803-9918, or on the Internet at www.accessgroup.org/. Diskettes are also obtainable from the financial aid office and should be

submitted to Need Access no later than March 15 for students entering in September, or April 15 for continuing students. No financial aid application will be processed unless it is completely filled out, including the required information about parents' finances. Students who are twenty-nine years of age or older need not supply information about parental finances.

The estimated budget for a single student for tuition, books, and all living costs for the academic year 2002–2003 is \$44,030. The estimated budget for a married couple (no children) is \$49,120. Individual cases may, of course, vary from these estimates, but all financial aid need determinations are based initially on these averages.

Among the aims of the aid policy are allocating scholarship resources to the neediest students and balancing graduates' educational indebtedness. The Law School therefore uses a formula that increases the proportion of grant as total need increases. Students whose total need is relatively low will normally receive only loan assistance. While the formula varies each year, in 2002–2003 students are expected to meet at least the first \$25,700 of need with loans, typically relying on federally guaranteed loans to the maximum extent possible. The remainder of each award above the required loan portion is ordinarily met through supplemental loans and scholarship grants from the Law School.

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 as financially independent of their parents' support any students who are twenty-nine years old or older at the time they enter the Law School and who have been fully independent of parental support for more than three consecutive years. For students twenty-seven and twenty-eight years old at entrance, only one-half of the calculated parental contribution will be treated as a resource.

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

career options assistance program

Yale Law School has long encouraged its graduates to consider the broad spectrum of careers available to them. In 1988, it established the Career Options Assistance Program (COAP)—the most generous postgraduation financial assistance program in the country—to mitigate the influence of educational debts on the career choices of its graduates. COAP is made possible through an endowment established by the C. E. and S. Foundation and the Humana Foundation of Louisville, Kentucky, which grants were made at the recommendation of David A. Jones '60, Founder and CEO Emeritus of Humana, Inc., and David A. Jones, Jr. '88, Vice-Chairman of Humana, Inc. COAP also receives generous funding

from the estates of Hans Klagsbrunn '32 and his wife, Dr. Elizabeth Ramsey, a graduate of the Yale School of Medicine, and the estate of Carolyn E. Agger '38.

COAP provides grants to cover the shortfall between graduates' educational loan payments and the amounts graduates can afford to pay from relatively modest incomes. Eligibility is based upon compensation levels, not type of employment. Participants are likely to work in such areas as local, state, and federal government; private not-for-profit public interest law practices; low-wage private law practices serving underrepresented constituencies; nonlegal not-for-profit organizations serving the public interest; and academia. (COAP assistance is available to judicial clerks in the form of loans rather than grants.) Eligibility does not depend on the political or ideological orientation of the graduate, employer, or work.

For participants with incomes under \$40,000, the Law School assumes repayment of the entire annual obligation (calculated on the basis of a ten-year payback period) for qualified educational loans. Additional payments are made to compensate for the tax liability that COAP recipients bear under current law. Those with incomes over \$40,000 are expected to contribute 25 percent of their income in excess of that amount toward repayment. Gross income is adjusted with regard to spouses, dependents, and assets, and provisions are made for parental leave and for part-time work.

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

the degrees of master of laws (ll.m.) and doctor of the science of law (j.s.d.)

Admissions

An LL.M. applicant must:

1. If from the United States, have graduated from an approved college and have graduated with high rank from a law school that is a member of the Association of American Law Schools or approved by the American Bar Association. If from another country, have graduated with high rank from a law school or law faculty with standards substantially equivalent to those of the aforementioned American law schools. As a general rule, admission is not available to persons who have already obtained the LL.M. degree or an equivalent degree from another law school in the U.S., and applicants are encouraged to plan to complete the requirements for professional certification or bar admission prior to the time they would enter the LL.M. program.
2. Submit the following materials by December 6, 2002:
 - (a) a completed application form from Yale Law School and the additional materials requested in the application brochure;
 - (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 grades

- and rank; transcripts must be in English or accompanied by an English translation);
- (d) two letters of recommendation from law professors or other references commenting in detail on the scholastic and professional qualifications of the applicant (letters must be in English or accompanied by an English translation); books, tapes, etc. should not be submitted.
3. If the applicant's primary language is not English, establish proficiency in English. Such candidates are required to take the Test of English as a Foreign Language (TOEFL), administered at centers throughout the world by the Educational Testing Service, Princeton, New Jersey. The TOEFL should be scheduled so as to insure receipt of the score prior to January 4, 2003. The admissions committee looks for a minimum score of 600 on the paper-based TOEFL and 250 on the computer-based TOEFL.
 4. Pay a nonrefundable application fee of \$60 or submit a note requesting a waiver of the application fee.

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

A J.S.D. applicant must:

1. Have achieved high standing in taking the LL.M. degree at Yale Law School and demonstrate strong aptitude for performing advanced scholarly research. Admission to candidacy for the J.S.D. is highly selective. It does not follow automatically from admission to the LL.M. program or from the award of the LL.M. degree, but rests entirely on the graduate committee's independent judgment of the applicant's qualifications. Admission to candidacy requires the endorsement of the graduate committee. The Yale LL.M. must have been awarded within the five years preceding the student's application.
2. Submit:
 - (a) a completed application from Yale Law School, plus a letter of application;
 - (b) a dissertation proposal;
 - (c) a statement of the contingent approval of a member of the Yale faculty who is willing to supervise the candidate and of two Yale faculty readers;
 - (d) any writings that indicate competence in research;
 - (e) letters of recommendation from two members of the Yale Law School faculty.
3. Pay a nonrefundable application fee of \$50.

The application and supporting materials should be submitted to the J.S.D. program, Yale Law School, PO Box 208215, New Haven CT 06520-8215, by March 26, 2003.

Expenses and Financial Aid

Tuition and estimated living expenses for graduate students in the LL.M. program are the same as for J.D. students (see pages 111–12). Tuition for resident J.S.D. candidates will be \$5,235 per term. To be maintained on Law School records non-resident J.S.D. candidates are charged a \$60 fee per term. A fee of \$100 will be charged for each J.S.D. dissertation approved by the faculty. These fees will be billed by the University Office of Student Financial Services.

Scholarships and loan funds for graduate study, tuition, and living expenses are awarded by the Law School on the basis of the individual student's financial need. Awards do not include funds for travel expenses. Application for financial assistance should be made along with the regular application for admission, although admission decisions are made regardless of financial need. 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, including fellowships in law for journalists (m.s.l.)

Admissions

Applicants for this program must:

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

Admission decisions are not made on a rolling basis. All M.S.L. decisions are announced in April. The letter of application, supporting materials, and the non-refundable application fee of \$50 should be submitted to the M.S.L. Program, Yale Law School, PO Box 208215, New Haven CT 06520-8215, by January 7, 2003.

Expenses and Financial Aid

Fees for the program are the same as for the J.D. program. Scholarship support for M.S.L. candidates is designed to supplement grants from outside sources, sabbatical salaries, and personal resources.

The program of Fellowships in Law for Journalists, within the Master of Studies in Law, currently includes a grant from the Law School covering tuition and an additional stipend for living expenses during the academic year from the John S. and James L. Knight Foundation. Because the program was designed to enrich legal reporting, the tuition grant is retroactively converted into a loan from Yale Law School should the recipient later enroll in a J.D. or LL.B. program.



Student Organizations and Journals, and Student Participation in Administration

student organizations and journals

The Alternative Dispute Resolution Society was founded to promote awareness and understanding of ADR at the Law School. It serves as a forum for discussion about ADR topics, including the various forms of dispute resolution, the unique skills essential to effective participation in ADR, and the public policy issues raised by the institutionalization of dispute-resolution processes. Among the ADR Society projects is an effort to integrate the study of ADR into the Law School curriculum.

The *American Constitution Society for Law and Policy* is a new national organization of law students, law professors, practicing lawyers, and others. Its goal is to revitalize and transform the legal debate, from law school classrooms to federal courtrooms, by restoring the fundamental principles of respect for human dignity, protection of individual rights and liberties, genuine equality, and access to justice, to their rightful and traditionally central place in American law. The Yale chapter, formed last year, brings guest speakers to campus, sponsors reading groups, and organizes student/faculty discussions on these topics.

Asia Law Forum is a student group that aims to promote dialogue and debate on issues of law and policy in China and East Asia by sponsoring lectures, discussion groups, and other events and programs.

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

The *Capital Assistance Project* raises awareness about the death penalty within the Law School and throughout the community, and provides assistance to practitioners handling capital cases. CAP brings speakers to the Law School to discuss issues relating to the death penalty and links students with capital defenders seeking term-time and summer help.

The *Collective on Women of Color in the Law* aims to promote awareness of legal issues confronting women of color and of the status of women of color in the legal profession.

The *Domestic Violence Temporary Restraining Order Project* offers an opportunity for students to assist individuals with the often arduous process of seeking legal protection from abuse. Participants are trained to staff an office at family court under the supervision of court staff and New Haven legal assistance attorneys. The project also offers a semester-long clinical component in conjunction with the local legal aid office, New Haven Legal Assistance Association.



This two-credit component is available to a limited number of students interested in gaining experience representing a domestic violence victim at a fourteen-day hearing and working on other domestic violence-related issues such as divorce and custody.

The *Jerome N. Frank Legal Services Organization* (LSO), which provides legal aid to individuals who cannot afford private attorneys, has a student board of directors. The student board collaborates with the clinical faculty and staff to set priorities for and manage the work of LSO. Board members also serve as teaching assistants (or “student directors”) in LSO clinics and seminars. For a fuller description of the organization’s work, see pages 92–93.

The *Greenhaven Prison Project* brings law students and inmates together for a seminar on legal and political issues concerning prisons. The seminar meets biweekly inside a maximum security prison and offers a rare opportunity for extensive, frank, and often intense discussion.

Habeas Chorus is Yale Law School’s own *a cappella* singing group. Membership is open by audition to members of the Law School community willing to rehearse once a week.

