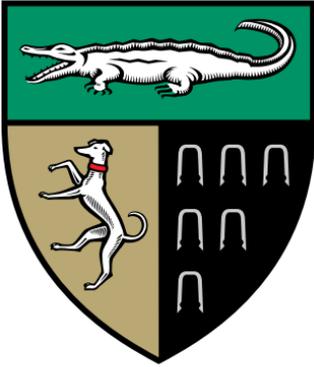


Yale Law School

2003–2004



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William C. Fray, B.A., M.L.S., *Manager of Network Services, Information Technology Services.*
Daniel Griffin, B.A., *Computer User Support Specialist.*

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- Jonathan Hecht, J.D., M.A.L.D., *Deputy Director, The China Law Center.*
- Jamie P. Horsley, M.A., J.D., *Associate Director, The China Law Center.*
- Craig L. Janecek, B.A., *Director of Admissions.*
- Barbara Johnson, B.A., *Director of Finance and Administration.*
- Greg Kader, *Assistant Dining Hall Manager.*
- David LaCroix, B.S., *Dining Hall Manager.*
- Donna A. Lee, B.A., *Computer User Support Specialist.*
- Bernard Dickerson Logan, B.S., *Assistant Director, Yale Law School Fund.*
- Pascale C. Mathieu, B.S., M.A., *Coordinator, International Programs.*
- Lucy Mignone, B.A., *Deputy Director, Yale Law School Fund.*
- Judith L. Miller, J.D., LL.M., *Director of Academic Research Programs.*
- Susan Monsen, B.S., M.S., *Director of Information Technology Services.*
- Georganne Rogers, *Executive Assistant to the Dean.*
- Margie Schultz, *Supervisor of Building Services.*
- Christine B. Severson, B.A., *Director of Recruitment Programs, Career Development Office.*
- James J. Silk, M.A., J.D., *Executive Director, The Orville H. Schell, Jr. Center for International Human Rights.*
- Pamela E. Sims, A.S., *Alumni Affairs Coordinator.*
- Kathleen Slater, B.A., *Assistant Director of Human Resources.*
- Elizabeth Stauderman, B.A., *Director of Public Affairs.*
- Kathy Stoddard, B.S., M.S., *Office Manager, Legal Services Organization.*
- Barbara A. Tracy, *Executive Assistant, Office of Philanthropic and Financial Planning.*
- Kelly J. Voight, B.A., J.D., *Director of Private Sector Counseling and Programs, Career Development Office.*
- Roger Watson, *Supervisor of Custodial Services.*
- Jonathan T. Weisberg, B.A., *Assistant Director, Public Affairs.*
- Leslie D. West, B.A., *Executive Director, Yale Law School Fund.*



The Study of Law at Yale University

A BRIEF HISTORY OF YALE LAW SCHOOL

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

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

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

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

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

would be small and humane; it would resist the pressures that were emerging in university law schools elsewhere toward large enrollments and impersonal faculty-student relations.

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

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

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

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

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

In the 1930s Yale Law School spawned the movement known as legal realism, which has reshaped the way American lawyers understand the function of legal rules and the work of courts and judges. The realists directed attention to factors not captured in the rules, ranging from the attitudes of judges and jurors to the

nuances of the facts of particular cases. Under the influence of realism, American legal doctrine has become less conceptual and more empirical. Under Dean Charles Clark (1929–1939), the School built a faculty that included such legendary figures as Thurman Arnold, Edwin Borchard, future U.S. Supreme Court Justice William O. Douglas, Jerome Frank, Underhill Moore, Walton Hamilton, and Wesley Sturges. Clark was the moving figure during these years in crafting the Federal Rules of Civil Procedure, the foundation of modern American procedure.

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

Deans of Yale Law School, 1873–2003

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

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.

Goals
Measure
Evaluation

Goals
- cut gov't costs of AFDC
- M AFDC "rehab" by no



Course Offerings

FALL TERM

First-Term Courses

Constitutional Law I (10002). 4 units. R. Siegel (Section A), J. Rubenfeld (Section B), W.N. Eskridge (Group 1), P. Gewirtz (Group 2), P.W. Kahn (Group 3), K. Yoshino (Group 4), J.M. Balkin (Group 5), R.C. Post (Group 6)

Contracts I (11001). 4 units. A.L. Chua (Section A), S.L. Carter (Section B), R. Brooks (Section C), I. Ayres (Group 1), J.Q. Whitman (Group 2)

Procedure I (12001). 4 units. O.M. Fiss (Section A), H.H. Koh (Section B), J.J. Rachlinski (Group 1), J. Resnik (Group 2)

Torts I (13001). 4 units. R.C. Ellickson (Section A), J.L. Coleman (Section B), G. Calabresi (Group 1), P.H. Schuck (Group 2)

Advanced Courses

*Courses marked with an asterisk satisfy the Professional Responsibility requirement described on page 86.

Administrative Law (20170). 4 units. This course will review the legal and practical foundations of the modern administrative state. Topics will include the creation of administrative agencies and the delegation doctrine, judicial review of the procedures and substance of administrative action, the organization of the executive branch, and liability for official misconduct. Scheduled examination. J.L. Mashaw.

Administrative Law II: Regulation, Public Interest, and Capture (20344). 2 units. This course is intended to allow students who have taken Administrative Law or a regulation course to pursue more intensively the issues those courses raise about regulation in a democracy and to write on the subject. The course will explore in depth the meaning of the concept of “public interest” and its normative and positive relationship to efforts to use democratic political processes to achieve collective control of economic activity. Readings and analysis will contrast characterizations of regulation as an effort to achieve collective control of economic activity through democratic or expert expression of public interest with those that view the process as a vehicle that organized interests use to extract economic rents from the public at large. Students will be expected to pick a regulatory activity and evaluate it by using theory to explore and explain its actual outcomes. Previous background in political economy, political philosophy, or economics may substitute for Administrative Law or a previous regulation course, by permission of the instructor. Paper required. Enrollment limited to fifteen. M.E. Levine.

Advanced Advocacy for Children and Youth (20327). 3 units, credit/fail. Limited to students who have taken Advocacy for Children and Youth in previous terms. Enrollment limited. J. K. Peters.

Advanced Antitrust: Applying Antitrust to Network Industries (20175). 3 units. In recent years, it has become increasingly apparent that the application of antitrust doctrine to industries characterized by the existence of network externalities poses special difficulties and requires a rethinking of the basic analytical approach to enforcement of the Sherman Act. This class will begin with extensive readings from the economics literature on the characteristics of network industries and, then, will address the various areas of antitrust concern with specific application to networks. The class will be run like a seminar, though enrollment will not be limited. The basic Antitrust course is a prerequisite. Paper required. G. L. Priest.

Advanced Contracts (20328). 3 units. This course will provide a sustained interdisciplinary analysis of contract remedies. The course will develop the doctrine that governs contract remedies in some detail and will then ask whether the doctrine is efficient, just, and whether it comports with the individualized obligations that contracts create between promisors and their promises. The course will revisit rather than extend the basic Contracts course — treating familiar material at a new level of sophistication rather than moving through new material (for example, the law of sales) in a familiar way. Both the doctrinal and theoretical components of the course will take aim at the distinction that our law draws between tort and contract and ask when, how, and whether this distinction can be justified. The course hopes, through these efforts, to provide genuine insight into the practice of voluntary private obligation in our law — including the problems that practice must address and the values it must respect. Self-scheduled examination. D. Markovits.

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 will be to take students beyond basic competence to excellence in legal writing. Enrollment limited to ten. R. D. Harrison.

Advanced Torts: Understanding the Asbestos Litigation Phenomenon (20342). Units to be arranged. Despite every expectation and the settlement of hundreds of thousands of suits, asbestos litigation has continued to increase. The ambition of this seminar will be to try to understand the sources of this phenomenon, otherwise unknown to civil law. The seminar will be devoted to group and individual research to identify and evaluate all of the legal changes adopted by courts to deal with the problem of asbestos-related injury. It will begin with a study of the general developments in asbestos litigation over the past twenty years. Then, individual students or groups of students will choose specific sub-

ject areas to research in more detail, identifying how the law or procedure was changed to accommodate asbestos litigation. The seminar should provide abundant opportunities for papers and publication. Paper required. G.L. Priest.

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

Balancing Civil Liberties and National Security after September 11 (20343). 2 or 3 units, credit/fail. This course will be a hybrid between clinic and seminar, focusing on some of the civil liberties cases arising out of government policies in the aftermath of September 11, including citizen and non-citizen detentions, Fourth Amendment issues, and so on. Students enrolled in the course will prepare memoranda on points of law at issue in some of these cases, and, as the timing dictates, will help to do legal research and draft *amicus* briefs based on their research. The course will meet for three hours each week, including a two-hour clinical component and a one-hour reading seminar focusing on the text of the cases themselves and their precedents. Permission of instructor required. H.H. Koh.

Banking Law and Regulation (20346). 2 or 3 units. This course will begin by defining the roles that banks and other financial intermediaries play in the economy. It will consider the claim that a specialized set of regulations governing the activities of financial intermediaries is justified by the special role that banks occupy in society. In that context a variety of theoretical arguments about banking regulation will be considered. The course will then examine each of the major laws that govern banking activities against the background of the various regulatory theories discussed. Topics will include entry restrictions, growth and expansion of bank activities, regulation of the business of banking, expansion through the bank holding-company structure, the financial holding-company structure, branch banking, interstate banking, and regulation of failing or failed banks. Attention will be paid to the regulation of close substitutes for banks, particularly mutual funds, and to international banking. Scheduled examination. J.R. Macey.

Bankruptcy (20106). 4 units. This course will concern both business and consumer bankruptcies. It will ask: Why is a federal bankruptcy procedure necessary? What normative goals should animate that procedure? When should insolvent firms be reorganized rather than liquidated? What is the relation between an ex post insolvency law and the ex ante investment and other behavior of firms? How can a consumer bankruptcy law best resolve the tradeoff between insurance — the discharge — and incentives — holding people to their obligations? A casebook will form the basis of the readings, and there will be considerable stress on learning the law as well as the economics of bankruptcy. Examination. A. Schwartz.

Bankruptcy: Research Seminar (20351). 2 units. This seminar will explore selected topics in consumer and business bankruptcy, and in business debt restructuring. Students will be expected to read independently in a topic that the instructor approves and to present their research to the seminar toward the end of the term. Grading is on the basis of the oral presentation and the student's written report of his or her research results. Open to students who have taken or are taking the basic bankruptcy course. Enrollment limited to six. A. Schwartz.

Business Organizations (20356). 3 or 4 units. This course will provide an introduction to the law that governs business organizations. The course begins with the law of agency and fiduciary duties, which provides the backdrop for discussion of partnerships and then corporations. After exploring partnerships and large, publicly traded corporations, the class will explore limited liability, the *ultra vires* doctrine, and problems of incorporation, which when taken together might loosely be considered "the corporation and its dealings with outsiders." The class then will explore board structure, shareholder voting rules, the fiduciary duties of managers, corporate control transactions (including takeovers), and the basics of securities exchange market integrity, which when taken together might loosely be considered "the corporation and the regulation of insiders." The class will be designed to provide students with a foundation in the common law and state statutory systems that regulate business organizations as well as the important issues of policy that surround this regulation. The course will be particularly appropriate for students who intend to take related classes, such as securities regulation, corporate finance, corporate tax, and more specialized offerings. However, students interested in only basic understanding of business organizations ought not to be discouraged, as the course will focus primarily on fundamentals. Scheduled examination. R. Brooks.

Capital Punishment: Seminar in Advocacy (20251). 4 units (2 fall, 2 spring), credit/fail. This course is limited to students who have already taken Capital Punishment: Race, Poverty, and Disadvantage, or will be taking it in spring 2004. Working in teams, students will work on capital cases in Connecticut with members of the Capital Trial Unit of the Connecticut Public Defender Offices

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 to twelve. S. B. Bright.

Children, Families, and the State: Seminar (20330). 3 units. This seminar will explore legal rights of children (for self-determination), rights in children (family claims for custodial authority), and rights for children (paternalistic interventions by the state). The conflicting claims for these rights will be considered in various contexts: medical treatment of children; child abuse and neglect; adoption; divorce custody adjudication; juvenile delinquency regulations; and aspects of public education. Paper required. Enrollment limited to twenty. R. A. Burt.

Communications Law (20252). 4 units. This course will provide a solid basis from which to understand the emerging regulatory framework of the new communications environment. The first part will track the development of communications law in the twentieth century, looking at the regulation of broadcast, telephony, and cable through industry-specific law, primarily FCC regulation, and through other areas of law, primarily First Amendment and antitrust. Then the course will survey selected contemporary choices about how information production and exchange are structured by communications law, considering regulatory choices regarding access to both physical and logical infrastructure in the transition to broadband, radio spectrum market design, the meaning of “the public interest,” and regulation of the digitally networked environment. Self-scheduled examination or paper option. Y. Benkler.

Community Legal Education Radio Show (20129). 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 questions 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 community organizations, shelters, and soup kitchens. 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 community lawyering, 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 to eighteen. R.A. Solomon, C.L. Lucht, and S. Wizner.

Complex Federal Litigation (20298). 2 or 3 units, credit/fail. Limited opportunities exist for self-motivated and independent students to work on federal cases. Students will continue an initiative begun last year to address conditions of confinement experienced by female inmates housed at the federal correctional facility in Danbury, Connecticut. The initiative focuses on issues of sexual assault and medical care. Work may include legislative advocacy in addition to litigation. In the spring, students will design and present workshops for inmates and for members of the bar and judiciary. Enrollment limited to eight. B. Dignam.

Contemporary Legal Issues in Africa (20120). 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. S.B. Kauffman and D. Wade.

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

Corporate Taxation (20331). 3 units. The United States has a “classical,” or two-level, corporate tax system, which aims to tax corporate income twice: once when earned at the corporate level and again when distributed to individual shareholders. This corporate “double tax” is doubly problematic, because its policy rationale is thin and its implementation is tricky. This course will focus on both the policy and the technical aspects of taxing corporations. On the policy side, current and past proposals to integrate the corporate tax with the individual income tax will be considered. The president’s dividend exclusion proposal is one effort, but there are many others as well. On the technical side, the course will explore the tax problems that arise when corporations engage in transactions with their shareholders or with other corporations, including contributions, distributions, and reorganizations. Prerequisite: Federal Income Taxation. Self-scheduled examination. A.L. Alstott.

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

[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. Scheduled examination or paper option. Enrollment limited. 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. Scheduled examination. D.M. Kahan.

Criminal Procedure: Investigation (20350). 3 units. This course will focus on federal constitutional and, to a lesser degree, statutory limitations on the investigation of criminal activity (not procedures employed in the trial of criminal cases). The primary matters to be considered are constitutional limitations on arrest, search, seizure and interrogation, and the scope and administration of exclusionary rules intended to deter constitutional violations in these areas. The course will also look at wiretapping and electronic eavesdropping; the entrapment defense; and pretrial identification procedures. Self-scheduled examination. R.H. McAdams.