The *Initiative for Public Interest Law at Yale, Inc.* is a nonprofit foundation designed to provide grants to innovative public interest law projects. The fund-

ing for these grants is provided by annual membership fees and contributions from students as well as faculty and alumni. Yale Law School students founded the Initiative in 1981, and students continue to manage it. Students also serve on the board of directors, which includes public interest lawyers and lawyers in private practice, nonlawyer members of the New Haven community, and Yale Law School faculty and alumni, all of whom are elected by the Initiative membership.

The *Juvenile Rights Advocacy Project*, with support from the New Haven Police Department, has created a ninety-minute curriculum focused on the rights and responsibilities that juveniles have when dealing with police officers. It covers Fourth Amendment search and seizure protections, Fifth Amendment self-incrimination protections, and the Sixth Amendment right to counsel, and explains the police grievance process. The centerpiece of the curriculum is a twenty-five-minute video developed and produced with the participation of local teenagers, police officers, and public defenders. The video presents scenarios that young people often face in their neighborhoods and proposes ways of responding to them. The ninety-minute presentation is taught in local high school classrooms by two-person teams consisting of one teen peer educator and one law student. JRAP has reached more than 250 students in four of New Haven's high schools. The project looks forward to strengthening its presence as law students continue to teach classes and improve the curriculum.

The *Latino Law Students' Association* was founded to promote the academic, career, and political interests of Latino students at the Law School. The association meets regularly and sponsors projects in the areas of admissions, recruitment, political and community awareness, and cultural solidarity. All Latino law students are encouraged to participate.

Law Talk, the Community Legal Education Radio Show, is a call-in radio program that discusses legal issues of importance to the New Haven community. The show broadcasts weekly on a Yale-affiliated FM radio station. The hosts, producers, and studio engineers are all Yale Law School students, and each show explores a particular field with a guest expert. Shows have covered diverse and off-beat topics including small claims, personal injury, debt collection, and even coping with parking tickets.

The *Allard K. Lowenstein International Human Rights Law Project* is an organization that provides students with the opportunity to carry out human rights research and advocacy projects, usually on behalf of nongovernmental organizations. Students are encouraged to suggest and develop project ideas.

The *Native American Law Students' Association* (NALSA) is a chapter of the National Native American Law Students' Association. It exists for the purpose of assembling Yale Law students who are interested in advancing and/or advocating for legal issues, cultural issues, and subject matter affecting Native Americans, Alaska Natives, Native Hawaiians, and American Indian Nations. Membership is open to all Yale Law School students, regardless of racial, ethnic, or

religious background, who are interested in participating and organizing events and activities that further the goals of NALSA.

New Haven Cares, founded in 1993 by Law School students and members of the wider New Haven community, operates a program of redeemable vouchers that can be used by those in need to purchase basic necessities. Vouchers may be redeemed at participating merchants to purchase food, clothing, shelter, and transportation, but not alcohol, tobacco, or cash. Individuals can buy vouchers from participating merchants or from student representatives and can give them out on the street instead of cash. In addition, to ensure that vouchers are distributed widely to those who need them, *New Haven Cares* has partnered with more than a dozen local social service agencies who work day-to-day with New Haven's hungry and homeless. These frontline organizations, such as the Homeless Resource Center, Domestic Violence Services, and area hospitals and soup kitchens, distribute vouchers to their clients, often as part of casework or other services. These vouchers allow both individuals and service agencies to provide a wide variety of basic necessities without concern that limited resources will be used to support substance abuse problems.

OutLaws is an organization for lesbian, gay, bisexual, and transgender (LGBT) members of the Law School community and advocates of LGBT equality. The group holds meetings, sponsors speakers and films, and travels to conferences and events at the intersection of sexuality and the law. OutLaws brings the Yale Law School community's attention to issues of special concern to LGBT students, and is a bridge to the gay communities of Yale students, Law School alumni, and the legal profession at large. Members engage in political activism on issues affecting LGBT persons in Connecticut and beyond. Through gatherings inside the Law School and out, OutLaws provides a social forum as well. OutLaws' Web site is www.yale.edu/outlaws/.

The *Pacific Islander, Asian, and Native American Law Students' Association* (PANA) is a coalition that seeks to promote community among its members and to create a more diverse educational environment. PANA presents social and cultural events oriented toward its members and works to recruit students of color and help them to feel more comfortable at the Law School. In addition, it serves to educate the entire student body by organizing discussions of issues affecting people of color and the role of law in addressing these concerns. Membership in PANA is open to all members of the Yale community.

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

The *Street Law* program places law students in New Haven high schools to teach short courses on law-related topics. The program aims to introduce high school students to the law in a way that is relevant to their lives and to encourage

contact between law students and the New Haven community. In the fall term, students participate in training sessions on classroom management and teaching techniques. During the spring term, they teach in groups of two or three, using lesson plans and assignments they have designed.

Student Public Interest Network (SPIN) works to encourage, support, and facilitate the pursuit of public interest work by law students. SPIN serves students by providing a clear, central source of information about the many public interest events and opportunities in the School and in the community at large, and organizing community-building social activities. Other SPIN initiatives include the Pro Bono Challenge, which encourages and rewards term-time pro bono work by law students, and the Pro Bono Network, a clearinghouse of pro bono research opportunities with public interest organizations throughout the country. In addition, SPIN organizes a public interest speaker series and sponsors an annual semi-formal fundraiser.

Students as Parents Too (SAPT) hopes to bring people in the Yale Law School community together who are attempting to balance having a family and attending law school. SAPT organizes regular playgroups and seeks to foster friendships during these demanding years.

The *Thomas Swan Barristers' Union* organizes civil and criminal trials before juries drawn from the New Haven community. Students acting in pairs prepare pleadings and a trial brief and conduct a pretrial motions hearing and the trial. The evidence is based upon a file of statements taken from potential witnesses. Judges or practicing attorneys preside at the trials. A final prize trial is held at the end of the year. Student directors are participants from the prior year's trials. A preparticipation program is offered as an introduction to trial advocacy skills.

The *Morris Tyler Moot Court of Appeals* is a competition managed by a board of student directors, composed of students who have previously participated in a moot court competition. Each spring the outgoing board elects two of its members to head the board as chairpersons during the following year. Each participant in the competition writes an extensive appellate brief and presents an appellate oral argument on a case scheduled to be heard by the Supreme Court. Another case is selected for briefing and argument in the prize finals, which are held at the close of each term. Moot Court judges include federal and state judges, practicing attorneys, and law professors.

Umoja is an organization designed to promote critical thinking and create youth-initiated community action projects. It was launched in January 1999 in New Haven by three Law School students who worked with a group of high school students to mobilize major public support for federal gun control legislation. It has since expanded to Santiago, Chile; San Juan, Puerto Rico; and Mexico City, Mexico. Previous community action projects have ranged from creating community newsletters on police brutality to making a film about parental responsibility and other issues of concern to youth.



Women and Youth in Support of Each Other (WYSE) is a national, curriculum-based mentorship program co-founded at UCLA in 1992 by Sarumathi Jayaraman '00. Originally founded to prevent teen pregnancy and provide young women with more options at an earlier age, it has expanded to sites in Chicago, New Haven, New York, and Boston. Mentors from YLS have worked with undergraduates to mentor girls in New Haven middle schools since 1995; the program has since expanded to include work with high school students on issues ranging from college preparedness to violence in the community. In addition, the young women work with their mentors on a community-organizing project.

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

The *Yale Environmental Law Association* (YELA) sponsors activities to promote heightened awareness of environmental issues. Activities include speakers, panels, and brown-bag lunches on current issues in environmental law and policy; activism on pressing environmental issues; an annual panel on careers in environmental law and policy; and legal research and advocacy (both self-initiated and for outside groups and activists).

The *Yale Federalist Society* is a group of conservative and libertarian law students dedicated to fostering discussion and debate of issues of law and public policy. It is a part of the national Federalist Society and is affiliated with similar groups in law schools across the country. Members share a belief in judicial

restraint and the use of free market forces to allocate resources in a society. Activities under its sponsorship at Yale have included debates on current legal issues and speeches by federal judges, law professors, and public officials.

The *Yale Graduate Law Students' Association* (YGLSA) is an organization open to graduate fellows (LL.M., J.S.D., and M.S.L. candidates) and visiting scholars. Throughout the year, the students organize social and academic events of interest. In addition, the YGLSA members participate in lectures, discussions, and social events organized by the Tutor in Law of the Graduate Programs. These sessions focus on a variety of subjects, including teaching methodology, scholarship, and legal topics in both international and American law. Workshops on dissertations in progress are offered throughout the year. YGLSA also promotes the interests of its members in Law School affairs affecting the Graduate Programs.

The *Yale Health Law Society* is a student-run organization that endeavors to facilitate the discussion and debate of any and all issues of bioethics, health policy, and health law. Representative topics include genetics and the law, health-care finance/managed care, assisted suicide, cloning, human research, the medical malpractice system, confidentiality, and informed consent. It is an inter-school organization, composed of law, medical, and public health students. Activities include evening lectures/panels with visiting speakers, brown-bag lunch discussions with local faculty, reading groups, and inter-school mixers.

The *Yale Human Rights and Development Law Journal* (YHRDLJ; <http://diana.law.yale.edu/ybrdlj/>) is primarily an online publication, launched in the 1997–98 academic year, that strives to provide a broad range of perspectives on issues at the intersection of human rights and development. YHRDLJ does not represent any single ideological conception of human rights or development, but rather aims to provide a forum for thoughtful discussion on these issues. The journal is edited by students and advised by members of the Law School faculty; the Law School's Orville H. Schell, Jr. Center for International Human Rights provides Internet access. The planned format of YHRDLJ includes articles solicited from top legal scholars, student notes, and hypertext links to notable Internet sites devoted to human rights and development topics.

The *Yale Jewish Law Students' Association* invites speakers and holds discussions on topics of Jewish and legal interest and sponsors legal and social action in the public interest.

The *Yale Journal of Health Policy, Law, and Ethics* is a biannual publication of the schools of Law, Medicine, Epidemiology and Public Health, and Nursing. The journal strives to provide a forum for interdisciplinary discussion on topics in health policy, health law, and biomedical ethics. It targets a broad and diverse readership of both academicians and professionals in medicine, law, and public health as well as policymakers and legislators in health care. Submissions to the journal are peer reviewed by a distinguished advisory board consisting of nationally recognized experts in a variety of health-related disciplines. More than seventy student members from Yale's graduate and professional schools edit the

journal and oversee its production. The journal's Web site is www.yale.edu/yjhpble/.

The *Yale Journal of International Law* is a student publication that contains articles and comments written by scholars, practitioners, policymakers, 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* is a student-run journal that publishes works concerning a broad range of legal issues as they pertain to women or to feminist theory. Because these issues are best explored through a variety of formats, the editors encourage submission of artwork, poetry, fiction, autobiography, and interviews, as well as articles, essays, and reviews. To reflect feminist values, the journal is nonhierarchical — all members can participate fully in editing, screening, and administrative decision making.

The *Yale Journal of Law & the Humanities* is a biannual publication edited by students and advised by a board of distinguished scholars. The editors of the journal include students from the Law School and several graduate departments in the University. Founded on the conviction that interdisciplinary scholarship is crucial to an understanding of both the law and our culture, the journal explores the intersections among law, the humanities, and the humanistic social sciences. In articles, essays, and book reviews, prominent legal and nonlegal scholars illuminate the law by drawing upon a range of disciplines, including history; philosophy; literary studies; humanistic social sciences; social, cultural, and political theory; gender, race, and sexuality theory; and cultural studies.

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

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

The *Yale Law and Enterprise Forum* (YLEF) imagines and encourages a legal system that promotes the dignity of the human person and the common good through free enterprise and personal initiative. YLEF invites leading entrepreneurs and thinkers to speak at Yale Law School, is planning a Reading Group and Symposium on Urban Development for 2002–2003, and is working with several community organizations to help entrepreneurs make New Haven a city of hope and opportunity. YLEF benefits from the active involvement of the Yale Law School faculty and community advisory boards, who help steer its activities at

Yale Law School and in the New Haven community. The organization's Web site is www.YLEF.org.

The *Yale Law & Policy Review* (YLPR) is a student-run journal on American domestic policy. YLPR provides a forum for a range of authors — legal scholars, law students, government officials, elected representatives, activists, economists, scientists, and practicing attorneys — to explore contemporary policy matters and the legal questions they raise. Recent YLPR issues have focused on health care reform, education, electoral reform, and civil rights. The journal also sponsors conferences, panels, speakers, and discussion groups. Membership is open to all students interested in the editing and publishing process; indeed, YLPR values — along with hard work and good humor — diversity of viewpoint and background.

The *Yale Law and Technology Society* provides a forum for the discussion of the dynamic interplay between law and technology. Throughout the year, the society invites a diverse and distinguished group of individuals to participate in lectures, panels, lunches, and dinners at the Law School. In order to extend its discussions beyond the Yale campus, the society publishes and broadcasts its work through numerous media, including its Web site (www.ylts.org), the *Yale Journal of Law & Technology* (www.yjolt.org), and lawmeme (www.lawmeme.org), a revolutionary Weblog project maintained jointly with the Information Society Project (www.law.yale.edu/isp). The society addresses both domestic and international topics, and no technical or scientific background is necessary.

The *Yale Law Christian Fellowship* is an independent, nondenominational Christian group. It provides members with an opportunity to meet Christians from a variety of backgrounds and to probe the relations among Christianity, law school life, and the practice of law. Weekly Bible studies and guest speakers focus on how the Christian faith affects the lives of students at Yale Law School and their future lives as attorneys. The Fellowship sponsors community service projects such as an annual clothing drive and tutoring at a local youth center. The group also provides opportunities for fellowship among members through various informal social activities.

The Yale Law Journal publishes articles and student-written work of general scholarly and professional interest. A board of student editors manages and produces the journal eight times a year. Students are selected for membership on the journal and for positions on the editorial board through procedures established by the current board. Students are informed of the selection procedures in the spring of their first year.

The *Yale Law Republicans* promote conservative values, explore and discuss Republican Party philosophies, provide members with exposure to local, state, and national party officials, and conduct outreach to the political community of New Haven and Connecticut. The organization also provides a forum for guest speakers of interest to the Law School and organizes various activities. Membership is open to any student of the Law School.

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

Yale Law School Workers' Rights Project advocates for workers' rights in the United States and globally. In cooperation with practicing attorneys, law students work with a diverse group of labor and community organizations, as well as initiating their own projects. The goal is to serve both the immediate legal and other needs of worker organizations and to assist in the development of innovative organizing strategies.

Yale Law Students for Social Justice embraces the premise that the legal system in the United States has failed to fulfill its promise of social justice for those oppressed by virtue of their race, class, gender, sexual orientation, or other characteristics. The group is dedicated to working inside and outside of the legal system for equality, furthering the Law School's commitment to public interest law and supporting students who want to use their legal skill to advocate for progressive social change. Activities include direct action and lobbying on issues at Yale, in New Haven, and beyond.

Yale Law Women is open to women at the Law School. It provides a forum for discussion of issues and concerns that women share with regard to teaching, classroom atmosphere, curriculum, and the outside legal community. It monitors policies of the Law School that have a particular impact on women. It seeks to develop a supportive community of women students and faculty. It offers practical information relevant to school and practice, and education on women's legal issues through speakers and workshops. The group also engages in special projects, often in cooperation with other women's groups, addressing important feminist issues.

The *Yale Project for Civil Rights* (YPCR) draws attention to the legal practitioners who craft litigation strategies to overcome discrimination through the courts. YPCR programs are designed to spark dialogue and exchange about the scope of civil rights problems today and how best to utilize the law to challenge these inequalities.

The *Yale Student Animal Legal Defense Fund* educates the Yale community about important issues in animal law and works on legal and activist projects leading to local, national, and international protection of animal interests. Its members host speakers on current issues in animal rights and animal welfare law; carry out research projects for lawyers and organizations involved in animal welfare and animal rights litigation; work with students at other law schools to establish a law journal dedicated to issues pertaining to animal law; advocate on behalf of vegetarian students at the Law School; attend animal law conferences around the nation; volunteer at local animal shelters; and lobby for a course in animal law to be taught at the Law School.

Students may advertise student organization events in the online *Master Calendar of Events* (www.law.yale.edu/calendar).

student participation in administration

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

1. There are ten elected representatives of the student body — three from each class and one representing the graduate fellows — entitled to be present at faculty meetings and to participate fully in the deliberation of the faculty, but without vote.*
2. Student representatives are elected for a term of one academic year, commencing with the beginning of the fall term. Representatives for the second- and third-year classes are elected during the spring of the academic year preceding their term of office. Representatives for the first-year and graduate classes are elected at the beginning of the fall term of the academic year for which they will serve. Elections for all classes are held under the auspices of the student representatives in office at the time of the election.
3. The elected student representatives, and other students selected by appropriate procedures, participate in the work of standing committees of the faculty and, where appropriate, in the work of ad hoc committees. The form and nature of such participation depend upon the character of the work of each committee. All elected student representatives serve on committees.

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

Career Development Office

The Career Development Office (CDO) assists students and graduates in identifying career objectives and obtaining employment that meets those objectives. Its approach is to assist in self-assessment and in defining career goals, as well as in teaching students and graduates the career skills that will serve them well in law school and beyond. CDO is staffed by counselors who have expertise in both the public and private sectors, as well as in judicial clerkships and fellowships. Through CDO, students locate summer and full-time positions with law firms, public interest organizations, government agencies, law schools, legal services organizations, corporations, fellowship programs, judges, and others.

Because the student body is small and diverse, CDO emphasizes individual counseling and career information services to students. These services include sponsoring informational programs, maintaining a library of materials on career options, holding and sponsoring interviewing programs, publishing guides and directories, and counseling. CDO sponsors more than fifty programs each year, including panel discussions, lectures, and informal discussions about public interest and private sector opportunities as well as judicial clerkships and fellowships.

In addition to serving current students, CDO counsels graduates wishing to change positions or seek new opportunities. Job listings and advice are available to interested graduates on the CDO Web site at www.law.yale.edu/cdo.

In order to foster mentoring relationships between students and graduates, CDO invites graduates to serve as mentors in residence and meet individually with students seeking career advice. In addition, CDO coordinates the Alumni Mentoring Network whereby students have access to hundreds of graduates who have offered to serve as career advisers.

Every fall CDO sponsors a recruitment program for second- and third-year students. Approximately 250 legal employers from all parts of the country and abroad register to interview students for summer and permanent positions. An additional thirty employers interview first-year students every spring. Yale also cosponsors two public service recruitment events and one international graduate student interview event off-campus each year. Hundreds of employers post job opportunities for Yale Law students and graduates on CDO's Web site.

Upon graduation, virtually all Yale law students have accepted employment. Of the members of the Class of 2001 who reported their employment, 44 percent accepted judicial clerkships, 33 percent accepted jobs with private law firms, 10 percent accepted public interest or government jobs, 6 percent accepted jobs in business and industry, and 5 percent continued their education or accepted positions in academia. After taking into account the first jobs taken by students after their judicial clerkships, the total percentage of graduates in public service typically rises to 15 percent.

Geographically, New York City, Washington, D.C., San Francisco, and Los Angeles are the most popular destinations for our graduates, but members of the Class of 2001 accepted employment in thirty-three different states.

Nearly all first- and second-year law students who seek summer legal employment are able to secure positions with law firms, government agencies, public interest organizations, legal services organizations, or judges. Through Summer Public Interest Fellowships, the Law School ensures that everyone who needs funding for summer public interest or government work — in the United States or abroad — receives it.

All graduates since 1988 are eligible for the Law School's loan deferral and forgiveness program, the Career Options Assistance Program. COAP reduces educational debts for graduates working in relatively low-paying positions, including public interest careers. See pages 115–16 for further details.

The Law School has long taken a vigorous stand against any discrimination on grounds of age; color; handicap or disability; ethnic or national origin; race; religion; religious creed; gender (including discrimination taking the form of sexual harassment); marital, parental, or veteran status; sexual orientation; or the prejudice of clients. Accordingly, all employers using Yale Law School's placement services are required to abide by this policy.