Criminal Procedure: Prosecution and Adjudication (20359). 3 units. This course will consider competing theories of criminal procedure and their application to indictment, formal trial, guilty pleas, and sentencing hearings. Particular attention will be given to the roles of defense counsel, the prosecutor, the grand jury, the trial jury, and the judge. We will also consider functional alternatives to jury trial, including formal sentencing hearings and the use of military tribunals. Issues to be addressed include plea bargaining, pre-trial discovery, publicity and fair trial, standards of proof and evidentiary considerations, and jury nullification. Examination. K. Stith.

Designing Public Institutions: Governing Without Employees (20049). 4 units (2 fall, 2 spring). This course will explore institutional design within the context of some of the major forces acting on the nation state, particularly the United States. Today's federal civilian service is one-third smaller in relation to the overall population of the U.S. than it was fifty years ago. Yet few would doubt that during those same decades the federal government has taken on massive new responsibilities. How is government administered without administrators? "Contracting out" and "devolution" are key, but incomplete, answers. This seminar will explore both, as well as other techniques for governing without employees and for implementing a "small government." We will consider the attendant policy mantras of small government: downsizing, deregulating, privatizing, and reengineering. The focus will be not just on explaining the current configuration of American-style public administration but, more importantly, on the effects that a strong commitment to small government has on the design and efficacy of public programs. The fall term will be devoted to readings and class discussion. Each student must have developed a suitable paper topic by the end of the term. Papers in this course will generally satisfy either the Substantial Paper or the Supervised Analytic Writing requirement. The spring term will be devoted to research and writing under intensive supervision. Draft papers will be circulated and discussed in class and *all papers must be completed by the last day of the spring-term examination period*. This is a full-year course. Students may not receive credit for either term independently. Enrollment limited to sixteen. M. J. Graetz and J. L. Mashaw.

[The] Engineering and Ownership of Life (20332). 2 units. This seminar will consider the development of biological knowledge and control in relation to intellectual property rights in living organisms. Topics will include agribusiness, medicine, biotechnology, and patent law. Paper required. Enrollment limited to ten Law students. This course will meet according to the Yale College calendar. *Also HIST 938a^{ll}, HSHM 676a^{ll}*. D. J. Kevles.

Environmental Law and Policy (20348). 3 units. Introduction to the legal requirements and policy underpinnings of the basic U.S. environmental laws, including the Clean Water Act, Clean Air Act, and various statutes governing waste, food safety, and toxic substances. This course will examine and evaluate



current approaches to pollution control and resource management as well as the “next generation” of regulatory strategies, including economic incentives and other market mechanisms, voluntary emissions reductions, regulatory negotiation, and information disclosure requirements. Mechanisms for addressing environmental issues at the local, regional, and global levels will also be considered. Scheduled examination. This course will meet according to the F&ES calendar. *Also F&ES 861a.* D. C. Esty.

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

be produced by the end of the term. Students may propose projects and client organizations, subject to approval by the instructor. Enrollment limited. *Also F&ES 864a*. D.S. Bryk.

***Ethics in the Practice of Law (20239)**. 3 units. This course will focus on one facet of professional ethics—the representation of clients, with particular emphasis 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. An attempt will be made 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, S. Wizner, and D.J. Cantrell.

Evidence (20166). 3 units. An examination of the basic evidentiary doctrines, with a focus on the Federal Rules of Evidence. Scheduled examination. M.R. Damaška.

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

Federal Courts and Jurisdictions (20333). 4 units. Article III of the United States Constitution authorizes the vesting of the “judicial power of the United States” in “one supreme court and such inferior Courts as the Congress may from time to time ordain and establish.” It sets out the jurisdiction of the federal

judiciary with respect to both parties and subject matter; and it empowers Congress to make exceptions and regulations with respect to the appellate jurisdiction of the Supreme Court. Federal courts, in other words, are courts of limited jurisdiction. This course is about the history and structure of the federal judiciary, about the extent to which the Constitution expressly limits that jurisdiction, the reach of congressional power over the federal judiciary, and the ways in which federal courts have developed doctrines of self-limitation consistent with perceived imperatives of separation-of-powers and federalism principles. Self-scheduled examination. D.S. Days, III.

Federal Income Taxation (20222). 4 units. An introductory course on the federal income taxation of individuals and businesses. The course will provide an overview of the basic legal doctrine and will emphasize statutory interpretation and a variety of income tax policy issues. The class will consider the role of the courts, the Congress, and the IRS in making tax law and tax policy and will apply (and question) the traditional tax policy criteria of fairness, efficiency, and administrability. Topics will include fringe benefits, business expenses, the interest deduction, the taxation of the family, and capital gains. No prerequisites. Scheduled examination. Enrollment limited. M.J. Graetz.

***[The] Formation of Lawyers (20357).** 3 units. One of the hallmarks of divinity school education is a self-conscious focus on *formation*, which is to say the process by which students are shaped and molded for ordained ministry. Such talk is nonexistent at the Law School, given our shared commitment to creative anarchy and our institutional indifference to career choices. That said, the instructor notices that formation does occur here, with a vengeance. Somehow, somewhere, Yale Law students are shaped and molded into lawyers, legal academics, and philosopher kings and queens (though perhaps not in that order). Indeed, formation might be what we do best. This course is designed to render visible how this occurs, so that the process of lawyer formation can be subjected to thoughtful critique and/or praise. Course materials will include fictional and nonfictional accounts, both print and celluloid, of how lawyers are formed. Paper(s) required. H. L. Dalton.

Fugitive Resources: Seminar (20334). 2 or 3 units. This seminar will focus on legal responses to selected resources that are not easily “fenced in” or otherwise turned into property. The subject for fall will be *water*, a subject with great economic, political, and symbolic power. The seminar will take up the underlying problems of surface water and groundwater use, ancient and modern water management regimes, the comparisons between water regimes and other environmental regimes, and the political theory that links water management to the construction of empires. Other topics may include specific types of pollution control, dams and their effects, the navigation servitude and the “public trust” doctrine, wetlands issues and watershed management, and modern interstate and international conflicts over water. The first and middle weeks of the seminar

will be devoted to readings on these and related subjects. In the last few weeks, the class will workshop student papers and possible guest papers. Self-scheduled examination or paper option. Enrollment limited to sixteen. C. M. Rose.

Honor, Esteem, Status, and the Law (20335). 3 units. Our understanding of law is founded on our understanding of human behavior. But what sorts of behavioral patterns and motivations are relevant? In this seminar, the role in the law of the human drive for honor, esteem, and social status will be discussed. Many familiar topics in the law force us to confront this phenomenon. Norms of sexual honor and “manliness” play an obvious part in criminal law, for example. Torts like defamation similarly presuppose concepts of social honor. Many legal policy disputes, including ones over hate crimes, flag desecration laws, drug prohibition, and gun control, can be also understood as involving a form of status-competition among groups. The aim of the four instructors is to explore these questions by developing thoughtful models of honor, esteem, and status in society that can be applied to the explanation of particular institutions in all areas of the law. The four instructors will also compete for status and esteem over the course of the term with the winner to be determined by secret-ballot vote. Each of the four instructors will attend all seminar sessions, jointly teach two of them, and separately take charge of three. Students will be expected to write a paper under the direction of one of the four instructors. Paper required. Enrollment limited to twenty-four. R.C. Ellickson, D.M. Kahan, R.H. McAdams, and J.Q. Whitman.

Housing and Community Development (20023). 3 units, credit/fail. A two-term, multidisciplinary clinic involving students from the Schools of Law, Management, Divinity, Forestry & Environmental Studies, Public Health, and Architecture. Under the supervision of faculty and members of the local bar, participants will work on behalf of nonprofit organizations and small businesses to promote job creation, neighborhood revitalization, low-income housing, access to capital and credit, and social service delivery in the New Haven area. The clinic will emphasize a nonadversarial, transactional approach to problem solving. As legal, financial, architectural, and social policy advisers, participants will research legal issues, facilitate negotiations, draft contracts, incorporate organizations, complete loan and grant applications, develop financial analyses, and draft architectural plans, among other tasks. Class topics will include professional responsibility, real estate finance, low-income housing policy, community development corporations and financial institutions, neighborhood planning, public school reform, and urban economic policy. This clinic will be taught on a two-term basis; students are encouraged but not required to enroll for two terms. Enrollment limited to twenty. *Also MGT 694a.* R. A. Solomon.

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.

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 casework and on the development of lawyering skills. C.L. Lucht, J.K. Peters, S. Wizner, and H.V. Zonana.

[The] Information Society (20349). 2 units. This seminar will consider how new information technologies affect liberty, democracy, and the production of democratic culture. Topics will include mass media competition, the proliferation of new forms of speech on the Internet, and the use of new information technologies as methods of control and surveillance. Self-scheduled examination or paper option. Enrollment limited to fifteen. J.M. Balkin.

International Courts and Tribunals (20358). 2 units (1 fall, 1 spring). This course will meet in six sessions for three weeks in the fall and spring terms, for two-hour periods each on two successive days. The course will combine analysis and discussion of the development of international humanitarian law enforcement mechanisms, particularly the International Military Tribunals held in Nuremberg and Tokyo by the Allied victors of World War II, the International Criminal Tribunals for the former Yugoslavia and Rwanda established in the early 1990s by the U.N. Security Council, the permanent International Criminal Court established by treaty in the late 1990s, and the hybrid national/international courts currently operating or being negotiated for Sierra Leone, East Timor, Kosovo, and Cambodia. It will employ a combination of class discussion, readings, guest lecturers, and films. The jurisprudence of international criminal law and procedure, and the practical aspects of operating an international trial will be featured, along with special problems of melding civil law and common law procedures, providing witness protection, and balancing the rights of victims with those of the accused. Students will select a topic early in the course which relates to a specific issue or problem covered in the fall term and prepare a research paper on it to be presented to the class for detailed critique and analysis in the spring term. The six sessions in the spring will revolve around the student papers and include critiques by those involved in the actual laws, mechanisms, or procedures under discussion. This is a full-year course. Students may not receive credit for either term independently. Paper required. K. Askin and P.M. Wald.

Introduction to Islamic Law (20354). 3 units. This course will introduce students to the field of Islamic law and give them a firm grounding in the principles, concepts, and terminology of Islamic law. The class will study the history, theory,

and the role of Islamic law in the contemporary age. No previous familiarity with the field is necessary and there are no course prerequisites. All readings will be in English. The first part of the course will deal with Islamic law in the classical context while the second will examine the role of Islamic law in the contemporary age. The class begins by considering the question, Why study Islamic law? Then it moves on to the history and theory of the Islamic legal system with a special emphasis on the development of the various schools of thought in Islamic law. Students will survey Islamic commercial, criminal, and family laws and their influence on the modern age, and examine Islamic public international law, human rights and Islamic law, and the Muslim minority in the United States. Scheduled examination or paper option. K. Abou El Fadl.

Justice (20104). 4 units. An examination of contemporary theories, together with an effort to assess their practical implications. Authors this year will include Peter Singer, Richard Posner, John Rawls, Robert Nozick, Michael Walzer, Marian Young, and Roberto Unger. Topics: animal rights, the status of children and the principles of educational policy, the relation of market justice to distributive justice, the status of affirmative action. Self-scheduled examination or paper option. *Also PLSC 553a.* B. Ackerman.

Just War Theory (20337). 2 units. An examination of the history, theology, and philosophy of the doctrines of “just war” and “unjust war.” The class will also pay attention to the domestic laws governing the use of the American armed forces. Enrollment will be limited, with one or two spaces reserved for students from outside the Law School. Each student will write a short paper on an assigned topic (each analyzing a different war) and a long research paper on a topic approved by the instructor. The long paper may be submitted in satisfaction of either the Substantial Paper or the Supervised Analytic Writing requirement. Paper required. Enrollment limited. S.L. Carter.

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

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, R. Brooks, R. Romano, and A. Schwartz.

Law, Institutions, and Development (20347). 2 units. This seminar will examine the role of law and institutions in promoting development in less developed countries. Topics will include competing conceptions of development: economic, political, and social; theories of economic growth; the New Institutional Economics; democracy and development; public administration and development; competing theories of the role of law in development; ethnic diversity; corruption; land and property rights reforms; infrastructure and development; state-owned enterprises: privatization and reform; corporate governance and finance; foreign investment and trade policy; tax policy; and the role of foreign aid and international institutions in development. Paper required. Enrollment limited to thirty. *Also INRL 554a.* R.J. Daniels.

***Lawyering Ethics (20114).** 3 units, credit/fail. This is a clinical course in which students participate in the disciplinary process against lawyers charged with violating ethical obligations to clients. 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, field work, and simulation experiences in the general area of legal assistance for the poor. Students will work eight to twelve hours per week in a local legal aid office and will attend weekly classroom sessions. The seminar will be practice-oriented, moving from developing solutions for specific client problems to general discussions of landlord-tenant, consumer, domestic relations, welfare, and other legal subjects of special concern to the urban poor, as well as issues of broader social policy. The seminar will also focus on the development of professional responsibility and lawyering skills, such as interviewing, negotiating, counseling, drafting, and litigation. A few placements for criminal defense work in state court will also be available. Enrollment limited to eight. F. X. Dineen.

Legal Practicum (20008). ½ 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. K Stith.

Legislative Advocacy Clinic (20352). 3 units, credit/fail. A two-term clinical seminar designed to give students an opportunity to participate in the state legislative process by advancing – and defending – the interests of Connecticut public interest organizations (including other Legal Services Organization clinics) and their clients. The Legislative Advocacy Clinic’s work will include both affirmative legislative initiatives and defensive efforts to respond to proposed legislation deemed inimical to the interests of its clients. The clinic will also serve as a legislative liaison for other LSO clinics, keeping them informed of legislative developments affecting their clients’ interests. Issues of ethics and professional responsibility for lawyers working in the legislative arena will be an important focus. In the fall term, students will participate in training sessions led by some of Connecticut’s most experienced lobbyists, meet with state legislators, and work with their client organizations to develop a legislative agenda focused on areas in which state legislative action could produce positive results. Once issues have been chosen for action, students will work with their clients, peers, and supervisors, as well as with lobbyist advisers, to research the subject and draft legislation to be introduced in the legislature’s spring session. In addition, students will join with their client organization in meeting with legislators to discuss the legislation, ask for support, and get feedback on possible changes or additions. In the spring, students will work in partnership with their client organization to meet with legislators to get their bills introduced, develop oral and written testimony in support thereof, identify other witnesses, shepherd their bills through the committee process, and work to get them called for a vote of the full legislature. During the legislative session, students will also monitor other proposed legislation that might affect the clinic’s clients, and collaborate with other like-minded interest groups to develop and implement a legislative strategy. In order to allow all students to participate in both the training/issue development and direct action aspects of the clinic’s work, priority will be given to students willing to commit to participating for two terms. Enrollment limited. J.L. Pottenger, Jr., and S.D. Geballe.