Lillian Goldman Law Library

in memory of sol goldman

The recently renovated Lillian Goldman Library is located within the heart of the Yale Law School complex, providing the Law School community with ready access to one of the world's finest collections of printed legal materials. These collections are complemented by access to a growing array of online sources, as well as the strong interdisciplinary collections housed nearby at more than twenty-five other campus libraries, including the Sterling Memorial Library and the Beinecke Rare Book and Manuscript Library. The newly renovated and expanded law library supports the needs of twenty-first-century legal researchers by integrating access to print and online sources throughout the library.

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

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

The library's computer services department provides members of the Law School community with easy, integrated access to legal information in all formats. The library organizes access to its large selection of online resources through a series of Internet-based Web pages. Its online catalogue, MORRIS, enhances access to printed collections and includes all of the library's bibliographic records, some with links to online versions of the same documents. MORRIS also provides access to the major legal periodical indexes and provides convenient links to the online catalogues of the Yale campus libraries as well as other major and regional law libraries. Full-text sources of digitized legal information include the major commercial services, such as LEXIS and WEST-LAW, supplemented by numerous CD-ROM and Internet-based resources, including a growing number of digitized documents loaded by the library.

Library hours and services are structured to meet the research demands of the Yale Law School community. Services are provided by a talented professional staff of librarians, lawyers, and computer specialists who offer training, support, and advice to library users in their efforts to find information. Individual reference support is offered most weekdays until late evening and at reduced hours on weekends. In addition, the professional librarians offer a wide array of legal research training programs throughout the year.

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

Living at Yale

life at yale law school

Rules of Discipline

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

Dormitories and Housing

The Law School dormitories reopened in the fall of 2000 after a complete renovation. Annual rentals in the Law School dormitories range from \$4,410 to \$5,733 for the academic year. Each room is fully furnished; students are required to supply their own towels, bed linens, blankets, pillows, and lamps. The rooms are assigned by lottery. Also included in the lottery are a few rooms elsewhere on the University campus.

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

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

Dining Hall

The newly renovated Law School Dining Hall opened in January 2001 with expanded hours and services. The dining hall offers a salad and sandwich bar, an expanded grill menu, pizza, hot food bar, daily specials, snacks, and beverages. Continental breakfast is offered at 8 a.m., lunch service begins at 11.30 a.m., and dinner service begins at 5.15 p.m. The servery is open for snacks and beverages until 10 p.m. The Law School offers an optional pre-purchased meal plan, or items may be purchased with cash or charged to a bursar account. The dining hall is closed on Saturday and Sunday; alternative facilities are available nearby on those days.

Computers

For student use, the Law School has a computer cluster with Windows 2000 computers and high-speed laser printers. The computers are networked and run a standard suite of software. Each student is allotted one thousand pages of printing on the laser printers per academic year, and may purchase additional pages.

E-mail and dial-in Internet accounts are established for each entering student. Students can access their e-mail from the computer cluster, from home with a computer equipped with a modem, and on-campus with a laptop computer equipped with an Ethernet card. More than 800 Ethernet jacks are available in the Law School's classrooms and library for student use.

The computer services office assists students with questions and concerns about computer hardware or software. For information check the Information Technology Services Web page at www.law.yale.edu/its or contact Susan Monsen, director of Information Technology, at 203.432.4044.

Child Care

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

Security in the Law School

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

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

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

Class Cancellations

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

Special Events

Numerous lectures are given by distinguished visitors invited to the Law School by faculty and students (see pages 77–79). From time to time faculty members present informal talks on their current research interests. Lectures and other public events are described in the online *Master Calendar of Events* (www.law.yale.edu/calendar).

life at yale university

Cultural, Religious, and Athletic Resources

A calendar of events in the University is issued each week during the academic year in the *Yale Bulletin & Calendar*. The hours when special as well as permanent collections of the University may be seen are also recorded in this publication. The *Bulletin & Calendar* is available online at <http://www.yale.edu/opa/current/ybccurrent.html>.

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

The Yale University Art Gallery contains representative collections of ancient, medieval, and Renaissance art, Near and Far Eastern art, archaeological material from the University's excavations, Pre-Columbian and African art, works of European and American masters from virtually every period, and a rich collection of modern art.

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

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

More than four hundred musical events take place at the University during the academic year. These include concerts presented by students and faculty of the School of Music, the Department of Music, the Yale Concert and Jazz bands, the Yale Glee Club, the Yale Symphony Orchestra, and other undergraduate singing and instrumental groups. In addition to graduate recitals and ensemble performances, the School of Music features the Philharmonia Orchestra of Yale, the Chamber Music Society at Yale, the Duke Ellington Series, Great Organ Music at Yale, New Music New Haven, Yale Opera performances and public master classes, and the Faculty Artist Series. Among New Haven's numerous performing organizations are Orchestra New England, the New Haven Chorale, and the New Haven Symphony Orchestra.

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

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

Established in 1949, the International Center of New Haven is a nonprofit community-based organization. The Center's programs are based on the idea that both the international community in Greater New Haven and the local community can benefit from each other. The Center is located at 442 Temple Street, and the office is open from 9 a.m. to 4:30 p.m., Monday through Thursday, and from 9 a.m. to noon on Friday. The work of the International Center is carried out by a small professional staff and by many volunteers in the community. The Center organizes lectures, trips, picnics, and special events, as well as English as a Second Language (ESL) classes, in addition to a number of programs including the International Host Friendship Program, 'Round The World Women, and the International Classroom Project. The International House, a large Tudor mansion located at 406 Prospect Street in New Haven, is the venue of most of the International Center's activities and the home of sixteen students and scholars. Rooms are available for the academic year and summer. For more information on any of these programs, or on International House, telephone 203.432.6460, fax 203.432.6462, e-mail international.centernb@yale.edu, or visit the Web site at <http://www.oiss.yale.edu/icnh/>.

The Payne Whitney Gymnasium is an elaborate and extensive indoor athletic complex that 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, with fifteen international-style courts; the Adrian C. Israel Fitness Center, a state-of-the-art exercise and weight-training complex; the Brooks-Dwyer Varsity Strength and Conditioning Center; the Colonel William K. Lanman, Jr. Center, a 30,000-square-foot space for recreational/intramural play and varsity team practice; the Greenberg Brothers Track, an eighth-mile indoor jogging track; and other rooms devoted to fencing, gymnastics, rowing, wrestling, martial arts, general exercise, and dance. Numerous physical education classes in dance, martial arts, aerobic exercise, and sport skills are offered throughout the year. Graduate and undergraduate students may use the gym at no charge during the academic year and for a nominal fee during the summer

term. Academic and summer memberships at reasonable fees are available for faculty, employees, postdoctoral and visiting fellows, and student spouses.

The David S. Ingalls Rink, the Sailing Center in Branford, the Outdoor Education Center (OEC), the tennis courts, and the golf course are open to faculty, students, and employees of the University at established fees.

Approximately thirty-five club sports and outdoor activities come under the jurisdiction of the Office of Outdoor Education and Club Sports. Many of the activities, both purely recreational and instructional, are open to graduate and undergraduate students. Faculty, staff, and alumni, as well as groups, may use the Outdoor Education Center (OEC). The center consists of two thousand acres in East Lyme, Connecticut, and includes cabins, campsites, pavilion, dining hall, swimming, boating, canoeing, and picnic groves beside a mile-long lake. Hiking trails surround a wildlife marsh. The OEC season extends from the third weekend in June through Labor Day and September weekends. For more information, telephone 203.432.2492 or visit the Web page at <http://www.yale.edu/athletics/> (click on Sport and Rec, then on Outdoor Education).

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

Health Services for Law School Students

Yale University Health Services (YUHS) is located on campus at 17 Hillhouse Avenue. YUHS offers a wide variety of health care services for students and other members of the Yale community. Services include student medicine, internal medicine, gynecology, mental hygiene, pediatrics, pharmacy, laboratory, radiology, a twenty-three-bed inpatient care facility (ICF), a round-the-clock urgent care clinic, and such specialty services as allergy, dermatology, orthopedics, and a travel clinic. YUHS also includes the Yale Health Plan (YHP), a health coverage option that coordinates and provides payment for the services outlined above, as well as for emergency treatment, off-site specialty services, inpatient hospital care, and other ancillary services. YUHS's services are detailed in the *YHP Student Handbook*, available through the YHP Member Services Department, 203.432.0246.

eligibility for services

All full-time Yale degree-candidate students who are paying at least half tuition are enrolled automatically for YHP Basic Coverage. YHP Basic Coverage is



offered at no charge and includes preventive health and medical services in the departments of Student Medicine, Internal Medicine, Gynecology, Health Education, and Mental Hygiene. In addition, treatment for urgent medical problems can be obtained twenty-four hours a day through Urgent Care.

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

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

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

health coverage enrollment

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

YHP Hospitalization/Specialty Coverage

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

For a detailed explanation of this plan, see the *YHP Student Handbook*.

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

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

YHP Student Two-Person and Family Plans

A student may enroll his or her lawfully married spouse or same-sex domestic partner and/or legally dependent child(ren) under the age of nineteen in one of two student dependent plans: the Two-Person Plan or the Student Family Plan. These plans include coverage for YHP Basic Coverage and for coverage under YHP Hospitalization/Specialty Coverage. YHP Prescription Plus Coverage may be added at an additional cost. Coverage is not automatic and enrollment is by

application. Applications are available from the YHP Member Services Department or can be downloaded from the YUHS Web site (<http://www.yale.edu/ubs/>) and must be renewed annually. Applications must be received by September 15 for full-year or fall-term coverage, or by January 31 for spring-term coverage only.

YHP Student Affiliate Coverage

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

YHP Prescription Plus Coverage

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

eligibility changes

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

Leaves of Absence: Students who are granted leaves of absence are eligible to purchase YHP Student Affiliate Coverage during the term(s) of the leave. If the leave occurs during the term, YHP Hospitalization/Specialty Coverage will end on the date the leave is granted and students may enroll in YHP Student Affiliate Coverage. Students must enroll in Affiliate Coverage prior to the beginning of

the term during which the leave is taken or within thirty days of the start of the leave. Coverage is not automatic and enrollment forms are available at the YHP Member Services Department or can be downloaded from the YUHS Web site (<http://www.yale.edu/uhs/>).