Lowenstein International Human Rights Clinic (20188). 3 units, credit/fail. Students will work on a variety of human rights projects, generally in support of current advocacy efforts by human rights organizations. Projects are designed to give students practical experience with the range of activities in which lawyers engage to promote respect for human rights; to help students build the knowl-

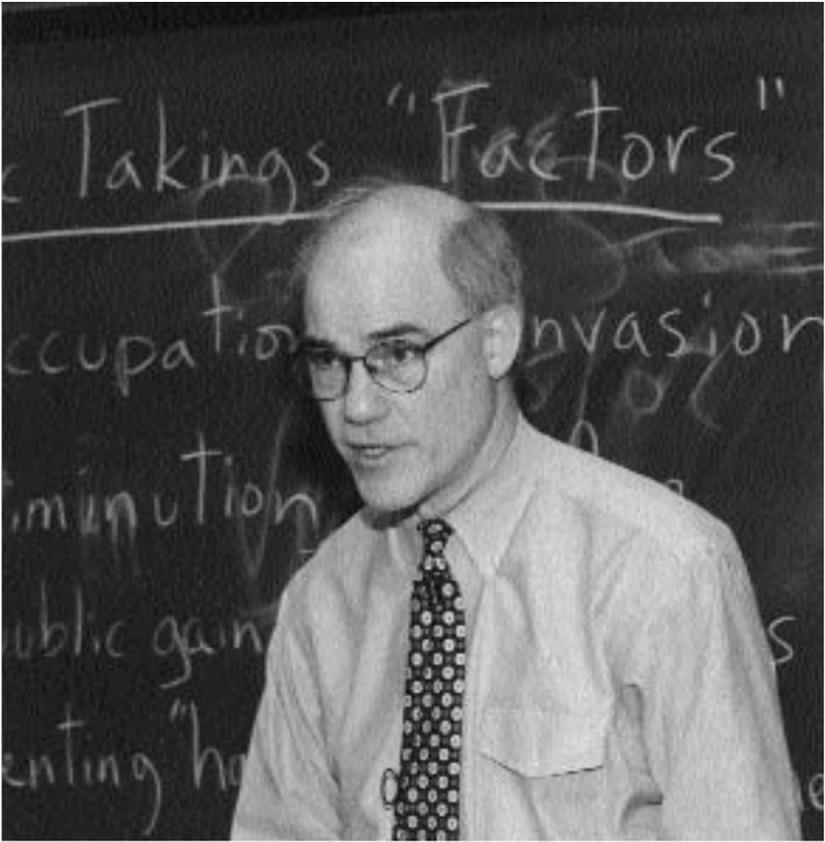
edge and skills necessary to be effective human rights lawyers; and to integrate the theory and practice of human rights. Class sessions will provide an overview of basic human rights principles and their application; instruction in and development of human rights research and writing skills; and discussion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

National Security Law (20355). 3 units. This course will deal with various legal considerations and restraints, both national and international, affecting the formulation of foreign policy and protection of national security. Students will examine the decision-making process, including the constitutional balance between the executive and legislative branches, the foreign relations power of the president, the War Powers Resolution and the Treaty Power, as well as the role of bureaucratic politics. The class will also look at the congressional regulation of foreign policy and its attempts to subject intelligence activities to the rule of law, the problem of protecting national security information in a free society, and other civil rights issues. The class will then examine the role of international law affecting national security, including the U.N. Charter, and multilateral and bilateral arms control treaties. Scheduled examination. K. Abou El Fadl.

Nonprofit Organizations Clinic (20051). 1 or 2 units, credit/fail. This clinical workshop — the Samuel Jacobs Nonprofit Organizations Clinic — 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. *Also MGT 695a.* J. G. Simon, L. N. Davis, and B. B. Lindsay.

[The] Nuclear Dilemma from Hiroshima to Baghdad: In Law, in Policy, in Thought (20353). 3 units. An introduction to the basic history of the nuclear age and the riddles it poses. Questions to be addressed along the way include: Why is nuclear danger “unthinkable”? What is the impact of nuclear weapons upon war? How has the shape of the dilemma changed since the end of the Cold War? Since September 11, 2001? What impact has the dilemma had on the shape of international, constitutional, and statutory law? Nuclear weapons have placed self-extinction within the capacity of the human species: What is the human and philosophical meaning of this turning point? Examination and paper required. *Also INRL 553a.* J. Schell.

Policy-Oriented Jurisprudence Reading Group (20279). 1 unit, 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.



Problems in Evidence (20338). 2 or 3 units. This seminar will focus on the allocation of functions between judge and jury, the problem of expert and scientific evidence, evidentiary privileges, and shortcuts to proof (such as judicial notice, presumptions, and burden of proof). The seminar will include a brief historical survey of the law of evidence and occasional forays into comparative systems of proof. The course in Evidence is not a prerequisite. Examination or paper option. Enrollment limited to sixteen. M. R. Damaška and S. B. Duke.

***Professional Responsibility and the Legal Profession (20012).** 3 units. Comprehensive and critical coverage of the Rules of Professional Conduct and the Code of Professional Responsibility, including proposals for change. Also considered will be major problems currently facing the legal profession, including multidisciplinary practice (MDP), unauthorized practice of law by lay competitors of lawyers, restrictions on interstate law practice, funding of legal aid, the risks and benefits of increased specialization by individual lawyers, taking

advantage of new technologies, and lawyer quality-of-life problems from long workdays and high billable hours requirements. Scheduled examination. Q. Johnstone.

Property (20013). 4 units. This course will inquire into a pervasive set of human institutions — the arrangements for getting, using, transferring, and losing resources. The course will begin by questioning the range of purposes for property regimes and then move through the topics of acquisition, transfer, shared interests, neighbor relations, and public interventions in private property. While the main focus will be property in land, we will discuss the implications of property in many areas — among others, wild animals, oil and gas and other natural resources, ideas and expressions, planned communities and public areas — and we will also explore some aspects of property's relationship to differential wealth and civil rights. Scheduled examination. C. M. Rose.

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

Psychology and Law: Seminar (20339). 2 units. In their short history, cognitive and social psychology have produced a rich understanding of how human beings think and how they interact with each other. It should therefore come as no surprise that these two fields have a number of applications to law. This seminar will explore those applications. Examples will include: what effect common errors in judgment have on property, tort, and contract law; how the perception of risk affects societal demand for regulation in environmental law; how organizational and group decision-making processes affect corporate governance; how social norms about fairness impede or facilitate negotiation and dispute resolution; how biases in judgment influence litigation strategies; and what studies of conformity mean for the development of international human rights law. Paper required. Permission of instructor required. Enrollment limited to twenty. J. J. Rachlinski.

Public Interest Law Reading Group (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 a range of substantive issues such as those related to identity-based litigation, housing, capital punishment, and public benefits, among others. Sessions will include outside speakers, and first-year students are welcome to sit in on sessions of particular interest to them. 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. Scheduled examination or paper option. W. M. Reisman.

Regulation: Theory, Policy, Reality (20297). 3 units. An introduction for those who have little background in the field to the origins, nature, and consequences of using the power of government to alter and control the outcomes of economic activity. The course will address theoretical, positive, and normative questions. As a matter of theory, it will ask questions about the nature and purposes of regulation and deregulation and the institutional substitutes for regulation. As a positive matter, it will ask “What are the political forces that produce regulation and deregulation?”, “Does the Constitution significantly limit regulation?” and “How does regulation actually work in practice?” As a normative matter it will ask “Is regulation desirable?” To assess how regulation works in practice, it will address the incentives and behavior of regulators and managements and look at the outcomes of regulatory programs. 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 standpoint of the “public interest.” Examples will be drawn from the California electricity “crisis,” airline deregulation, and the rules affecting importation of pharmaceuticals, but the lessons drawn are general. Self-scheduled examination. M. E. Levine.

Research Methods in International Law (20196). 1 unit, credit/fail. International legal research, whether for scholarly or professional purposes, must use materials and methods that are quite different from those encountered in domestic legal research. This workshop will examine those methods and help students develop improved techniques for international legal research using both print and electronic resources. There will be no paper or examination. 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 (20215).** 2 or 3 units. The course will examine the relation between law and capitalist democracy in the context of a philosophy which, like the common law, attempts to deal with the connection between the instance and the rule, the opinion and the precedent. Such an examination will involve questions about the nature of politics, the connection (if any) between law and justice, and the tension between clear thought and efficient action, questions which force the participant to deal with the thesis of the philosophy that the more significant the question, the less likely it is that a clear answer exists. If more than six decide to enroll, groups will be created meeting at times other than that scheduled. Paper required. J. G. Deutsch.

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

Securities Regulation I (20288). 3 units. An examination of federal laws relating to securities and their relationship to state corporate law. Scheduled examination. R. K. Winter.

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

Sentencing Guidelines Reconsidered (20340). 2 or 3 units. This course will enable a few students to engage in individual research and writing on topics central to an understanding and assessment of sentencing guidelines when compared to the former system of discretionary sentencing. Illustrative topics will include (1) an assessment of the impact of the Feeney Amendment to the PROTECT Act, signed by the president on April 30, 2003, on the continued viability of the federal sentencing guidelines; (2) a comparison of today’s guidelines system with the process of indeterminate, unreviewable criminal sentences that preceded it; (3) the impact of the federal guidelines system on the distribution of power over individual criminal sentences as between Congress, the Department of Justice, and the Judiciary; (4) a comparison of the sentencing system in a single state with the guideline regime administered by the United States Sentencing Commission and federal courts in the same state. Supervised Analytic Writing and Substantial Paper credit may be awarded. Permission of instructor required. D. J. Freed.

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 to seventy-eight. S. Wizner.

Trusts and Estates (20096). 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. Self-scheduled examination. J. H. Langbein.

What Ever Happened to Jury Trial? (20341). 2 or 3 units. Into the nineteenth century, jury trial was the routine dispositive procedure for civil and criminal cases in all the Anglo-American legal systems. Today, civil jury trial has been largely abolished in England and in most Commonwealth legal systems. In the United States the jury entitlement pertains in many sorts of civil cases, but relatively few cases are actually tried to juries. The right to jury trial survives for some criminal cases in all the Anglo-American systems, but in practice most such cases are “diverted” to non-jury modes of disposition such as plea bargaining and bench trial. In this research seminar, we shall investigate when, how, and why the decline of jury trial occurred. Primary attention is on England and the United States, but Australian and Canadian experience will also be studied. We will also try to understand a major countertrend, the spread of jury-like devices to Continental legal systems in roughly the same period that jury trial was atrophying in the common law world. Prerequisite: History of the Common Law: Procedure and Institutions (20010) or evidence of comparable background in legal history. Permission of instructor required. J. H. Langbein.

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 86.

Administrative Law (21048). 4 units. A course on the behavior of administrative agencies and their interaction with courts and legislatures, emphasizing the contributions of social science. In addition to studying some of the procedural issues of primary concern to reviewing courts, the course will consider the use of economic and scientific expertise in helping to determine agency choices and will analyze several recent proposals for reform of administrative process. The course will blend substantive policy issues with procedural questions by focusing on the regulation of health and safety in the environment, in the workplace, and in the product market. Self-scheduled examination. S. Rose-Ackerman.

Advanced Advocacy for Children and Youth (21394). 3 units, credit/fail. Limited to students who have taken Advocacy for Children and Youth in previous terms. Enrollment limited. J. K. Peters.

Advanced Business Reorganizations and International Bankruptcy Law (21425). 3 units. This seminar will address advanced reorganization issues, problems, and techniques under Chapter 11 of the Bankruptcy Code. It will also explore the manner in which different countries provide for the reorganization of insolvent businesses. General familiarity with basic bankruptcy concepts will be assumed, and a prior course in bankruptcy law is generally required. Discussion will focus on such issues as complex asset sales in bankruptcy, claims trading, plan negotiations, the use of bankruptcy to restructure claims in mass tort contexts, channeling injunctions, the financing of reorganizing entities, and the intersection of bankruptcy law and securitization transactions. Discussion will also focus on cross-border insolvencies, including the use of Chapter 11 to restructure the obligations of foreign businesses. Students should expect a lively discussion of advanced bankruptcy topics of contemporary and enduring importance. Self-scheduled examination or paper option. G. E. Brunstad, Jr.

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

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

American Legal History, 1880–1980 (21063). 3 units. This course will deal with selected topics in the modern history of American law, legal thought, legal institutions, and the legal profession. Among topics expected to be covered: the law and regulation of corporate organizations and labor relations in the age of enterprise; the law of race relations in the Jim Crow South and urban North; the development of “classical” legalism in the private law of contract and tort and the public law of constitutional limitations; the Progressive and legal-realist critiques of “classical” legalism; the rise of the modern administrative state; the regulation of public order and perceived threats to it — political dissent, deviant sexuality, immorality, alcohol, and immigration; the construction of law schools, law firms, the organized legal profession, the personal-injury bar, and public-interest law; the legal thought of O. W. Holmes, Jr. and Louis Brandeis; New Deal legal thought and legislation; the legal order of the 1950s; expansion of enterprise liability and rise of the mass tort class action; civil rights movements and enforcement from the 1940s through 1980s; the “rights revolution” of the Warren Court and Great Society and the ensuing backlash. Examination, with an option (open to a limited number of students) to write a research paper based on primary sources. Self-scheduled examination with paper option. *Also HIST 760b.* R. W. Gordon.

***[The] American Legal Profession (21251).** 2 units. This seminar will deal with selected aspects of the history, organization, economics, ethics, and possible futures of the legal profession in the United States. Likely topics will include the rise of law firms, bar associations, and law schools in the late nineteenth century and their evolution in the twentieth; the evolution of corporate law, personal injury, mass tort and criminal defense practices, legal aid to the poor and the “public-interest” bar; the dominant professional ethic of adversary-advocacy and its critics; the economics of the market for legal services; the role of the corporate lawyer after the Enron collapse; and the export of American lawyering models abroad. Paper required. Enrollment limited to thirty-five. R. W. Gordon.

Antidiscrimination Law (21417). 3 units. This course will examine how law concerning discrimination on the basis of race, sex, and sexual orientation has developed since the 1960s. The course will first build a constitutional framework, examining selected topics in equal protection law, concluding with an examination of Congress’s power to enforce the Equal Protection Clause under Section Five of the Fourteenth Amendment. It will then survey topics in federal employment discrimination law, with occasional consideration of related bodies of civil rights legislation. Throughout the term, the class will attempt to identify the basic assumptions of antidiscrimination law so that students can 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 the group relationships addressed by antidiscrimination law. How might the elements of social structure and social meaning that sustain inequality vary by group, within

groups, or over time? These questions will be taken up 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 (21068). 3 units; 4 units with paper. This course will provide an introduction to the law and economics of antitrust, including horizontal agreements, monopolization, and vertical arrangements. The course presumes students have no training in economics, but it aspires to remain of interest to students with substantial economics backgrounds. Self-scheduled examination with paper option. G. L. Priest.

[The] Book of Job and Injustice: Seminar (21123). 2 units. The Book of Job is a template for thinking about the unjustifiable sufferings inflicted during the destructive twentieth century. The Nazi Holocaust, to choose one terrible example, provokes the same questions that Job posed: “Where was God, that this was permitted to occur?” “What justice is there in the universe, that this could occur?” “In the face of this occurrence, how, if at all, can belief in the ideal of justice — faith in the goodness of the universe — be rekindled?” The seminar will consider such questions in three principal ways: by a close study of the perspectives offered in the Book of Job; by a comparison of the conceptions of justice and the possibility of its vindication treated elsewhere in the Bible; and by exploration of the ways in this century that secular institutions have addressed these questions in trying to assert norms of justice in response to such shattering events. Paper required. Enrollment limited to twenty. R. A. Burt and J. E. Ponet.

Business Organizations (21418). 4 units. An introduction to the business corporation laws affecting the rights and roles of corporate boards of directors, senior executive officers, and shareholders, with an emphasis on large, publicly traded firms. Shareholders’ economic interests are examined from the perspective of limited liability and dividend standards, expectations of liquidity or transferability of shares, and the use of debt capital as a mode of financing corporate activity. Shareholders’ limited participation rights in corporate decision making will be examined from the perspective of state and federal rules governing shareholder voting and the disclosure of corporate information and the notion of managerial expertise (e.g., as evidenced by judicial application of the “business judgment rule”). The latter part of the course will focus on directors’ and officers’ fiduciary obligations to shareholders, examining the operation of these duties in a variety of settings and transactions. Issues relating to the roles and functions assumed by corporate attorneys (with respect to their clients) and the role of business corporations within society will also be addressed. Scheduled examination. J. R. Macey.

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. Scheduled examination. Enrollment limited to seventy-six. R. Romano.

Capital Punishment: Race, Poverty, and Disadvantage (21426). 3 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 (21082). 4 units (2 fall, 2 spring), credit/fail. This course is limited to students who have already taken or are taking 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 Offices 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 to twelve. S. B. Bright.

Community Legal Education Radio Show. (21427). 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 questions 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 (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 community organizations, shelters, and soup kitchens. 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 community lawyering, 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 to eighteen. R. A. Solomon, C. L. Lucht, and S. Wizner.

Comparative Constitutional Law: Constitutional Design (21395). 2 units. This course will study the choices involved in designing a constitution, using examples drawn from around the world. The class will examine structural elements of constitutional design that are rarely if ever the subject of judicial construction. Topics will include voting and representation systems, succession in office, processes of amendment, and emergency powers, as well as basic rights and liberties. Self-scheduled examination or paper option. Enrollment limited to fifteen. J. M. Balkin and S. V. Levinson.

Comparative Law (21044). 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 prompt lawyers to erect 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. Scheduled examination. M. R. Damaška.

Complex Federal Litigation (21320). 2 or 3 units, credit/fail. Open only to students who have taken the fall-term course. B. Dignam.

Confronting Past Abuses: The South African Experience: Research Seminar (21396). 3 units. Following the transition to majority rule, South Africa undertook to address human rights abuses perpetrated under the prior apartheid regime primarily through the work of a Truth and Reconciliation Commission (TRC), rather than exclusively relying on criminal accountability or ignoring the past abuses altogether. The proceedings of the TRC were extensively covered by the South African Broadcasting Corporation, and Yale Law

School has assembled a complete collection of the tapes of that television coverage. The goal of this research seminar will be to assemble materials that would be made generally available for teaching and research purposes on the Law School Library Web site. The assembled material will include excerpts from the TRC videotapes, written and visual texts about the South African experience, and comparative texts about the response (or failures to respond) to past abuses in international tribunals and in other countries emerging from dictatorship to democracies, especially in Latin America and Eastern Europe. Seminar students, acting individually or in small teams, will take principal responsibility for compiling this material, which will be discussed in the seminar sessions. Enrollment limited to fourteen. R. A. Burt.

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

Constitutionalism under Conditions of Globalization (21419). 2 units. Constitutionalism is one of the great achievements of modernity. Up until now, constitutionalism has been bound to the nation states. Through the processes of internationalization and globalization, however, more and more functions of the state are being transferred to international organizations or predetermined by international or global actors, whether public or private. What does this transformation mean for national constitutions — of a superpower like the United States, of medium-sized powers like the European states, or of developing countries in Africa and Asia? Is it possible to elevate the achievements of constitutionalism to international or global levels? If not, how can the emerging gap be filled? This course will meet for six weeks. D. Grimm.

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 and D. Wade.

***Controlling Corporate Conduct (21397).** 2 or 3 units. The Rule of Law is central to a democratic capitalist society because, in theory, that Rule governs both political rulers and economic actors. This course will examine the latter instance by analyzing cases that describe the operation of rules governing corporate activities. How, if at all, is the need to maximize profits compatible with the desire to obey the law? Because the inquiry is a complex one, this course will assume knowledge of business terminology as well as corporate and securities law. Because the question is, in the end, philosophical — meaning that any non-arbitrary starting point is personal — it is recommended that persons planning to enroll first complete *The Rule of Law*. Paper required. J. G. Deutsch and W. C. Baskin, Jr.

Criminal Law and Administration (21434). 4 units. An introduction to criminal law and its administration, including common law and modern requisites of criminal responsibility, defenses to liability, inchoate and group crimes, and the traditional roles of legislature, prosecutor, judge, and jury. The class will assess the definitions of crimes and the content of criminal liability rules in light of the purposes of punishment and of the role of the criminal justice system, including police and correctional agencies, in influencing behavior and protecting the community. Scheduled examination. R. H. McAdams.

Criminal Law and Administration (21075). 3 units. An introduction to criminal law and its administration, including common law and modern requisites of criminal responsibility, defenses to liability, inchoate and group crimes, and the traditional roles of legislature, prosecutor, judge, and jury. The class will also consider two more recent developments: (1) the transformation of substantive federal criminal law resulting from the implementation of the federal sentencing guidelines, which operate as a supplement to the statutory definition of crimes, and (2) traditional and evolving principles of international criminal law. Examination. K. Stith.

Criminal Law and Procedure: Individual Research (21014). 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.

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

Criminal Procedure I (21217). 3 units. This course will cover the law regulating interrogation of suspects, witnesses, and defendants; bail; preliminary hearings; grand jury proceedings; the right to effective assistance of counsel; the right to trial by jury; discovery; guilty pleas; various trial procedures; and double jeopardy. Little attention is paid to the Fourth Amendment. Students will be required to prepare written analyses of two or three problems during the term. Scheduled examination. S. B. Duke.

Current Topics at the Crossroads of Law and Finance (21420). 2 or 3 units. Financial institutions of all kinds, whether they are formally known as insurance companies, banks, investment banks, mutual funds, or pension funds, invest money on behalf of clients in a wide variety of investment vehicles. This course will look at the way that these financial institutions are treated from both a legal and an economic perspective. Emphasis will be placed on the intersections between modern financial theory and legal analysis. Topics will include insurance, bank regulation and reform, securities markets, investment banking, and pensions. Paper option. J. R. Macey.

Designing Public Institutions: Governing Without Employees (21049). 4 units (2 fall, 2 spring). A continuation of the fall-term course. May not be taken separately. [See description under Fall-Term Courses.] M. J. Graetz and J. L. Mashaw.

[The] Development of the Western Legal Tradition (21220). 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. Self-scheduled examination or paper option. J. Q. Whitman.

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.

Effecting Change: A Conversation between Lawyering and Community Organizing (21431). 3 units. Paper(s) required. Enrollment limited. H.L. Dalton.

Egalitarianism: Directed Research (21399). 3 units. The equality of persons is the central organizing principle of contemporary political thought, and one prominent expression of this principle is the idea that persons are entitled to equal shares of the material benefits of social cooperation. Students will write papers investigating one or another aspect of that idea. Examples of the questions that might be addressed include: Do people have a claim to equal material conditions or, instead, only to material conditions that do not fall below some floor? Does distributive justice require equality of welfare, equality of resources, or some other form of equality? When is a distribution of benefits in fact equal — what is the shape of the distribution that equality requires? And, finally, what is the relationship between distributional equality and another element of the equality of persons, namely political equality? Paper required. D. Markovits.

Employment Discrimination Law (21310). 4 units. This course will examine the regulation of employment discrimination through Title VII of the Civil Rights Act of 1964. It will be an introductory course focusing on the major analytical frameworks for conceptualizing race and sex discrimination in the workplace. The course will combine a pragmatic, litigation-oriented perspective with a theoretical one, as it investigates the assumptions underlying various doctrinal and evidentiary approaches, and attempts to situate the law within a larger social context. Scheduled examination. V. Schultz.

Environmental Protection Clinic (21321). 3 units, credit/fail. A clinical seminar in which students will be engaged with actual environmental law or policy problems on behalf of client organizations (environmental groups, government agencies, international bodies, etc.). The class will meet weekly, and students will work eight to ten hours per week in interdisciplinary groups (with students from the School of Forestry & Environmental Studies and other departments or schools at Yale) on projects with a specific legal or policy product (e.g., draft legislation or regulations, hearing testimony, analytic studies, policy proposals) to be produced by the end of the term. Students may propose projects and client organizations, subject to approval by the instructor. Enrollment limited. *Also F&ES 864b.* D.S. Bryk.

Evidence (21142). 3 or 4 units. This course will examine the rules and doctrines regulating the presentation of factual proof in American trials, with primary focus on the Federal Rules of Evidence. Scheduled examination. One additional credit with paper option. D.M. Kahan.

Federal Courts/Federalisms (21124). 4 units. The idea of “the federal courts” is central to the constitutional political system of the United States. The past decades have been complex and fascinating ones for anyone interested in “the federal courts,” as diverse claims have been made about the role these courts are to play. Questions of how to implement national “sovereignty” and to respect state “sovereignty” lace the materials to be examined, as we consider the federal court system in its relation to Congress, the presidency, the state courts, and federal Indian tribes. Beneath the sometimes dry discussions of jurisdictional rules and doctrines of comity lie conflicts about issues such as race, abortion, Indian tribal rights, and gender. In addition to considering the political and historical context of the doctrinal developments, we will examine the institutional structures that have evolved in the federal courts, as well as current questions about the size and shape of the federal courts, the allocation of work among state, tribal, and federal courts and among the different kinds of federal judges now in the federal system, and how gender, race, and ethnicity affect the processes of federal adjudication. We will also occasionally consider concepts of federalism comparatively. Class participation will be part of the final grade. Self-scheduled examination. J. Resnik.

Federal Income Taxation (21050). 4 units. An introductory course on the federal income taxation of individuals and businesses. The course will provide an overview of the basic legal doctrine and will emphasize statutory interpretation and a variety of income tax policy issues. The class will consider the role of the courts, the Congress, and the IRS in making tax law and tax policy and will apply (and question) the traditional tax policy criteria of fairness, efficiency, and administrability. Topics will include fringe benefits, business expenses, the interest deduction, the taxation of the family, and capital gains. No prerequisites. Self-scheduled examination. Enrollment limited to 149. A.L. Alstott.

Financial History: Legal, Institutional, and Economic Perspectives (21402). 2 units. The U.S. financial system is currently undergoing a vast restructuring following deregulation. Many Americans are vaguely aware that the new rules allow banking practices that have been common in Europe for over a century. How did the U.S. banking system get to be so distinctive in the first place? Securities markets (stocks and bonds) are much more important in the U.S. than in most of Europe. This greater reliance on securities for corporate finance has a long history. How and why did it start? Some of the rules that shape the U.S. financial system have (or had) their origins in lessons drawn from the Great Depression of the 1930s. Did policymakers then draw the right lessons, or

should we discard Depression-era regulation? The seminar will discuss financial intermediaries, securities and securities markets, and the regulatory and ancillary institutions that make the financial system work. It will pay particular attention to regulation (both legal regulation and the “private-order” regulation of institutions prior to external regulation). The focus will be the U.S. financial system, but to understand that system it will consider comparative material from Britain and Germany. Considering other countries will allow a framing of the peculiarities of the U.S. system. The issues here are quite general and arise in virtually any financial system, including those of developing and “transition” economies today. Paper required. Enrollment limited. G. L. Priest and T. W. Guinnane.

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

Freedom of the Press (21401). 3 units. This course will examine legal rules and principles addressing the rights and responsibilities of the media. Among other things, the course will consider whether American constitutional law has developed the appropriate balance between protecting the media in playing its crucial roles in our democracy and protecting the sometimes competing values of privacy, reputation, national security, equality, community morality, safeguarding children, law enforcement, and fair trial. The course will also consider the extent to which the government should be permitted to regulate the media in the name of enhancing the overall system of free expression itself. Different types of media (print, broadcasting, Internet) will be considered. The focus will be primarily on American constitutional law, but the class will also draw on materials from other disciplines and to some extent also examine legal approaches in other countries. P. Gewirtz.

Gender—Locally, Globally: The Possibilities of Law (21291). 2 to 4 units. This class will examine the role gender plays — worldwide — in structuring legal, political, and social institutions. It will consider the history of and major perspectives about U.S. feminist theory and how the varying approaches are employed/deployed in law; debates outside the United States that offer parallels will also be considered. Inquiries will include whether feminist concerns are manifested differently in the U.S. than in other constitutional democracies, how responses to gender inequality have varied and/or overlapped, and what role government processes (such as a written constitution) and structures (such as federations) play in facilitating or obstructing equality movements. The class will also examine the role of transnational commitments (such as the Convention on the Elimination of All Forms of Discrimination Against Women) in interacting with and/or influencing individual countries’ norms. Class materials will draw upon decisions from courts, essays, litigation materials, and statutory and constitutional texts from within and without the U.S. Continuing the tradition of Yale’s workshop on feminism, the class will be joined periodically by visitors and is also offered to graduate students in other disciplines in the University.

Requirements include weekly attendance and participation and brief comments on weekly readings. Self-scheduled examination or paper option with permission of instructors. J. Resnik and V. C. Jackson.

Health Law and Policy (21416). 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. Self-scheduled examination with a limited paper option. *Also MGT 661b/PLSC 871b.* T. R. Marmor and J. L. Mashaw.