Extended Study or Reduced Tuition: Students who are granted extended study status or pay less than half tuition are not eligible for YHP Hospitalization/Specialty Coverage and YHP Prescription Plus Coverage. They may purchase YHP Student Affiliate Coverage during the term(s) of extended study. This plan includes coverage for YHP Basic and for the benefits offered under YHP Hospitalization/Specialty Coverage. Coverage is not automatic and enrollment forms are available at the YHP Member Services Department or can be downloaded from the YUHS Web site (<http://www.yale.edu/uhs/>). Students must complete an enrollment application for the plan prior to the start of the term.

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

required immunizations

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

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

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



Resource Office on Disabilities

The Resource Office on Disabilities facilitates accommodations for undergraduate and graduate and professional school students with disabilities who register with and have appropriate documentation on file in the Resource Office. Early planning is critical. Documentation may be submitted to the Resource Office even though a specific accommodation request is not anticipated at the time of registration. It is recommended that matriculating students in need of disability-related accommodations at Yale University contact the Resource Office by June 1. Returning students must contact the Resource Office at the beginning of each term to arrange for course and exam accommodations.

The Resource Office also provides assistance to students with temporary disabilities. General informational inquiries are welcome from students and members of the Yale community and from the public. The mailing address is Resource Office on Disabilities, Yale University, PO Box 208305, New Haven CT 06520-8305. The Resource Office is located in William L. Harkness Hall

(WLH), Rooms 102 and 103. Access to the Resource Office is through the College Street entrance to WLH. Office hours are Monday through Friday, 8.30 a.m. to 5 p.m. Voice callers may reach staff at 203.432.2324; TTY/TDD callers at 203.432.8250. The Resource Office may also be reached by e-mail (judithb.york@yale.edu) or through its Web site (<http://www.yale.edu/rod/>).

The Office of International Students and Scholars

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

OISS maintains an extensive Web site (<http://www.oiss.yale.edu/>) with useful information for students and scholars prior to and upon arrival in New Haven. As U.S. immigration regulations are complex and change rather frequently, we urge international students and scholars to visit the office and check the Web site for the most recent updates. International graduate students, postdocs, and visiting scholars can get connected with OISS by subscribing to one or both of the OISS e-mail lists. OISS-L is the electronic newsletter with important information for Yale's international community. YaleInternational E-Group is an interactive list through which almost 800 international students and scholars keep each other informed about events in the area. Check the Web site for more information. To subscribe to either, send a message to oiss@yale.edu.

Spouses and partners of international students and scholars will want to know about ISPY — International Spouses and Partners at Yale. Information about ISPY and other OISS programs can be found on the OISS Web site.

The Office of International Students and Scholars, located at 246 Church Street, Suite 201, is open Monday through Friday from 8.30 a.m. to 5 p.m.



Law School Students

degrees conferred

Juris Doctor, October 4, 2001

Susan Ann Benesch
Mark Christian Colón
Sandra Nicole Farrell
Preston Hopson III
Francis Shannon Yin-Lan Kuo
Aleksy Leonidovich Selipanov

Juris Doctor, December 8, 2001

Claire Priest

Juris Doctor, February 9, 2002

Mary Alison Hale

Juris Doctor, April 13, 2002

Linda Ann Colwell

Juris Doctor, June 5, 2002

Leslie Joyce Abrams
Stephen Michael Ackley-Ortiz
Ali Ahsan
Bertrand-Marc Allen
Jana King Allen
Dawn Renee Applegate
Bernadette Atuahene
Ricardo N. Avila
Evelyn M. Baltodano Sheehan
Gabriel Bankier Plotkin
Dorian Moshe Barag
Richard Anthony Barrett
Joseph Elliot Bartel
Cecily Elizabeth Baskir
Lily Lawrence Batchelder
Kenneth Daniel Beale
Anatoliy Grygorovych Bizhko
O. Joseph Boryshansky
Jeff James Bowen

Eric Scott Braverman
Stephanie Ann Brennan
Jeffrey Marc Bryan
Brandee M. Butler
John C. Camillus
Erin Flynn Casey
Robert H. Chandler
Elidia Chapa
Stephen Chia Chi Chien
Naeemah Clark
Jonathan Abraham Cohen
John Watson Crongeyer
Willow Dawn Crystal
Brad Spencer Daniels
Rose Darling
Michael Edward Davidian
Rebecca Gabrielle Deutsch
Derek Brandon Dorn
Michael Wayne Durham
Ikenna Paul N. Emehelu
Elizabeth Francis Emens
Jody Lynn Feder
Jessy Joseph Fernandez
Laura Ann Fernandez
Katrina L. Fischer
Eric Alexander Friedman
Tania Galloni
Bryce Allan Gee
Ralph Geiger
Robin S. Goldstein
James Kendrick Gooch
Kristi Lee Graunke
Eliezer Mendel Greenbaum
David Singh Grewal
Itai Grinberg

David A. Grossman
Adam Zinsser Grumbach
Janea Reiter Gubitosi
Chetan Gulati
Benjamin Adams Hance
Sheila N. Hayre
Randy James Heinig
Jeffrey Alan Hendrickson
Carissa Byrne Hessick
Frederick Andrew Hessick III
Adam Sean Hickey
Joshua Hill Jr.
Allegra di Bonaventura Hogan
Angela Diane Hooton
Robert Steven Huie
Nicole Gail Iannarone
Jenia Iontcheva
Kristen Marie Jackson
Nancy Lynne Jacobson
Nikesh Jindal
Beverly Janet Jones
Theodore David Jones
Harleen Kaur Kahlon
Shemina Salim Kanji
Kevin Michael Keenan
Chimène Ilona Robbins Keitner
Robin Jill Kemper
Colleen Marie Kennedy
Riva A. Khoshaba
Michael Kim
Paul Kangyoo Kim
Jeffrey R. King
Sarah L. King
Winter King
Gregory Mark Klass
Emil Abraham Kleinhaus
George Gust Kouros
Elizabeth C. Kramer
Tammany Morgan Kramer
Robert Kelsey Kry

Chi Tsun Steve Kwok
Carrie Lowry La Seur
Joseph Benjamin Landau
David Samuel Lebolt
Grace Minjai Lee
Seung-Eun Ann Lee
Bianca Jonea Levin
Daniel Benjamin Levin
Duncan Patrick Levin
Hillel Y. Levin
Nickolai Gilford Levin
Andrew Marc Levine
Xiangmin Liu
Daniel Alexander Malin
Tara Nicole Malloy
David Wright Marcus
Deborah Martinez
Matthew M. Martino
Daniel Nathan Marx
Christopher Ryan May
Sujeet D. Mehta
Frederick D. Melendres
Leslie Ann Meltzer
David Frank Menschel
Amy Valor Meselson
Jeffrey Peter Metzler
Michael O. Molina
Becky Lyn Monroe
Toni Eleanor Moore
Melissa Erica Murray
Kate Han Nepveu
Michael Tzvi Novick
Jonathan LeRoy Nygren
James Patrick Duggan O'Connell
Kyan Olanna
Matthew Michael Onek
Allison Beth Orris
Justin Joel Peacock
John M. Pellettieri
Jill Marie Perry

Emily Suzanne Pierce Emah
 Tamara Jill Porter
 Melissa Bema Pryor
 Daniel Samuel Reich
 Caroline Elizabeth Reid
 Dana Ann Remus
 David Charles Rice
 Christopher Robert John Rickerd
 Homer Hiram Adam Robinson
 Paul Mark Rohrer
 Joshua Ian Rosenstein
 Amy Caroline Rothschild
 Sarah French Russell
 Reshma M. Saujani
 Joel David Sayres
 William E. Scheffer
 Alexandra Tamar Schimmer
 Thomas Wickham Schmidt
 Amanda Louise Schreiber
 Matthew Robert Segal
 Naomi Kate Seiler
 Bella Katy Sewall
 David Shahoulian
 Yi Sheng
 Jed Handelsman Shugerman
 Jason Edward Silvers
 Ian Michael Slotin
 Ian Hoddy Solomon
 Saema Somalya
 Sang-Hoon Song
 Kory Spencer Sorrell
 Sonja Birgitta Starr
 Simon D. Stern
 Sarah Elizabeth Sundell
 Benjamin James Swartzendruber
 Christopher Page Taggart
 Joshua Christopher Tate
 Damali A. Taylor
 Michael Justin Teter

Kay Lee Tidwell
 Elizabeth Troup Timkovich
 Steven Lawrence Tiscione
 Jean Lydia Tom
 Katherine Elizabeth Ulrich
 Adir Gurion Waldman
 Aaron J. Walker
 Kanchana Wangkeo
 Amy Lynn Weber
 Scott Ryan Wiehle
 Nicola Faith Williams
 Tyra Nicole Williams
 Kimberly Ann Woody

Master of Laws, October 4, 2001

Jens Christian Dammann
 Nora G. Forgacs
 Ettore Scimemi
 Siobhàn Mary Wills
 Katrina Miriam Wyman

Master of Laws, December 8, 2001

Yael Tirza Ben-Zion
 Martina Pia Evamaria Caroni
 Taiawagi Helton

Master of Laws, June 5, 2002

Ronald Faber
 Jianmei Feng
 Angela Fernandez
 Chiara Giorgetti
 Thomas S. M. Henquet
 Christian Kersting
 Eleni B. Martsoukou
 Alfonso Montoya Stahl
 Bairbre Eilís O'Neill
 Ignacio Pérez Cortés
 Marina Prada
 Netanella Rath
 Peter Judson Richards