Housing and Community Development (21016). 3 units, credit/fail. A two-term, multidisciplinary clinic involving students from the Schools of Law, Management, Divinity, Forestry & Environmental Studies, Public Health, and Architecture. Under the supervision of faculty and members of the local bar, participants will work on behalf of nonprofit organizations and small businesses to promote job creation, neighborhood revitalization, low-income housing, access to capital and credit, and social service delivery in the New Haven area. The clinic will emphasize a nonadversarial, transactional approach to problem solving. As legal, financial, architectural, and social policy advisers, participants will research legal issues, facilitate negotiations, draft contracts, incorporate organizations, complete loan and grant applications, develop financial analyses, and draft architectural plans, among other tasks. Class topics will include professional responsibility, real estate finance, low-income housing policy, community development corporations and financial institutions, neighborhood planning, public school reform, and urban economic policy. This clinic will be taught on a two-term basis; students are encouraged but not required to enroll for two terms. Enrollment limited to twenty. *Also MGT 694b.* R. A. Solomon.

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

Immigration and Refugee Law (21428). 4 units. This course will serve as an introduction to the field of immigration law. The class will examine the development of immigration law in the United States, and the constitutional principles and policy considerations affecting immigration law at both the federal and state levels. Topics to be covered include the primary non-immigrant and immigrant categories, citizenship issues, grounds for inadmissibility and removal, the process of removal and grounds for relief. A short period of time will be dedicated to asylum and refugee law matters. Scheduled examination. K. Abou El Fadl.

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

Imperialism, Law, and Nation-Building (21406). 2 or 3 units. An exploration, from a comparative and historical perspective, of the structures and legacies of imperialism and colonialism, from Asia to Europe to the Americas to the Middle East. Areas of focus will include enforcement and discipline; competing approaches to ethnicity and “culture”; miscegenation; colonial economic policies; and the development of legal and civic institutions. Requirements will include periodic reaction papers, student presentations, and a final paper. A.L. Chua.

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, trademark for goodwill. Time permitting, the course will take up some of the critiques of conventional intellectual property emerging from new information technology, biotechnology, medical research, and the demands and achievements of less-developed countries. Scheduled examination. C.M. Rose.

International Arbitration and International Humanitarian Law: Research Seminar (21403). 2 units. Research seminar for students wishing to write papers on litigation, before international arbitral tribunals, of complaints relating to violation of international humanitarian law and the laws of war. Paper required. L. Brilmayer.

International Business Transactions (21209). 4 units. An introduction to the formation, regulation, and global impact of international business transactions. The primary focus of the course will be on the legal and practical aspects of multinational transactions, including the structuring, negotiation, and documentation of the relevant arrangements. A secondary focus will be on the broader economic, political, and social context and consequences of international business transactions. Case studies from Latin America, Asia, the former Soviet Union, and the Middle East will be used. Topics to be discussed include privatization, project finance, letters of credit, conflicts of law, extraterritoriality, sovereign debt restructuring, expropriation, corruption, and the relationship among markets, democracy, and “culture.” Scheduled examination or paper option. A.L. Chua.

International Courts and Tribunals (21433). 2 units (1 fall, 1 spring). A continuation of the fall-term course. May not be taken separately. K. Askin and P.M. Wald.

International Criminal Law (21404). 2 or 3 units. After a brief historical survey of the development of international criminal law, the seminar will examine events leading to the creation of the International Criminal Court for the former Yugoslavia. The legal framework for this court and its operation will then be explored against the background of the Milosevic trial. Following the examination of this *ad hoc* international forum, the class will consider the newly created permanent International Criminal Court. Considerable attention will be given throughout to alternatives to international criminal jurisdiction, such as the jurisdiction of national courts under the universality principle, or the establishment of "truth commissions." The seminar will end with a discussion of the likely future of international criminal jurisdiction. Scheduled examination with paper option. Enrollment limited to twenty-five. M.R. Damaška.

International Dispute Resolution (21405). 3 or 4 units. A survey course meant as an introduction to the litigation of international cases in American domestic courts and before international tribunals. The first half of the course will be taught by Professor Koh, and will cover litigation of international cases in domestic courts; issues covered will include obtaining jurisdiction over international defendants, extraterritoriality, the act of state doctrine, foreign sovereign immunity, transnational service, discovery, and recognition and enforcement of foreign judgments. The second half of the course will be taught by Professor Brilmayer. Included will be an overview of the procedures and working of a range of international adjudicative institutions, such as the International Court of Justice; the Permanent Court of Arbitration; the Law of the Sea Tribunal; regional human rights courts; and international trade courts. Scheduled examination. L. Brilmayer and H.H. Koh.

International Law and International Relations: Seminar (21360). 2 or 3 units. This course will examine the effect of international law on state behavior. When and why does international law influence what states do? What else, aside from law, helps explain state behavior in the international system? The class will consider a variety of explanations for state behavior offered by political scientists and legal scholars, exploring the role of economic and military enforcement, third-party sanctions, domestic politics, and transnational actors (e.g., corporations and nongovernmental organizations) in creating and enforcing international law. The course will include an examination of several current issues of international law relating to, among other things, trade, human rights, humanitarian intervention, international criminal law, and environmental law. All students will be required to write several short reaction papers. Students may also opt to write a longer research paper in connection with the course for additional credit. Enrollment limited to eighteen. O.A. Hathaway.

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. Prerequisite: Federal Income Taxation. Examination. S. E. Shay.

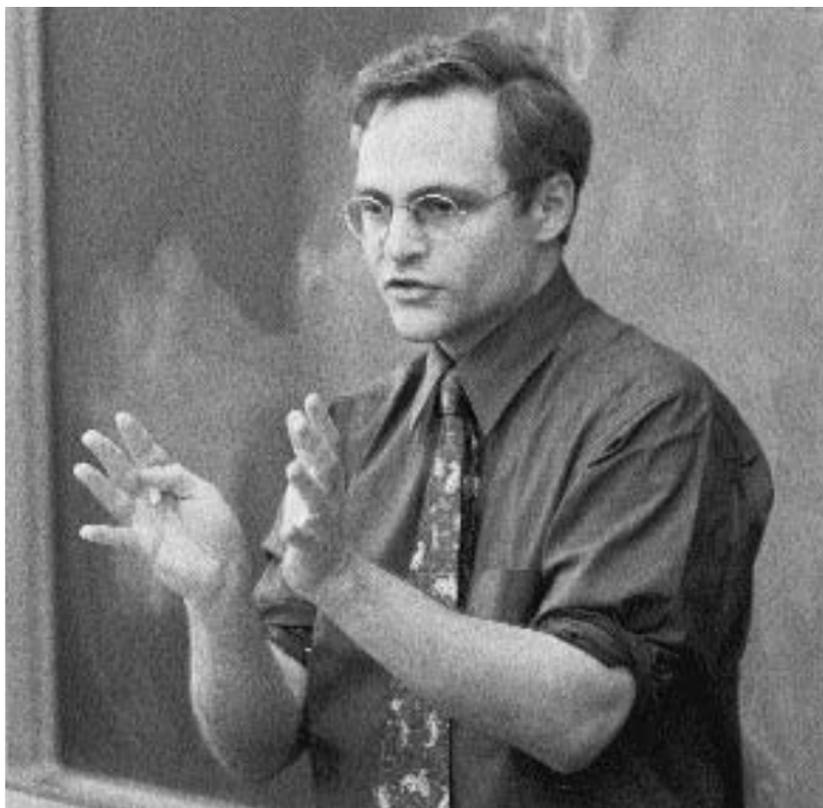
Internet Law and Policy (21422). 3 units. This course will provide an overview of the transition to a digitally networked environment, its technological underpinnings, and its economic, social, and political implications. Specific legal and policy controversies will be selected for more detailed analysis to reflect the most salient questions at the time the course is given. Communications Law is not a prerequisite, but the two courses will be structured to form a comprehensive treatment of the transition to the networked information society. Self-scheduled examination or paper option. Y. Benkler.

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

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

Land Use (21117). 3 units. This course will examine the array of devices, legal and nonlegal, that governments, developers, and opponents of development employ to influence the land development process. Attention will be given not only to zoning but also to such advanced topics as planning theory, environmental impact reports, homeowner associations, state land-use controls, and mechanisms for financing the urban infrastructure. The course is designed for students who have taken Property, but that course is not a prerequisite. Scheduled examination. R. C. Ellickson.

Law, Economics, and Organization (21041). 1 unit, credit/fail. This seminar will meet jointly with the Law, Economics, and Organization Workshop, an



interdisciplinary faculty workshop that brings to Yale Law School scholars, generally from other universities, who present papers based on their current research. The topics will involve a broad range of issues of general legal and social science interest. Students registering for the seminar and participating in the workshop will receive one unit of ungraded credit per term. Neither Substantial Paper nor Supervised Analytic Writing credit will be available through the seminar. Short papers will be required during the term. R. Brooks, R. Romano, and H.E. Smith.

Law and Economics: Seminar (21231). 3 units. Microeconomics provides one of the major theoretical perspectives for the contemporary study of law and legal institutions. Participants in this seminar will consider some of the central topics, modes of analysis, and findings in the field of law and economics. Questions will be drawn from a wide range of subjects. One objective will be to assess how far the law-and-economics enterprise has progressed over the course of its fairly

short existence. The seminar will center on papers that students prepare assessing the contribution that law and economics has made to particular substantive areas of law. In the first part of the term, each student will work on a research paper that takes as its starting point one or more law-and-economics “classics” in a field and one or more examples of recent law-and-economics scholarship on that subject. During the second part of the term, each student will present a draft of her or his paper to the seminar. The final versions of the papers will be due by the end of the spring term. Paper required. Enrollment limited to ten. A.K. Klevorick.

Law and Globalization (21348). 2 or 3 units. This course will examine some of the key issues in current debates over law and globalization. Among the topics likely to be considered are law’s role in the worldwide diffusion of norms; the role of nongovernmental organizations in the process of globalizing law; the spread of human rights principles and environmental standards and the place of international law in this process; the possibility that globalization spreads “liberal” as well as “illiberal” values; the influence and consequences of new institutions of governance such as the WTO; the extent to which global institutions shape state behavior in areas of national security and arms control; and the changes brought upon global governance by the war against terrorism. In many of the classes, we will discuss papers presented by guest speakers from a variety of fields of study and practice on cutting-edge issues relating to law and globalization. All students will be required to write several short reaction papers. Students may also opt to write a longer research paper in connection with the course for additional credit. Enrollment limited. O.A. Hathaway and H.H. Koh.

[The] Law of Biodiversity and Nature Conservation (21423). 2 units. This seminar will examine how the law regulates the living environment and attempts to satisfy the very different and deeply held expectations within society over the proper uses of wildlife, plants, and public lands, ranging from hunting and commercial harvesting to conservation and preservation. The first classes will lay a foundation for how to think about management of living resources, considering the different values of living resources, how these values have changed over time, the issue of who owns wildlife, and the various means of overcoming common pool problems. The next set of classes will examine the legal regimes protecting specific living resources, including fisheries, whaling, endangered species, and biological diversity. We also consider the role of international trade law in promoting nature conservation. The last set of classes will shift from a species-specific approach to consider ecosystem management, focusing on forestry, rangelands, and the management and design of national parks. A number of classes will examine these issues through the use of case studies and in-depth problem exercises. Paper required. Enrollment limited to eighteen. *Also F&ES 886b.* J.E. Salzman.

***Lawyering Ethics (21309).** 3 units, credit/fail. This is a clinical course in which students participate in the disciplinary process against lawyers charged with violating ethical obligations to clients. Our 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 (21057). 3 units, credit/fail. A clinical seminar, using classroom, field work, and simulation experiences in the general area of legal assistance for the poor. Students will work eight to twelve hours per week in a local legal aid office and will attend weekly classroom sessions. The seminar will be practice-oriented, moving from developing solutions for specific client problems to general discussions of landlord-tenant, consumer, domestic relations, welfare, and other legal subjects of special concern to the urban poor, as well as issues of broader social policy. The seminar will also focus on the development of professional responsibility and lawyering skills, such as interviewing, negotiating, counseling, drafting, and litigation. A few placements for criminal defense work in state court will also be available. Enrollment limited to eight. F.X. Dineen.

Legislative Advocacy Clinic (21392). 3 units, credit/fail. A two-term clinical seminar designed to give students an opportunity to participate in the state legislative process by advancing — and defending — the interests of Connecticut public interest organizations (including other LSO clinics) and their clients. The Legislative Advocacy Clinic's work will include both affirmative legislative initiatives and defensive efforts to respond to proposed legislation deemed inimical to the interests of its clients. The clinic will also serve as a legislative liaison for other LSO clinics, keeping them informed of legislative developments affecting their clients' interests. Issues of ethics and professional responsibility for lawyers working in the legislative arena will be an important focus. In the fall term, students will participate in training sessions led by some of Connecticut's most experienced lobbyists, meet with state legislators, and work with their client organizations to develop a legislative agenda focused on areas in which state legislative action could produce positive results. Once issues have been chosen for action, students will work with their clients, peers, and supervisors, as well as with lobbyist advisers, to research the subject and draft legislation to be introduced in the legislature's spring session. In addition, students will join with their client organization in meeting with legislators to discuss the legislation, ask for

support, and get feedback on possible changes or additions. In the spring, students will work with legislators to get their bills introduced, develop oral and written testimony in support thereof, identify other witnesses, shepherd their bills through the committee process, and work to get them called for a vote of the full legislature. During the legislative session, students will also monitor other proposed legislation that might affect the clinic's clients, and collaborate with other like-minded interest groups to develop and implement a legislative strategy. In order to allow all students to participate in both the training/issue development and direct action aspects of the clinic's work, priority will be given to students willing to commit to participating for two semesters. Enrollment limited. J. L. Pottenger, Jr., and S. D. Geballe.

Legislative and Popular Constitutionalism (21432). 2 units. This seminar will study American constitutionalism as it is expressed in legislative and popular fora. The class will survey the rapidly growing body of literature in law, political science, and history that explores the life of the Constitution outside the courts. Over the course of the term, topics to be addressed include the relation between political mobilization and constitutional meaning; the relation between judicial interpretation and constitutional culture; judicial and legislative enforcement of the Constitution; and the structural significance of the enforcement clauses of the Reconstruction Amendments. Paper required. Enrollment limited. R. C. Post and R. Siegel.

Lowenstein International Human Rights Clinic (21152). 3 units, credit/fail. Students will work on a variety of human rights projects, generally in support of current advocacy efforts by human rights organizations. Projects are designed to give students practical experience with the range of activities in which lawyers engage to promote respect for human rights; to help students build the knowledge and skills necessary to be effective human rights lawyers; and to integrate the theory and practice of human rights. Class sessions will provide an overview of basic human rights principles and their application; instruction in 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 to eighteen. P. W. Kahn and J. J. Silk.

Memetics (21424). 2 units. Memetics holds that culture evolves through the competition of bits of culture, called memes, for space in human memory and belief. This course will consider the strengths and weaknesses of memetic theory and alternative explanations of cultural evolution. It will also consider how a memetic approach might shed light on current issues in media and Internet policy. Self-scheduled examination or paper option. J. M. Balkin.

Nonprofit Institutions (21280). 3 units. This course will be concerned with the legal treatment, under federal and state law, of the world of nonprofit organizations, charitable and otherwise. The course will start with an overview of tax and

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

Nonprofit Organizations Clinic (21056). 1 or 2 units, credit/fail. This clinical workshop – the Samuel Jacobs Nonprofit Organizations Clinic – 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. *Also MGT 695b*. J. G. Simon, L. N. Davis, and B. B. Lindsay.

Parents and Children: Seminar (21407). 2 units. What do parents owe children, and how should society ensure that parents meet their obligations? Should society redistribute resources to children and parents, or would it be unfair to offer special assistance to people who choose to rear children? If society should do more to support children and parents, how might it best do so? Should the United States adopt children’s allowances? Child support reforms? Family-friendly workplace policies for parents? Or is there a better approach? In this seminar, we will read materials on parents and children drawn from law, economics, philosophy, and sociology. Students will write short reaction papers as well as longer seminar papers. Enrollment limited to eight. A. L. Alstott.

Philosophy of the Common Law: Seminar (21408). 2 or 3 units. J. L. Coleman.

Political and Civil Rights in the United States and Canada (21211). 2 units. Canada and the United States share more than an international border: both were colonies of Great Britain; both are federal systems, both countries’ legal systems reflect an English common law heritage; and both are modern, industrialized societies. Canada did not, however, adopt a written bill of rights or institute the practice of broad judicial review until 1982. Prior to that time, its legal system operated according to principles of parliamentary supremacy. This is a

comparative constitutional law seminar that will explore the similarities and differences, both before and after Canada's 1982 constitutional change, between the two legal systems with respect to protection of individual rights. Attention will be given to the issues of hate speech, language rights, abortion, pornography and obscenity, religious liberty, affirmative action, criminal justice, press freedom, and the impact of international human rights norms on domestic decision-making. Paper required. Enrollment limited to twenty. D. S. Days, III.

[A] Political Economy of Information (21299). 2 units. This seminar will offer a forum for participants to develop either an individual or a collaborative research agenda centered around the transition to a digitally networked information environment. Students will prepare papers and present their paper to the group, using the seminar as a forum to develop and test their ideas. All students who wish to enroll in this seminar must meet with Professor Benkler over the course of the fall term, and no later than December 1, 2003, to discuss a research topic, and must submit a one-page abstract of their research agenda one week before the beginning of the spring 2004 term. Paper required. Enrollment limited to fifteen. Y. Benkler.

[The] Politics of Tax Policy: Research Seminar (21393). 2 units. This seminar is designed for law and graduate political science students who plan to do research papers on the politics of tax policymaking. During the first half of the term we will discuss various books and articles on this topic. After spring break the seminar will become a workshop to discuss student research projects. Among the issues that will be discussed are (1) the politics of the 2001 repeal of the estate tax; (2) the popularity among politicians of tax credits over direct spending as a means of addressing the nation's social and economic problems; (3) the role of budget rules and the procedural rules of the House and Senate in shaping the tax law; (4) the role of political contributions and lobbyists in the tax legislative process; and (5) the role of tax policy in the distribution of income and wealth. For law students, Substantial Paper credit is available. Paper required. Enrollment limited to twelve. *Also PLSC 845b.* M. J. Graetz and I. Shapiro.

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

***Professional Responsibility (21382).** 2 or 3 units. 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. Preference will be given to first- and second-year students. Self-scheduled examination. Enrollment limited to sixty. L. Brillmayer.

Property (21409). 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 us. 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 – among others 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. Scheduled examination. H. E. Smith.

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

***Public Interest, Professional Ethics, and the Media (21410).** 2 or 3 units. This class will explore the history and current problems of the under-represented in the legal system and the relationship between public interest advocacy and the media. The class will consider how lawyers, judges, and journalists helped to shape obligations for providing legal services and to which groups or for what kinds of cases. It will also explore ethical rules that encourage services to the poor, with focus on the relationships and tensions among lawyers, judges, and journalists. Topics will include the development of criminal and civil legal services for the poor; constitutional and statutory rights to counsel; government and private subsidies for advocacy; and the role of the media in shaping

perceptions of legal rights and of lawyers. Questions of the professional responsibility of lawyers, judges, and reporters will be at the forefront. Materials will include case law, commentary, the Rules of Professional Responsibility, and nonfiction media. This class can be taken graded only. A third credit will be available for more substantial written work, with the instructors' permission. Self-scheduled examination or paper option. J. Resnik, D.E. Curtis, D.J. Cantrell, and E. Bazelon.

Race, Class, and Fairness in Law (21429). 2 units. This seminar will explore perceptions of fairness in the legal system by varying individual and community characteristics. In addition to examining perceptions within demographic groupings, the seminar will also address broader questions such as: Are the poor more tolerant of injustice (and, if so, why?), and what is known about the connection between legal compliance and the perceived fairness of laws and enforcement? Though theoretical analyses (concerning, for example, racial profiling) will be very much a part of the seminar, the discussions will be principally based on prior empirical research drawn from a variety of disciplinary perspectives. A background in empirical methodology, however, is neither required nor encouraged. Paper required. Enrollment limited to fifteen. R. Brooks.

Reading the Constitution: Method and Substance (21411). 4 units. An advanced constitutional law course focusing intently on the Constitution itself (as distinct from the case law interpreting it, sometimes quite loosely). The class will study various methods of constitutional interpretation (associated, for example, with writings by Ackerman, Amar, Balkin, Black, Bobbitt, Ely, Fallon, Rubinfeld, Siegel, and Strauss). Then the document itself will be considered in exquisite detail, Article by Article, and Amendment by Amendment. Self-scheduled examination or paper option. A.R. Amar.

Research Methods in American Legal History (21080). 2 or 3 units. This seminar will examine the methods and major materials used in American historical legal research, whether for scholarly pursuits or professional advocacy. It will cover early judicial, statutory, and constitutional sources; crime literature; court records; government documents; biographical materials and personal papers of lawyers and judges; other manuscript collections; and early sources of American international law. Paper required. M.L. Cohen.

Securities Regulation II (21412). 2 units. An examination of various federal securities laws and regulations not covered in Securities Regulation I, such as broker-dealer regulation. The relationship of the securities laws to the market for derivatives and the Commodity Exchange Act will also be examined. Scheduled examination. R.K. Winter.

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. D.E. Curtis, K. Stith, and N. Gertner.

Sentencing Guidelines Reconsidered (21379). 2 or 3 units. This course may be elected for a single term on the same basis as the fall-term course of the same name, or for an additional term to complete work begun in the fall. Supervised Analytic Writing and Substantial Paper credit are available. Permission of instructor required. D.J. Freed.

Sociological Studies: Directed Research and Writing (21384). Units to be arranged. A limited number of students will be accepted for research and writing related to empirical studies of law or legal process, or topics that draw upon a law and society perspective. Students should provide a reasonably detailed proposal and obtain the instructor's permission, which can be arranged for during the fall term. May be used in fulfillment of Substantial Paper or (for first- or second-year students) Supervised Analytic Writing requirement. Permission of instructor required. S. Wheeler.

Theology and the Law: Seminar (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. It is part of an effort to divine the contours of a field that hasn't fully emerged. In part, the shape of the course will depend upon the interests of those who take it. Paper(s) required. H.L. Dalton.

Theories of Intellectual Property: Seminar (21413). 2 units. This seminar will be devoted to a close examination of some theoretical issues regarding the nature and justification of intellectual property. Topics will include whether intellectual property is property, when it is justified to recognize rights relating to information, how various forms of intellectual property protection do or do not work together, and which remedies would most appropriately protect intellectual property rights. Prerequisite: One course in the intellectual property area. Paper required. Enrollment limited to fifteen. H.E. Smith.

[The] Theory and History of Toleration (21414). 3 units. This course will address the philosophical problems posed by political toleration in conjunction with several expressions that political toleration has received in historical practice. The philosophical component of the course will consider the merits of contemporary arguments in favor of toleration, set against the worrisome possibility that some degree of *intolerance* may be rationally required. The historical component of the course will present examples of toleration (and intolerance) and investigate the relationship between toleration and other historically potent ideologies, for example nationalism. Finally, the course will join these two themes together, considering to what extent the contemporary philosophical approach to toleration is itself historically contingent and the consequences that such contingency has for the approach's philosophical merits. Paper required. Enrollment limited to eighteen. *Also HIST 978b*. D. Markovits and T. D. Snyder.

Theory and Practice: Seminar (21130). 3 or 4 units. A writing seminar devoted to the exploration of the practical significance of the theories of justice considered in the fall-term course *Justice*, which is generally a requirement for admission into this seminar. Students with exceptional backgrounds in political philosophy may be admitted directly upon satisfying the instructor that they have in fact read and pondered the texts discussed in the fall-term course. Supervised Analytic Writing credit. Prerequisite: *Justice* (LAW 20104), or permission of instructor. Paper required. Enrollment limited. *Also PLSC 573b*. B. Ackerman.

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. Paper required. Permission of instructor required. D. M. Kahan.

Tragic Choices (21222). 2 or 3 units. A consideration of those choices that a society cannot avoid making, whether explicitly or implicitly, but which, however made, undermine fundamental values of that society. Three paradigmatic situations in which scarcity is key (allocations of organ transplants, service in a limited war, and population control) will be discussed. But so will situations in which scarcity is not the principal issue (capital punishment, assisted suicide, and abortion). The relationship between various approaches to tragic choices and "candor, honesty, and openness" will be particularly explored. The advantages and disadvantages of responsible political bodies, the market, juries, parajuries, and lottery system in making or seemingly avoiding such choices will be examined. Self-scheduled examination with limited paper option. G. Calabresi.

Trial Practice (21183). 2 units, credit/fail. An introduction to trial evidence and to the techniques and ethics of advocacy in civil and criminal trials. Students will act as lawyers in simulated trial situations. The instructors will be judges and

experienced trial lawyers from the community who will provide instruction and critique. Enrollment limited to seventy-eight. S. Wizner.

Urban Legal History: The Development of New Haven (21118). 3 units. Under what conditions do residents of a city succeed in cooperating to mutual advantage? This seminar will explore this question by focusing on the physical development of New Haven from 1638 to the present. Readings and class sessions will address, among other topics, the initial Nine Squares layout and colonial land allotments; the dynamics of land subdivision and private development (such as the Hillhouse Subdivision); land assembly by Yale and others; the street network, the Green, and other public lands; such public works as the Farmington Canal, the planting of elm trees, and the interstate highways; and evolving controls on building quality and land use. Special attention will be given to New Haven's nationally conspicuous efforts, since 1940, to provide public housing, renew neighborhoods, and nurture a nonprofit housing sector. Paper required. Enrollment limited to sixteen. R. C. Ellickson.

White-Collar Crime and Social Policy (21430). 3 units. This limited-enrollment writing seminar will examine the distinctive nature of white-collar crimes and the problems that arise in its detection, prosecution, defense, adjudication, and sentencing, including the effects of the federal sentencing guidelines. It will explore the beginnings of serious white-collar crime prosecutions in the 1970s as well as recent cases of corporate illegality symbolized by Enron. Paper required. Enrollment limited to eighteen. S. Wheeler.

Work and Citizenship Workshop (21415). 2 units. A seminar for students who wish to learn about and critically analyze some cutting-edge, contemporary issues related to how we should organize work and related institutions and services so as to provide full citizenship in the twenty-first century. The seminar will bring to the Law School several policymakers, lawyers, and scholars from different disciplines for the purpose of examining fundamental issues bearing on this question. Students will read, discuss, and write reflection papers on works in progress produced by the guest speakers. Enrollment limited. 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.

The Honorable Harry T. Edwards

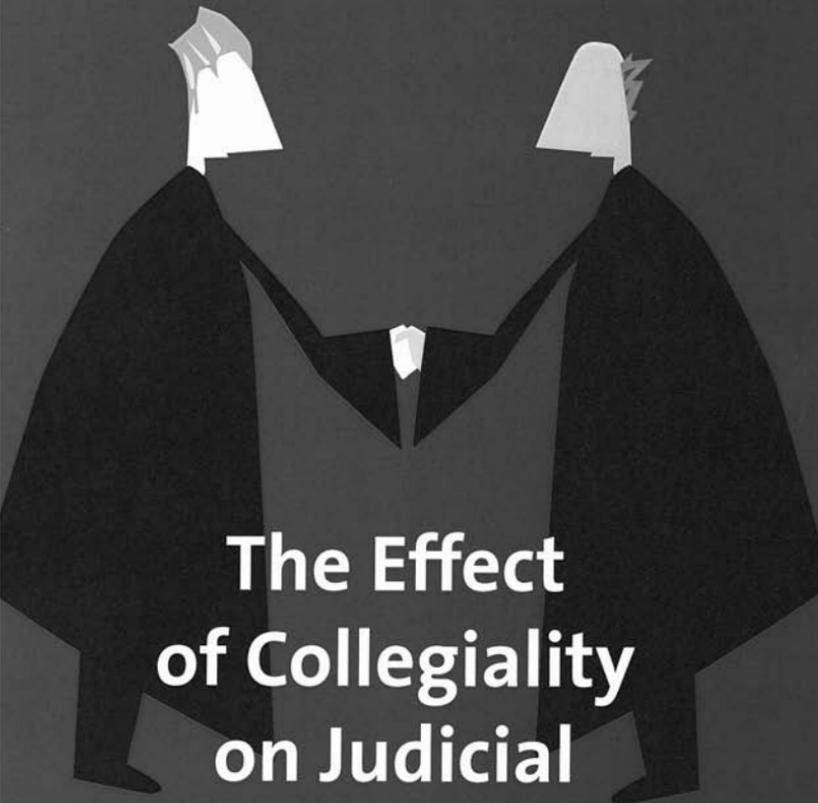
Circuit Judge and Chief Judge Emeritus

United States Court of Appeals for the District of Columbia Circuit

4:30 PM | Monday, November 4, 2002

Room 127, Yale Law School | 127 Wall Street, New Haven

Reception to follow in the Alumni Reading Room



**The Effect
of Collegiality
on Judicial
Decision-Making**

2001-2002 ROBERT P. ANDERSON MEMORIAL LECTURE

Lecture Programs and Other Academic Opportunities

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

LECTURE PROGRAMS

A sampling of the endowed lecture programs from the 2002–2003 academic year follows:

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. In 2002–2003, Yale Law School was fortunate to welcome two eminent jurists as Anderson Fellows. In the fall, the Honorable Harry T. Edwards, chief judge emeritus of the U.S. Court of Appeals for the District of Columbia Circuit, gave a talk on “The Effects of Collegiality on Judicial Decision-Making.” Spring 2003 brought a lecture from the Honorable Judith S. Kaye, chief judge of the State of New York, who spoke on “Delivering Justice Today.”