Siddhartha Sivaramakrishnan	<i>Doctor of the Science of Law,</i>
Drury Dean Stevenson	<i>October 4, 2001</i>
Jana Corinna Striezel	Wen-chen Chang
Karim Yehia Abdel Rahman Youssef	Radoslav Prochazka
Gonzalo Zegarra Mulanovich	<i>Doctor of the Science of Law,</i>
Weiyi Zhang	<i>December 8, 2001</i>
<i>Master of Studies in Law, June 5, 2002</i>	Alan Khee-Jin Tan
Adam Jeremy Freed	<i>Doctor of the Science of Law,</i>
Scott A. Hiaasen	<i>February 9, 2002</i>
Nadya Labi	Seong-Phil Hong
Maro Sea Robbins	<i>Doctor of the Science of Law,</i>
Edward Paul Schwartz	<i>April 13, 2002</i>
	Natalie S. Klein

summary of enrollment, 2001–2002

Juris Doctor Candidates		Doctor of the Science of Law	15
Class of 2002	193	Master of Laws	26
Class of 2003	203	Master of Studies in Law	5
Class of 2004	189	Visiting Scholars	6
Joint Degree	10	Visiting Students	0
<i>Total Juris Doctor</i>	595	<i>Total Enrollment</i>	647

institutions represented

Allegheny College	1	Duke University	18
Amherst College	10	Emory University	6
Barnaul State Pedagogical University [Russia]	1	Ewha Woman's University [Republic of Korea]	1
Bates College	1	Florida State University	1
Baylor University	2	Foreign Languages University [People's Republic of China]	1
Beijing Foreign Studies University [People's Republic of China]	1	Furman University	1
Boston College	1	George Washington University	5
Boston University	3	Georgetown University	4
Bowdoin College	1	Goshen College	1
Brandeis University	4	Goucher College	1
Brenau University	1	Hagen University of Correspondence [Germany]	1
Brigham Young University	3	Harvard University	80
Brown University	20	Haverford College	3
Bryn Mawr College	2	Hebrew University of Jerusalem [Israel]	4
Cairo University [Egypt]	1	Hitotsubashi University [Japan]	1
California State University [Fullerton]	1	Hofstra University	1
California State University [Stanislaus]	1	Indiana University	4
Calvin College	1	Johann Wolfgang Goethe- Universität Frankfurt [Germany]	1
Carleton College	4	Johns Hopkins University	3
Carroll College	1	Juniata College	1
Case Western Reserve University	1	Kalamazoo College	1
Claremont McKenna College	1	Kansas State University	1
Cleveland State University	1	Korea University [Republic of Korea]	1
Colgate University	1	Lewis and Clark College	1
College of New Jersey	1	Loyola Marymount University	1
College of the Holy Cross	1	Loyola University	1
College of William and Mary	1	Lunds Universitet [Sweden]	1
Colorado College	1	Macalester College	2
Columbia University	18	Massachusetts Institute of Technology	2
Connecticut College	2	McGill University [Canada]	3
Cornell University	10		
Creighton University	1		
Dartmouth College	19		
Drew University	1		

McMaster University [Canada]	1	Rutgers University	1
Michigan State University	1	Saint John's College [Maryland]	2
Middle East Technical University [Turkey]	1	Saint John's College [New Mexico]	3
Middlebury College	1	Saint Norbert College	1
Morehouse College	2	Santa Clara University	1
Mount Holyoke College	1	Seoul National University [Republic of Korea]	3
Muhlenberg College	1	Smith College	2
Nanjing University [People's Republic of China]	1	Stanford University	15
National and Capodistrian University of Athens [Greece]	1	State University College at Oswego	1
National Taiwan University [Taiwan]	1	State University of New York at Albany	1
National University of Singapore [Singapore]	1	State University of New York at Binghamton	1
New York University	2	State University of New York at Buffalo	1
Nicolae Titulescu Institute [Romania]	1	State University of New York at Stony Brook	3
Northeastern University	1	Swarthmore College	9
Northwestern University	4	Syracuse University	2
Notre Dame College [Ohio]	1	Tel Aviv University [Israel]	1
Oberlin College	2	Texas A & M University	1
Ohio State University	2	Union College	1
Ohio Wesleyan University	1	United States Coast Guard Academy	1
Oklahoma State University	1	United States Naval Academy	1
Pacific Union College	1	Universidad Catolica Argentina Santa Maria de Los Buenos Aires [Argentina]	2
Peking University [People's Republic of China]	4	Universidad de Buenos Aires [Argentina]	1
Pomona College	6	Universidad de Los Andes [Colombia]	1
Pontificia Universidad Catolica del Peru [Peru]	2	Universidade de São Paulo [Brazil]	2
Princeton University	31	Università degli Studi di Bologna [Italy]	1
Providence College	1	Università degli Studi di Firenze [Italy]	1
Queens University [Canada]	1	Universität Bayreuth [Germany]	1
Reed College	1	Universität Bern [Switzerland]	1
Renmin University of China [People's Republic of China]	1		
Rice University	5		
Roosevelt University	1		

Universitat Pompeu Fabra [Spain]	1	University of North Carolina	
University College Dublin [Ireland]	1	at Greensboro	1
University of Alabama	2	University of North Texas	1
University of Alaska	1	University of Notre Dame	3
University of Amsterdam		University of Oklahoma	2
[Netherlands]	1	University of Oregon	1
University of Arizona	2	University of Pennsylvania	5
University of Arkansas	1	University of Rochester	1
University of Bridgeport	1	University of Southern California	6
University of British Columbia		University of Texas at Austin	10
[Canada]	1	University of Toronto [Canada]	1
University of California [Berkeley]	22	University of Utah	2
University of California [Irvine]	2	University of Virginia	7
University of California		University of Washington	1
[Los Angeles]	14	University of Western Australia	
University of California		[Australia]	1
[Santa Barbara]	1	University of Wisconsin	1
University of Chicago	8	Utah State University	1
University of Dallas	1	Vanderbilt University	1
University of Dayton	1	Vienna University [Austria]	1
University of Delhi [India]	1	Villanova University	1
University of Essex, Colchester		Wake Forest University	2
[United Kingdom]	1	Waseda University [Japan]	1
University of Florida	1	Washington and Lee University	1
University of Georgia	1	Wellesley College	1
University of Illinois	2	Wesleyan University	3
University of Indianapolis	1	Westmont College	1
University of Iowa	1	Wheaton College [Illinois]	3
University of Kansas	1	Whitman College	1
University of Maryland	2	Williams College	11
University of Michigan	7	Wuhan University	
University of Minnesota	2	[People's Republic of China]	1
University of Mississippi	1	Xavier University [Louisiana]	1
University of Missouri-Columbia	1	Xavier University [Ohio]	1
University of Nairobi [Kenya]	1	Yale University	70
University of Nevada	1	Yan Tai University	
University of New Mexico	2	[People's Republic of China]	1
University of North Carolina		Yeshiva University	3
at Chapel Hill	3		
		<i>Total</i>	190

geographical distribution

<i>United States</i>		Oklahoma	5
Alabama	3	Oregon	5
Alaska	1	Pennsylvania	15
Arizona	3	Rhode Island	3
Arkansas	2	South Carolina	4
California	79	Tennessee	6
Colorado	8	Texas	35
Connecticut	84	Utah	5
Delaware	1	Vermont	3
District of Columbia	4	Virgin Islands	1
Florida	16	Virginia	12
Georgia	6	Washington	12
Hawaii	1	Wisconsin	5
Idaho	1		
Illinois	17	<i>Total</i>	49
Indiana	7		
Iowa	2		
Kansas	5	<i>Foreign Countries</i>	
Kentucky	1	Argentina	3
Louisiana	7	Australia	2
Maine	1	Austria	1
Maryland	27	Bahamas	1
Massachusetts	19	Brazil	1
Michigan	6	Canada	8
Minnesota	8	China	14
Mississippi	1	Colombia	1
Missouri	5	Egypt	1
Montana	2	France	2
Nebraska	2	Germany	3
Nevada	3	Greece	1
New Hampshire	5	India	2
New Jersey	36	Ireland	1
New Mexico	4	Israel	5
New York	81	Italy	1
North Carolina	4	Japan	2
North Dakota	1	Korea	8
Ohio	16	Netherlands	1

Nigeria	1
Pakistan	1
Peru	2
Philippines	1
Romania	1
Singapore	1
Spain	1
Sweden	1
Switzerland	1
Taiwan	1
Ukraine	1
<i>Total</i>	<i>30</i>



Alumni, Yale Law School Fund, and Endowment Funds

alumni

Alumni of Yale Law School play a large role in the greater Law School community. They renew social ties with one another and network with other Yale Law School alumni practitioners. They refresh their knowledge of legal scholarship in different settings and at different times during the year. Graduates gather in New Haven for the annual Alumni Weekend; they attend faculty talks in connection with the Association of American Law Schools, the American Bar Association, and other professional organizations; and they meet in their own localities for a variety of activities and events. The Law School's Master Calendar notes the frequent alumni events both here and away from New Haven at www.law.yale.edu/calendar. To further communication among members of the Law School community, the Yale Virtual Station (www.aya.yale.edu/vys) allows alumni to have a lifelong e-mail alias address.

A wonderful innovation for the Yale Law School community is the online Alumni Mentoring Network (AMN), which is accessible via the Career Development Office Web site (www.law.yale.edu/cdo). AMN offers both alumni and current law students the opportunity to seek out hundreds of graduates who have offered to provide career-related advice. AMN members can be searched by name, area of expertise, employer type, geographic location, and more. Through the Web site, alumni can now join the network, current AMN members can update their information, and both alumni and students can search for mentors online. For more information about AMN, including password information for searching the Network, please call 203.432.1690 or send an e-mail to ylsalum@pantheon.yale.edu.

All graduates of the Law School are invited to annual Alumni Weekends, which take place at the Law School in the fall for three days of events, including talks, panel discussions, and meals. Current students greet and direct alumni to the various events. Graduates celebrating their reunions (5th, 10th, 15th, etc.) reconnect with classmates at special Saturday reunion dinners in local dining halls and Sunday brunches at the homes of faculty or other alumni. The theme for Alumni Weekend 2002 is "Arts and the Law." In addition to panel discussions and talks on this theme, the well-known documentary filmmaker Fred Wiseman '54 will receive the Award of Merit.