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. In the fall of 2002, Celso Lafer, Brazil's minister of state for foreign affairs, offered a talk on “Reflections on Sustainable Development: From Rio to Johannesburg and Beyond.”

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 2003, the Leff Fellowship sponsored Harvard Government and Afro-American Studies Professor Jennifer Hochschild, who gave two lectures during her fellowship visit. The first was entitled “From Nominal to Ordinal: The Politics and Morality of Skin Color Hierarchy.” The second lecture focused on “Prospects for Political and Legal Coalitions Among Identity-based Groups.”

The *Preiskel/Silverman Program on the Practicing Lawyer and the Public Interest* sponsors lectures and other events celebrating private lawyers' contributions to public service. Former American Bar Association President Martha Barnett gave the 2002–2003 Preiskel/Silverman Lecture on "Terrorism, Technology, and the Changing Reality of Personal Privacy."

The *Storrs Lectures*, one of Yale Law School's oldest and most prestigious lecture programs, were established in 1889. These annual lectures are given by a prominent scholar within the broad topic of fundamental problems with law and jurisprudence. The 2002–2003 Storrs Lecturer was Joseph Raz, professor of the philosophy of law and fellow of Balliol College at Oxford and a visiting professor at Columbia University. The three lectures in Professor Raz's series were entitled "Between Authority and Morality." The first lecture explored the proposition "Judges Are Human, Too"; the second lecture addressed "Interpretation: What Is It?"; the third was entitled "Interpretation: Why and How?"

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

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

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

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

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

The *Raben Fellowship*, which brings to the Law School individuals with special expertise in securities law, financial accounting, or related subjects.

The *Sherrill Lectureship*, which brings 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 Support Fund, which invites prominent educators to offer their perspectives on their field.

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

Beyond the endowed lecture and fellowship programs, other invited speakers present topics of particular interest to the law school community. Among those invited in the 2002–2003 academic year were New Haven Mayor John DeStefano, Jr., who currently serves as president of the National League of Cities. Mayor DeStefano's lecture was entitled "Creating Competitive Cities."

Harvard psychology professor Mazharin Banaji offered a lecture called “Mind Bugs: The Psychology of Ordinary Prejudice.” A special four-part lecture series, co-sponsored by Yale Law School and Yale Divinity School, featured Yale Sterling Professor of History Emeritus Jaroslav Pelikan, whose lectures “Interpreting the Great Code: The Bible and the Constitution in the Church and in the Court” explored the common themes in the interpretation of these foundational documents. In addition, many student organizations sponsor lecture series throughout the academic year, including the Yale Law and Technology Society, the Collective on Women of Color in the Law, the Federalist Society, and the Middle East Law Forum.

Students in the Knight Journalism Fellowship program invited Emmy Award-winning journalist and PBS program host Charlie Rose for an informal discussion billed “A Conversation with Charlie Rose.” *New York Times* reporter Jim Dwyer gave another Knight-sponsored talk: “Confessions and the Central Park Jogger Case: The Cataclysmic Fiction of a Gang Rape.” And Jane Kramer, *New Yorker* European correspondent, gave a reading and led discussion on her book *Lone Patriot: The Short Career of an American Militiaman*.

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. In addition, students have the opportunity to learn about current Yale Law School faculty research in Faculty Teas scheduled periodically throughout the academic year.

Further information about the origins and history of all endowed fellowships and lectures at the Law School appears on pages 181–83. Lectures and other public events are listed 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 several major initiatives. The Global Constitutionalism Seminar is an event in which Supreme Court and constitutional court judges from around the

world meet with faculty members to discuss issues of common concern. To date, six seminars have been convened. While the proceedings are largely confidential, some events are open to the Law School community.

A second initiative is designed to strengthen democratic institutions and practices in Latin America through linkage activities with two law schools in Chile, one in Argentina, and one in Brazil. Now in its eleventh 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. In the spring, students from the Latin American linkage law schools visit Yale for three weeks to participate in study groups and attend classes. In addition, legal scholars from throughout Latin America, the Caribbean Basin, Spain, and the United States meet in June for the *Seminario en Latino-américa de Teoría Constitucional y Política (SELA)*, a three-day seminar exploring the foundational ideas of constitutional democracy. SELA is co-sponsored by Yale and a number of other law schools in Argentina, Brazil, Chile, Colombia, Mexico, Paraguay, Peru, Puerto Rico, and Spain.

A similar initiative, the Middle East Legal Studies Seminar, is an annual meeting convened by the Law School in a venue as close to the Middle East as possible. It was created to provide a forum in which influential and democracy-minded scholars and opinion leaders from the legal communities of the Middle East could exchange ideas and form a productive working relationship. Every year, roughly thirty-five lawyers, judges, and law professors from the region meet with several Yale professors and a few students to discuss an agreed-upon topic of common importance. Past topics have included the concept of legal authority, the basic rights and remedies available to individuals, and the challenges of religious pluralism in the Middle East. The proceedings are structured around a series of papers that have been distributed in advance, and each session is moderated by Dean Kronman.

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 Dialogue, which seeks to identify ways to strengthen the international environmental regime; and the Environmental Performance Measurement Project, which aims to develop pollution control and natural resource management metrics and indicators and an index ranking national government environmental results, and an initiative on “Information Age” environmental protection.

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

The center also sponsors an Environmental 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 JOHN M. OLIN CENTER FOR STUDIES IN LAW, ECONOMICS, AND PUBLIC POLICY

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

THE YALE LAW SCHOOL CENTER FOR THE STUDY OF 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, Richard Brooks, and Roberta Romano.

THE CHINA LAW CENTER

The China Law Center was established at Yale Law School in 1999 with two missions: to increase understanding of China's legal system outside of China, and to support the legal reform process within China. To these ends, the center carries out research and teaching, promotes academic exchanges with China, and undertakes a variety of cooperative projects with legal experts in China 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. Jeffrey Prescott '97 is a center fellow based in Beijing. Further information about the center is available on its Web site, www.yale.edu/chinalaw.

THE INFORMATION SOCIETY PROJECT

The Information Society Project 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, and for undergraduates working in public interest during the summer. The program also awards grants to qualifying organizations for public interest projects, and holds colloquia for attorneys, academics, and students on relevant topics in legal services.

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

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

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.

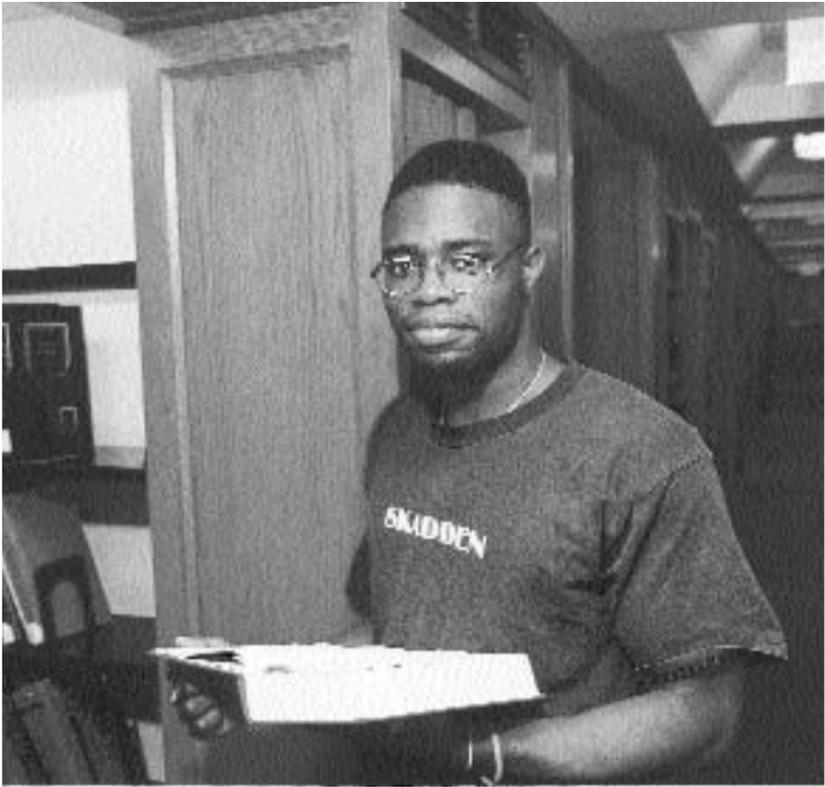
The Arthur Liman Professor of Law is Judith Resnik. The director of the Liman Program is Deborah J. Cantrell.

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 89). The center also sponsors frequent lectures, panels, symposia, and informal discussions on a wide range of human rights issues. During 2002–2003, the center organized the weekly Human Rights Workshop: Current Issues and Events; many lectures and panels; and with the *Yale Human Rights and Development Law Journal*, “Global Interests and Local Needs: Striking a Balance in Post-Conflict States,” the annual Robert L. Bernstein International Human Rights Fellowship Symposium. Workshop topics included: “East Timor and the Prospects for Truth and Justice”; “Crimes Against Humanity: What’s in a Name?”; “Pakistan in the Shadow of Jihad and Afghanistan”; “A Bed for the Night: Humanitarianism in Crisis”; “Sierra Leone



and the Prospects for Truth and Justice”; “The Implications of Truth Commissions for the Theory and Practice of Human Rights”; “Violence and the Challenges to Restorative Justice in Post-Apartheid South Africa”; “Lawyering for Justice in the 21st Century: The Inevitability of Human Rights Clinics”; “Sexual Rights and the U.N. System”; “Human Rights Protection in the Inter-American System: Current Challenges and Future Prospects”; “The Supreme Court of Israel and Occupation”; “Milosevic in The Hague: The Politics of War Crimes Tribunals”; “Indigenous Peoples’ Rights within the Inter-American System: Human Rights Discourse in Flux”; and “Why Countries Really Commit to Human Rights Treaties.”

The Schell Center also sponsored talks by a justice on the Constitutional Court of South Africa and a judge on the International Criminal Tribunal for the Former Yugoslavia; a panel, “Lula’s Victory in Brazil: Implications for Latin America,” featuring four Yale Law School graduate students from Latin America; talks by two former YLS students working on human rights and justice issues in Sierra Leone; and two talks on the impact of sanctions on Iraq, before and after the war. Other presentations included “Human Rights and the Political

Imagination: How African and Western Movements Have Diverged”; “The Internet and Human Rights in China”; and “Making Technology Work to Solve Real Problems for Real People in the Developing World.” The Schell Center also cosponsored, with various other schools and centers at Yale, a number of significant events, including: “Building an Ethical Globalization,” a discussion with Yale faculty and former U.N. High Commissioner for Human Rights Mary Robinson; a conference, “HIV/AIDS as a Threat to Global Security”; and a conference, “The Hemispheric Trade Debate.” As it does each year, the Schell Center also held a human rights career panel and sponsored several panels of Schell Summer Fellows, who spoke about their experience and the issues raised by their summer work.

The Schell Center administers several human rights fellowships. The Robert L. Bernstein Fellowship in International Human Rights, inaugurated in 1997, funds two recent Yale Law School graduates annually to engage in full-time human rights work for a year. In 2002–2003, Bernstein Fellows worked in the Washington, D.C., office of Physicians for Human Rights and at Minnesota Advocates for Human Rights in Minneapolis. 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 2002, Schell Summer Fellowships allowed twenty-five 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 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 \$2,500 per term, or \$5,000 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 must include a résumé or c.v.; a description of the proposed research, including a statement explaining why Yale Law School is a particularly appropriate affiliation for your work; a letter of recommendation; and the proposed length and dates of stay.

International scholars should see page 143 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 2004–2005 academic year is February 2, 2004. For more information, send an e-mail to ribicoff.fellowship@yale.edu.



Grades

Grades for all degree students are:

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

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

Pass: successful performance of the work in the course.

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

Failure: no credit is given for the course.

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

There is no required 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. No degree will be awarded with incomplete work remaining on a student's record.

First Term

Each student must take courses in Constitutional Law, Contracts, Procedure, and Torts. In one of these subjects, the student is assigned to a small group. This seminar-style course, with about 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 32, 33, 37, 40, 43, 47, 52, 63, and 67 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 99).

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 90), (3) the Intensive Semester Research Program (see pages 91–92), or (4) a program of research and writing, conducted under the joint supervision of two faculty members and spread over two terms, which is related to a course or seminar offered by one or both of the faculty members. Work done in courses outside the Law School will not be accepted in satisfaction of the writing requirements.

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

Research and Writing Opportunities

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

1. Research and writing in the first-term small group (see page 85).
2. Research and writing in a clinical program (see pages 88–89).
3. Research and writing in connection with seminars or courses.
4. Independent research and writing under faculty supervision (see page 90).
5. Research and writing in connection with the Intensive Semester Research Program (see pages 91–92).
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 183–86).

Clinical Programs

The *Jerome N. Frank Legal Services Organization* (LSO) links law students with individuals and organizations 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, draft documents, participate in commercial transactions, 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 nine main projects: (1) Advocacy for Children and Youth, representing family members in juvenile court cases, particularly abuse, neglect, termination of parental rights, and delinquency cases; (2) Community Legal Services, advocating for and representing the urban poor at outreach sites throughout New Haven; (3) 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; (4) Immigration, representing individuals seeking political asylum in the United States; (5) Landlord-Tenant, representing indigent tenants in eviction proceedings; (6) Legal Assistance, placing students in area legal aid offices to represent the urban poor in civil matters; (7) Prisons, representing men and women in state and federal prisons in Connecticut; (8) Complex Federal Litigation, representing clients in ongoing federal civil rights cases; (9) Legislative Advocacy, representing clients seeking assistance in researching and drafting Connecticut legislation.

All LSO projects involve close collaboration among new students, experienced students, and supervising clinical faculty. Investigating, developing, and using facts are essential elements of lawyering and, therefore, of LSO's work. LSO also devotes special attention to issues of professional responsibility and client-centered lawyering. Cases brought by LSO and its legislative efforts have helped make new law protecting the rights of clients in the various projects. Stu-

* 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.

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

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

Several other clinical programs give students direct experience in the practice of law in particular areas. The *Environmental Protection Clinic* is an interdisciplinary clinic that addresses environmental law and policy problems on behalf of client organizations such as environmental groups, government agencies, and international bodies. The *Samuel Jacobs Nonprofit Organizations Clinic* provides legal assistance to nonprofit organizations that cannot afford to retain private counsel. The *Professional Responsibility Clinic* represents complainants in Connecticut’s attorney grievance system.