The Yale Law School Association consists of all graduates and was founded to strengthen the connection between them and the Law School. The association is headed by an executive committee consisting of approximately 180 alumni. Sixty of these graduates serve for four-year terms and a nominating committee

selects twenty new members each year. The committee is diverse in areas of expertise and class years, and its members come from all over the United States and abroad. Meetings take place twice a year at the Law School: in the fall on the Friday of Alumni Weekend and in the spring. In addition to informal discussion about some aspect of the Law School's curriculum, a panel or speaker introduces the meeting's topic. Recent executive committee meetings have considered such subjects as the Global Constitutionalism Conference, the World Fellows Program, and the graduate programs. The present officers of the association's executive committee are: Chairman, Sangwoo Ahn '63; President, Max Nathan, Jr. '60; Vice Presidents, Brenda S. Breslauer '96 M.S.L., Keith P. Ellison '76, Rosalind S. Fink '72, Rhoda J. McLean '83, Arnold M. Zack '56; Secretary, Frederick M. Danziger '65; and Treasurer, James D. Miller '75.

In more than fifteen states and cities across the United States and abroad, Yale Law School local associations provide social, intellectual, and professional opportunities for graduates. Whether it is a wine-tasting in Washington, D.C., a panel on choosing judicial candidates in Chicago, a large group of alumni enjoying fellow graduate John Weidman's musical *Contact* in New York City, an informal get-together to greet recent graduates in Boston, or a dinner to greet the dean in Paris, Yale Law School alumni maintain important ties with each other and with their alma mater. For further information, please contact Toni Hahn Davis, Associate Dean, yalsalum@pantheon.yale.edu; 203.432.1690.

yale law school fund

The Yale Law School Fund was established in the late 1940s as the means of raising annual contributions for the Law School from alumni and friends. The fund now operates with its own officers and directors, who supervise an organization of class agents and class reunion gift committees throughout the United States. The Yale Law School Fund's annual receipts have grown from \$8,000 in 1949 to more than \$12.7 million in 2000–2001. The chair of the Yale Law School Fund for 2002–2003 is Robert Todd Lang '47; the vice chair is Curtis H. Barnette '62; the chair of the board of directors is Barry R. Bryan '55. The executive director of the Yale Law School Fund is Leslie D. West.

endowment funds

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

Professorships

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

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

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

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

Helen and Bernard Brandes Professorship of Law (1998). A bequest from Bernard E. Brandes, LL.B. 1937, former managing partner of Stroock & Stroock & Lavan in New York City, to establish a chair devoted to the study of how law and legal institutions can promote harmonious and constructive diversity in American life.

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

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

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

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

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

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

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

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

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

Walton Hale Hamilton Professorship (1985). 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, Franks, Harris, Shriver & Jacobson, and by his former clients and friends, to establish a chair in corporate and securities law.

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

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

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

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

Nicholas deB. Katzenbach Professorship (1985). A gift in honor of the Honorable Nicholas deB. Katzenbach, LL.B. 1947, Professor of Law, Attorney General of the United States, Undersecretary of State of the United States, and Senior Vice-President, Law and External Relations, of the International Business Machines Corporation, from the International Business Machines Corporation and numerous individuals, to establish a chair of public law or other branch of

advanced legal education — not necessarily limited to domestic law or to the law of any one nation.

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

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

Law of Science and Technology Professorship (1965). Gifts from various foundations to support a chair devoted to the study of law as it relates to technological development and society.

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 of Henry R. Luce, B.A. 1920, M.A. Hon. 1926, the incumbent to teach law in Yale College as well as the Yale Law School.

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

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

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

John M. Olin Professorship of Law and Economics in the Yale Law School (1992). A grant from the John M. Olin Foundation.

Edward J. Phelps Professorship (1887). A gift of Junius S. Morgan, and his son J. Pierpont Morgan, LL.D. 1908, in honor of Professor Edward J. Phelps,

1822–1900, a member of the faculty between 1881 and 1900, to support a professorship of contracts and commercial law.

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

Florence Rogatz Visiting Professorship (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 a visiting professorship.

Derald H. Ruttenberg Professorial Lectureship (1993). Gift of Derald H. Ruttenberg, LL.B. 1940, to support a professorial lectureship for a member of the emeritus faculty.

Robert R. Slaughter Professorship of Law (1998). A grant from The Horace W. Goldsmith Foundation in memory of Robert R. Slaughter, B.A. 1945, LL.B. 1950, of New York City, to establish a chair in any field of English or American common or commercial law.

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

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

Charles F. Southmayd Professorship (1913). A gift in memory of Charles F. Southmayd, LL.D. 1884, from his sister, Emily F. Southmayd.

Potter Stewart Professorship of Constitutional Law (1989). Established through the generosity of family, friends, and former law clerks to honor the memory of the Honorable Potter Stewart, LL.B. 1941, Associate Justice of the U.S. Supreme Court, 1958 to 1981. The memorial fund supports a Yale Law School chair, the holder of which also offers courses in Yale College.

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

Frank E. Taplin Professorial Lectureships (1989). Four endowed professorial lectureships for emeritus faculty: one established by Alfred M. Rankin, LL.B. 1939; one by his wife, Clara Taplin Rankin, Smith College 1938; one by Alfred M. Rankin, Jr., J.D. 1966; and one by Frank E. Taplin, LL.B. 1941.

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.

Harry H. Wellington Professorial Lectureship (1995). Established by a gift from Alan H. Wurtzel, LL.B. 1959, on the occasion of his thirty-fifth class reunion, to honor Sterling Professor Emeritus and former Dean Harry H. Wellington.

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

General Purpose and Research Funds

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

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

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

Ann F. Cudahy Fund for Law and Business Policy (1975). Gift of 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 of Harold Depew, LL.B. 1906.

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

Richardson Dilworth Urban Affairs Fund (1983). A gift from Richardson Dilworth to support teaching, primarily in the area of urban affairs.

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

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

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

Allen B. Forbes Fund (1921). Gift of 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.

Judge William H. Hastie Fund (1991). Established by William T. Coleman, Jr., friend of Yale Law School, in memory of William Henry Hastie, Governor of the Virgin Islands, dean of Howard University Law School, and a judge on the U.S. District Court and on the U.S. Court of Appeals. The fund will be used for prizes and other awards to students and student organizations whose activities reflect Judge Hastie's commitment to equal rights and opportunities.

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

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

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

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

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

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

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

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

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 of Gordon B. Tweedy, B.A. 1929, LL.B. 1932, income to be used to support faculty research and programs, particularly in private international law.

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

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

Roger S. and Virginia Aaron Scholarship Fund (1999). Gift of 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.

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

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

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

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

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

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

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

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

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

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

Samuel R. Betts Scholarship (1929). Samuel R. Betts, B.A. 1875; continued after his death in 1930 from income of a general bequest for the benefit of the Law School.

William Bingham Scholarship (1955). William Bingham II, of Bethel, Maine. Awarded to candidates (in the order mentioned) from the town of Bethel, from other towns in Oxford County, or from elsewhere in the state of Maine.

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

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

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

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

Bernard and Helen Brandes Student Loan Fund (1982). Established by Bernard E. Brandes, LL.B. 1937, and his wife, Helen. For award to students ineligible for loan assistance from government-sponsored programs.

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.

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.

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

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

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

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

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

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

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

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

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

Lloyd N. Cutler Scholarship Fund (1992). Established by the law firm of Wilmer, Cutler and Pickering in honor of Lloyd N. Cutler, LL.B. 1939, to support tuition scholarships based on financial need, academic excellence, and demonstrated commitment to public service.

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

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

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

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

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

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

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

Richardson Dilworth Scholarship (1974). Gift of Dilworth, Paxson, Kalish, Levy & Kauffman, of Philadelphia, Pennsylvania, in memory of Richardson Dilworth, B.A. 1921, LL.B. 1926, to be awarded to one member of each class on the basis of intellectual excellence and capacity for public service. Awarded to students who reside or attended college in the greater Philadelphia area.

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

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

Irving M. Engel Fellowship Fund (1963). Established by friends of Irving M. Engel, LL.B. 1913, for 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.

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.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Kendrick King Kelley III Memorial Fund (1968). Established by relatives, classmates, and friends in memory of Kendrick King Kelley III, LL.B. 1966, who died in Vietnam in February 1968. The income to be used at the discretion of the dean for scholarships or for the acquisition of books for the law library.

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.

Knight Fellowship (1987). Supported by grants from the John S. and James L. Knight Foundation to enhance midcareer educational opportunities for journalists.

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

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

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

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

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

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

Morris L. Levinson Scholarship Loan Fund (1959). For students needing financial assistance in the form of loans for payment of tuition at the Yale Law School.

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

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

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

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

Ernest G. Lorenzen Memorial Scholarship (1955). Gift of 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.

Loyal League Scholarship (1963). This annual grant is for a first-year student who is a graduate of a public high school in the greater New York metropolitan area (preferably from within the geographical limits of the city of New York) who has demonstrated academic excellence and great financial need. This scholarship is in honor of Stanley P. Wagman, LL.B. 1954.

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

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

Myres S. McDougal Scholarship (1992). Gift of Dinesh Khosla, LL.M. 1977, J.S.D. 1981, and Mrs. Khosla in honor of Professor Myres S. McDougal, J.S.D. 1931, on the occasion of his eighty-fifth birthday.

Warner Thornton McGuinn Scholarship Fund (1990). Gifts from alumni and friends of Yale Law School in memory of Warner Thornton McGuinn, LL.B. 1887, a well-known Baltimore lawyer and civil rights leader, and an early African American graduate of the School. Gifts from citizens of the New Haven area commemorating the 150th anniversary of the *Amistad* slave ship rebellion are included in this fund.

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

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

Charles F. Martin '35 Scholarship Fund (1992). Established by gift of 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 of Walter A. Marting, LL.B. 1937, and the Hanna Mining Company, Cleveland, Ohio.

Ivan S. Meitus Memorial Scholarship (2001). Gift in memory of Ivan S. Meitus, LL.B. 1959, from a trust established by his family.

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

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

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.

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

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

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

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

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

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

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

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

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

Judge Stephen Reinhardt Scholarship in the Public Interest (2001). Established by former law clerks of Judge Stephen Reinhardt, LL.B. 1954, of the United States Court of Appeals for the Ninth Circuit, to provide financial assistance to students who intend on careers in the public interest.

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

Walter Bigelow Rosen Scholarship Fund (1991). Gift of 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.

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

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

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

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

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

Benjamin Scharps and David Scharps Scholarships (1955). Established by the estates of Benjamin Scharps, B.A. 1884, and David Scharps, B.A. 1890, to provide five

scholarships for members of the third-year class who have done meritorious research in the second-year course of study.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Herbert F. and Frederick H. Sturdy Scholarship (1969). Annual contribution by Gibson, Dunn & Crutcher of Los Angeles, California, in memory of Herbert F. Sturdy, B.A. 1924, LL.B. 1927, M.A. Hon. 1959, and Frederick H. Sturdy, Ph.B. 1929, LL.B. 1932, to be awarded to a high-ranking law student.

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

Solon E. Summerfield Foundation Scholarship (1958). Gift of the Solon E. Summerfield Foundation, Inc.

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

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

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

David Torrance Scholarship (1926). Margaret Torrance Holmes in memory of her father, the Honorable David Torrance, M.A. Hon. 1883, Chief Justice of the Supreme Court of Errors of Connecticut, and professor of evidence in the School. Preference to a resident of New Haven County, the Fifth Congressional District, or the Town of Norwich.

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.

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

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

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.

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

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

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

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

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

Library Endowments

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Ganson Goodyear Depew Memorial (1924). A gift from his father, Ganson Depew, and bequest from 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 from 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.

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 of an anonymous donor in memory of Charles E. Frohman, LL.B. 1926, for the purchase of books for the Ohio Collection.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Edward J. Phelps Memorial (1942). A gift in memory of Professor Edward J. Phelps, M.A. Hon. 1881, from John A. Hooper, LL.B. 1891.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Lectures and Fellowships

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

Timothy B. Atkeson Environmental Practitioner in Residence (1995). Established in honor of Timothy B. Atkeson, LL.B. 1952, this program brings to the Law School practitioners from a variety of environmental law practice settings — including the government, the private bar, science and engineering firms, and environmental and international organizations — to lecture, teach seminars, and counsel students on career opportunities.

Robert L. Bernstein Fellowships in International Human Rights (1997). Established through the generous gifts of numerous individuals and organizations to honor Robert L. Bernstein, the former chairman, president, and chief executive officer of Random House, Inc., and the founder and chairman of Human Rights Watch. The Bernstein Fellowship is awarded annually to two or three Yale Law School graduates pursuing projects devoted to the advancement of human rights around the world.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

James A. Thomas Lectures (1989). Established in honor of Dean James A. Thomas '64 and his many years of service to the Law School, to provide for a lecture by an emerging legal scholar with an innovative perspective on the relation between law, jurisprudence, and the communities of people of color.

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

Prizes

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

Thurman Arnold Appellate Competition Prize (1954). Established by alumni and friends of the School. To be awarded annually for the best student argument in advanced Moot Court competition, which shall be open only to second- and third-year students and graduate fellows.

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

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

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

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

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

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

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

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

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

John Currier Gallagher Prize (1917). Gift of Mrs. Gallagher in memory of her husband, John Currier Gallagher, Ph.B. 1879, LL.B. 1881, and later increased by gift of 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. Open to students studying international law or conflict of laws.

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

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

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

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

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

Stephen J. Massey Prize (1993). Established by gifts from classmates and friends in memory of Stephen J. Massey, J.D. 1984. To be awarded to the student who best

exemplifies, in work on behalf of clients and in other community service, the values of the Jerome N. Frank Legal Services Organization at Yale Law School.

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

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

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

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

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

Clifford L. Porter Prize (1980). Cahill Gordon & Reindel in memory of Clifford L. Porter. Awarded annually to the student who submits the best paper on taxation.

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

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

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

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

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

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

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

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

Other

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

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

George W. Crawford '03 Fund for Teaching (1997). A fund supporting either a professorship, a fellowship, or a lectureship. Established through a generous bequest from Dr. Charlotte Crawford Watkins of Washington, D.C., Ph.D. Yale 1937, professor of English at Howard University, in memory of her father, George W. Crawford (LL.B. 1903), 1877–1972, a child of former slaves who became a founding signatory of the NAACP and a trustee of Talladega College. He was in addition one of Connecticut's leading attorneys, serving as corporation counsel for the City of New Haven and judge on the New Haven Probate Court.

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

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

Joseph M. Field Chamber Music Fund (1990). A gift from Joseph M. Field, LL.B. 1955, to establish a fund for underwriting chamber music performances at the Law School on an annual basis.

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.

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.

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.

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

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

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

Liman Public Interest Fund supports selected non-Fellowship projects undertaken by qualifying organizations.

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

Alvin S. Moody Memorial Fund (1968). Gift from Alvin S. Moody, LL.B. 1936, in memory of his father, Alvin S. Moody. The income to be used as an award to one or more first- or second-year students to enable them to take summer positions as interns in the executive and legislative branches of the government.

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.

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

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

Larry and Joyce Stupski Public Interest Ventures Fund (1997). Created by gift of 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.

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: Courses in humanities, social sciences, natural sciences, mathematical and computer sciences, and engineering. Bachelor of Arts (B.A.), Bachelor of Science (B.S.), Bachelor of Liberal Studies (B.L.S.).

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

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

For additional information, please write to the Yale Graduate School of Arts and Sciences, PO Box 208323, New Haven CT 06520-8323; telephone, 203.432.2770; e-mail, graduate.admissions@yale.edu; Web site, www.yale.edu/graduateschool/.

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

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

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

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

For additional information, please write to the Admissions Office, Yale University Divinity School, 409 Prospect Street, New Haven CT 06511; telephone, 203.432.5360; fax, 203.432.5756; e-mail, ydsadmsn@yale.edu; Web site, www.yale.edu/divinity/.

Law School: Courses for college graduates. Juris Doctor (J.D.). For additional information, please write to the Admissions Office, Yale Law School, PO Box 208329, New Haven CT 06520-8329; telephone, 203.432.4995; e-mail, admissions.law@yale.edu; Web site, www.law.yale.edu/.

Graduate Programs: Master of Laws (LL.M.), Doctor of the Science of Law (J.S.D.), Master of Studies in Law (M.S.L.). For additional information, please write to Graduate Programs, Yale Law School, PO Box 208215, New Haven CT 06520-8215; telephone, 203.432.1696; e-mail, gradpro.law@yale.edu; Web site, www.law.yale.edu/.

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

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

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

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

School of Forestry & Environmental Studies: Courses for college graduates. Master of Forestry (M.F.), Master of Forest Science (M.F.S.), Master of Environmental Science (M.E.Sc.), Master of Environmental Management (M.E.M.), Doctor of Forestry and Environmental Studies (D.F.E.S.).

For additional information, please write to the Office of Academic Services, Yale School of Forestry & Environmental Studies, 205 Prospect Street, New Haven CT 06511; telephone, 800.825.0330 or 203.432.5100; e-mail, fesinfo@yale.edu; Web site, www.yale.edu/environment/.

School of Architecture: Courses for college graduates. Professional degree: Master of Architecture (M.Arch.); nonprofessional degree: Master of Environmental Design (M.E.D.).

For additional information, please write to the Yale School of Architecture, PO Box 208242, New Haven CT 06520-8242; telephone, 203.432.2296; e-mail, gradarch.admissions@yale.edu; Web site, www.architecture.yale.edu/

School of Nursing: Courses for college graduates. Master of Science in Nursing (M.S.N.), Post Master's Certificate, Doctor of Nursing Science (D.N.Sc.).

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

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

For additional information, please write to the Registrar's Office, Yale School of Drama, PO Box 208325, New Haven CT 06520-8325; telephone, 203.432.1507; Web site, www.yale.edu/drama/.

School of Management: Courses for college graduates. Professional degree: Master of Business Administration (M.B.A.).

For additional information, please write to the Admissions Office, Yale School of Management, PO Box 208200, 135 Prospect Street, New Haven CT 06520-8200; telephone, 203.432.5932; fax, 203.432.7004; e-mail, mba.admissions@yale.edu; Web site, www.mba.yale.edu/.

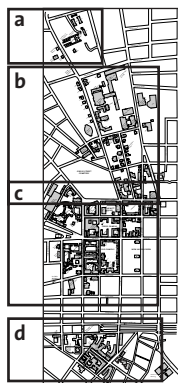
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A map of the area around the Institute of Sacred Music. The map shows several streets: Canner Street at the top, Prospect Street on the left, and St. Konrad Street on the right. Buildings are represented by grey shapes with labels: 'Institute of Sacred Music' (a large building with a central tower), 'Divinity School' (a smaller building to the right of the institute), 'St. Konrad Church' (a building at the top right), 'Rehany' (a building below St. Konrad Church), 'Crisis' (a building to the right of Rehany), 'Postor' (a building further right), 'Boris House' (a small building at the bottom), 'International House' (a building on the left), 'Project Street' (a street on the left), 'Greedy Memorial' (a building at the bottom left), and 'Nuff Hall' (a building at the bottom left). A road labeled '500' runs horizontally through the center of the map.



This is a detailed street map of the University of Wisconsin-Madison campus, showing buildings, streets, and landmarks. The map is oriented with North at the top. Key streets include Hillside Place, Woodland Street, Compton Street, Wheeler Street, Winchester Avenue, Lock Street, Prospect Place, Canal Street, Trumbull Street, and Grove Street. Buildings are labeled with names like Kline Chemistry Lab, Sterling Chemistry Lab, Wright Nuclear Lab, Pearson-Sage Garage, Kline Geology Lab, Peabody Museum, and various administrative buildings. A large area in the center is labeled 'GROVE STREET CEMETERY'. A north arrow is located near the bottom center.

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

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

Inquiries concerning these policies may be referred to Frances A. Holloway, Director of the Office for Equal Opportunity Programs, 104 W. L. Harkness Hall, 203.432.0849.

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

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

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

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