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 117–26. The student-directed programs for which ungraded credit is awarded are the Domestic Violence Temporary Restraining Order Project; Greenhaven Prison Project; Allard K. Lowenstein International Human Rights Law Project; Street Law; Thomas Swan Barristers’ Union; Morris Tyler Moot Court of Appeals; Umoja; *Yale Human Rights 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 Semester Research Program provides an opportunity for students in their fourth or fifth term to immerse themselves intensively in a major research project leading to a significant academic project, either at or away from the Law School. Approval of a proposal for an intensive research semester is restricted to those special situations where devotion of one-sixth of a student's law school career to a single intensive research project has clear academic justification. The Intensive Semester Research Program is not designed to provide an externship experience, law school credit for public service, or opportunities to live away from New Haven for pressing personal reasons.

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

To apply for the program a student must submit a comprehensive written research proposal to the registrar. The proposal should describe in detail (1) the student's qualifications to undertake the proposed research; (2) the nature and significance of the research to be undertaken; (3) the expected product of the research; (4) the special circumstances that make an intensive research semester a more effective vehicle for attaining the student's educational goals than a conventional semester spent at the Law School; and (5) the necessary relationship between any fieldwork and the research and writing component. Each proposal must be accompanied by the written approval of the faculty member agreeing to supervise it and a statement by the faculty supervisor indicating why in his or her judgment the proposal should be approved. Each proposal will be reviewed by the 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 Semester Research proposals is two weeks before the due date for applications for limited-enrollment seminars. An Intensive Semester Research application will not be accepted by the registrar if any of a student's work in courses previously taken is incomplete. A student whose application has been approved by the Intensive Semester Research Program Committee may register for the Intensive Semester Research Program only if all prior course work is complete. A student may not take an Intensive 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 Semester Research Program. The student, however, may be permitted to accept reimbursement, from the agency or organization at which the student is located for fieldwork purposes, to cover the extra costs referred to above, if those financial arrangements are disclosed in detail in the application for the Intensive Semester Research Program and are approved in advance by the director of financial aid.

Courses Outside the Law School

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

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

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

BAR REQUIREMENTS

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

REQUIREMENTS FOR GRADUATE DEGREES

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

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

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

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

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

For information on admissions procedures for the LL.M., please see page 113.

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 143 for information about international students at Yale.

For information on admissions procedures for the J.S.D. program, please see page 114.

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

The Law School has established the Master of Studies in Law degree program for a small number of *non-lawyers* who want to obtain a basic familiarity with legal thought and to explore the relation of law to their disciplines. It is a one-year terminal program designed for those who do not desire a professional law degree, but who are interested in a more formal relationship to the Law School and a more rigorous curriculum than that offered by the visiting scholar program. Candidates in the M.S.L. program are ordinarily experienced scholars with research or teaching objectives in mind, or journalists seeking an intensive immersion in legal thinking so that they are better able to educate their audiences upon their return to journalism. Those who have completed a professional law degree are not eligible for the program.

Candidates for the M.S.L. degree are required to complete the first year of the J.D. program (27 units), including a small group. There are four required first-term courses (Constitutional Law, Contracts, Torts, and Procedure); the M.S.L. candidate may substitute an elective for one of those courses (see page 85). Typically no more than 6 units of credit for courses outside the Law School can be counted toward the degree. The second term is entirely elective and affords opportunities for independent research and clinical experience in addition to regular courses and seminars. In the second term, students must take at least 10 graded units of the 12 units required. Students will be disqualified as M.S.L. candidates if they accumulate more than one Failure in the first term, or more than a total of two Low Passes or two Failures for the academic year. Participants in the M.S.L. program are not eligible for subsequent admission to the J.D. program.

For information on admissions procedures for the M.S.L. program, please see page 115.

Registration

All new J.D. students are required to register in person on August 29, 2003, at the Law School. All new graduate students are required to register in person on August 28, 2003, at the Law School.

All returning J.D. students are required to register in person on September 3, 2003, at the Law School. *Students may not register for their fifth term unless they have completed one of the two writing requirements* (see page 87).

A fee of \$35 will be charged for each day that registration is late. 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 2003, the deadline for adding or dropping such a course will be Friday, December 12; in spring 2004, the deadline will be Friday, April 30. 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 during the pre-enrollment 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 2003, requests for rescheduled examinations must be made between December 15 and 19; in spring 2004, between May 3 and 7. 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 2004, an applicant must:

1. Have received or expect to receive a bachelor's degree (or the equivalent) from an approved college before registration day.
2. Take the Law School Admissions Test (LSAT) *no later* than December 2003.
3. Arrange for the submission of transcripts of undergraduate and graduate schools attended to the Law School Admission Council (LSAC) for the Law School Data Assembly Service (LSDAS). Any new undergraduate grades received during the application process may be submitted through the LSAC, which sends updated reports to law schools.
4. Arrange for the timely submission of at least two letters of recommendation from professors under whom the applicant has studied (preferably in high-level courses in the major field of study). Applicants who have been out of school for some time may substitute letters from employers or others who know them well. Applicants may submit letters through the 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. The application must be postmarked or date-stamped by February 14, 2004. It is the applicant's 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 applicants 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.

Applicants 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. Submit the 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 of \$70.

Applications postmarked or date-stamped after February 14, 2004, 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 2004 *are expected to take the LSAT no later than December 2003*. Information concerning the test may be found in the registration booklet for the LSAT, which is usually available through college prelaw advisers, career planning offices, or directly from the Law School Admission Council (LSAC), online at www.lscac.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.

Personal interviews are not part of the admissions process.

Applicants are encouraged to submit their applications as soon as possible after September 1. 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. Relatively early applicants whose letters are being sent *directly* to Yale Law School should not be concerned if they are given to understand by the LSAC that their LSDAS report has not been sent to Yale because there are no letters on file at the LSAC. The Law School will begin to receive such reports on October 15. The Law School carefully structures the timing of the receipt of material from the LSAC to ensure the most efficient processing.

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 for more information), 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 notifies applicants by e-mail or postcard when their 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 1 that the admitted student intends to withdraw; after that date, the deposit will not be refunded.

An accepted applicant to Yale Law School who has submitted the required acceptance deposit may petition the admissions committee for 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. Requests for deferral should be submitted, along with the deposit, by the deposit deadline. 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 online or correspondence courses.

Transfer Policy/Advanced Standing

Students who have done one year of full-time work (or the equivalent) in residence at another U.S. law school may apply to transfer to Yale. At least two years' work must be done at Yale Law School. Credit will be granted only if the other school is approved by the American Bar Association and if the applicant maintained a weighted grade average of not less than B (or an equivalent) for all work

in that school. To be considered, an applicant must have 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, 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 wish to apply as visiting students should fill out the J.D. application materials and send them to the director of admissions with a \$70 application fee. Please mark the envelope "Visiting Student Request." A complete application for visiting students contains, in addition to the application forms, a college transcript, law school transcript, two letters of recommendation from law school professors, and a cover letter explaining the applicant's reason for visiting.

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 loan forgiveness programs, the School seeks to reduce further the burden of education costs on those students demonstrating financial need. Approximately three-quarters of the student body now receives some form of financial assistance. Extensive assistance to meet the cost of loan repayment for graduates is provided through the Career Options Assistance Program. Yale Law School is also an approved program for educational benefits from the Veterans Administration.

TUITION AND EXPENSES

Tuition is \$16,925 per term, including mandatory fees. The total yearly bill is \$33,850 not including other necessary expenses such as books, food, housing, hospitalization insurance fees, etc. Information on housing costs can be found on page 133. Bills are payable before the beginning of each term at the University Office of Student Financial Services.

The \$250 deposit required in the spring will be credited on the tuition bill if the student registers in the fall. If the applicant withdraws by June 1, the deposit will be refunded. After that date, the deposit will not be refunded. A student

receiving an admission deferral (see page 105) will, upon matriculation, receive tuition credit for all deposits, but such a student will forfeit admission deposits if the student withdraws after June 1 of the year in which the deposit was made.

Students will be charged a special roster fee of \$100 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 1, 2003, the nonrefundable admissions tuition deposits). If the student withdraws on or before November 16, 2003, 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 13, 2003; in the spring, on or before February 5, 2004);
- 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 September 30, 2003; in the spring, on or before February 21, 2004);
- 25 percent will be rebated if the withdrawal occurs during the second quarter of the term (in the fall, on or before November 5, 2003; in the spring, on or before March 28, 2004).
- 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 (page 111).

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 students 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 20. 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:

<i>If fall-term payment in full is not received</i>	<i>Late charge</i>
by August 1	\$110
by September 1	an additional 110
by October 1	an additional 110

<i>If spring-term payment in full is not received</i>	<i>Late charge</i>
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 application 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.needaccess.org. Applications must be submitted 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 2003–2004 is \$46,910. The estimated budget for a married couple (no children) is \$52,175. Individual cases may, of course, vary from these estimates, but all financial aid need determinations are based initially on these averages.

Among the goals of the aid policy are allocating scholarship resources to the neediest students and balancing graduates' educational indebtedness. The Law School therefore uses a formula that increases the proportion of grant as total need increases. Students whose total need is relatively low will normally receive only loan assistance. While the formula varies each year, in 2003–2004 students are expected to meet at least the first \$25,500 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 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 as financially independent from their parents. For students twenty-seven and twenty-eight years old at entrance, only one-half of the calculated parental contribution will be treated as a resource.

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

SUMMER PUBLIC INTEREST FELLOWSHIP PROGRAM

The Summer Public Interest Fellowship program (SPIF) provides funds to Yale students working at public interest, government, and nonprofit organizations. In the summer of 2002, the Law School provided fellowships for 115 students in the United States and around the world.

Student eligibility is based on financial need. Those who do not meet the needs test may still be able to receive SPIF funding or loans. In 2003, students are eligible to receive up to \$5,160 through SPIF.

CAREER OPTIONS ASSISTANCE PROGRAM

Yale Law School has long encouraged its graduates to consider the broad spectrum of careers available to them. In 1988, the School established the Career Options Assistance Program (COAP) to mitigate the influence of educational debts on the career choices of its graduates. COAP is the most generous post-graduation financial assistance program in the country. Since its inception, more than 700 Yale Law School graduates have received more than \$13 million in benefits. 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. Unlike many other loan forgiveness programs, eligibility is based upon compensation levels, not type of employment. COAP participants work in local, state, and federal government; nonprofit organizations serving the public interest; and academia. COAP assistance is also available to judicial clerks in the form of loans. Eligibility does not depend on the political or ideological orientation of the graduate, employer, or work.

COAP grants are calculated on the basis of the participant's income, indebtedness, and an imputed loan repayment schedule. For graduates who earn less than a certain "threshold" level (\$41,000 in 2003), COAP covers the entire calculated repayment for qualified educational loans. Those with incomes over \$41,000 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 United States. 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 1, 2003:
 - (a) a completed application form from Yale Law School and the additional materials requested in the paper or online 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 5, 2004. 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 LL.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. Similarly, if the dissertation has not been completed in five years from the date of J.S.D. admission, the candidate will be withdrawn. Only under extraordinary circumstances will an extension be granted.
2. Submit:
 - (a) a completed application form from Yale Law School, plus a letter of application;
 - (b) a dissertation proposal;
 - (c) a statement of the contingent approval of a member of the Yale Law School faculty who is willing to supervise the candidate and of two Yale Law School faculty readers;
 - (d) any writings that indicate competence in research;
 - (e) letters of recommendation from two members of the Yale Law School faculty;
 - (f) an original copy of all college and law school transcripts in English (if applicant does not hold a Yale LL.M. degree);
 - (g) TOEFL report (if English is not the candidate's primary language).
3. Pay a nonrefundable application fee of \$50.

The application and supporting materials should be submitted to the J.S.D. program, Yale Law School, PO Box 208215, New Haven CT 06520-8215, by March 24, 2004.

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 107–08). Tuition for resident J.S.D. candidates will be \$5,645 per term. To be maintained on Law School records nonresident J.S.D. candidates are charged a \$100 fee per term. A fee of \$100 will be charged for each J.S.D. dissertation approved by the faculty. These fees will be billed by the University Office of Student Financial Services.

Scholarships and loan funds for graduate study, tuition, and living expenses are awarded by the Law School on the basis of the individual student's financial need. Awards do not include funds for travel expenses. 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 (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 made and announced in April. The letter of application, supporting materials, and the nonrefundable application fee of \$50 should be submitted to the M.S.L. Program, Yale Law School, PO Box 208215, New Haven CT 06520-8215, by January 5, 2004.

Expenses and Financial Aid

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



Student Organizations and Journals, and Student Participation in Administration

STUDENT ORGANIZATIONS AND JOURNALS

The *American Constitution Society for Law and Policy* is a national organization of law students, law professors, practicing lawyers, 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.

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

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

The *Collective on Women of Color in the Law* was established more than twenty years ago as an organization to support women of color within the Law School, and to increase opportunities for members of the Law School community to learn from the many talented women of color in legal academia. To this end, each year the Collective sponsors the Women of Color Legal Academic Speaker Series (WOCLASS), as well as a student-led reading group, which provides participants opportunities to read and discuss articles written by women of color in the academy.

The Court Jesters: A Theatre Troupe at Yale Law School mounts a major production for the Law School community each spring. Recent productions include Aaron Sorkin's *A Few Good Men* and David Mamet's *The Water Engine: An American Fable*. Theater experience is optional; sense of humor, a must. The organization's Web site is islandia.law.yale.edu/courtjester/html.



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 *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 88–89.

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. 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 *Latino Law Students' Association* was founded to promote the academic, career, and political interests of Latina/o students at the Law School. The association meets regularly and sponsors projects in the areas of admissions, recruitment, political and community awareness, and cultural solidarity. All Latina/o 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 offbeat 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 *Muslim Law Students' Association* serves as a vehicle for gathering Muslims and others interested in learning about Islam and Muslims, Islamic legal issues, and issues of concern to Muslims and other minorities.

The *Native American Law Students' Association* (NALSA) is a chapter of the National Native American Law Students' Association for 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 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. 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.

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

The *Pacific Islander, Asian, and Native American Law Students' Association* (PANA) is a 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. At the beginning of each term, law students participate in training sessions on classroom management and teaching techniques. They then teach high school classes in groups of two or three, using lesson plans and assignments they have designed.

The *Student/Faculty Alliance for Military Equality* (SAME) organized in the fall of 2002 when military recruiters were allowed to participate in Yale Law School's employer interview program, after the Department of Defense threatened to withdraw federal funding from the University. SAME coordinates legal research, lobbying, protests, and multi-school activities in support of law school nondiscrimination policies and in opposition to the military's "don't ask, don't tell" policy.

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 central source of information about the many public interest events and opportunities in the School and in the community at large, organizing community-building social activities, and funding student projects. SPIN also runs the Pro Bono Network, which provides free research, writing, and advocacy work for public interest organizations.

Students as Parents Too (SAPT) brings 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.

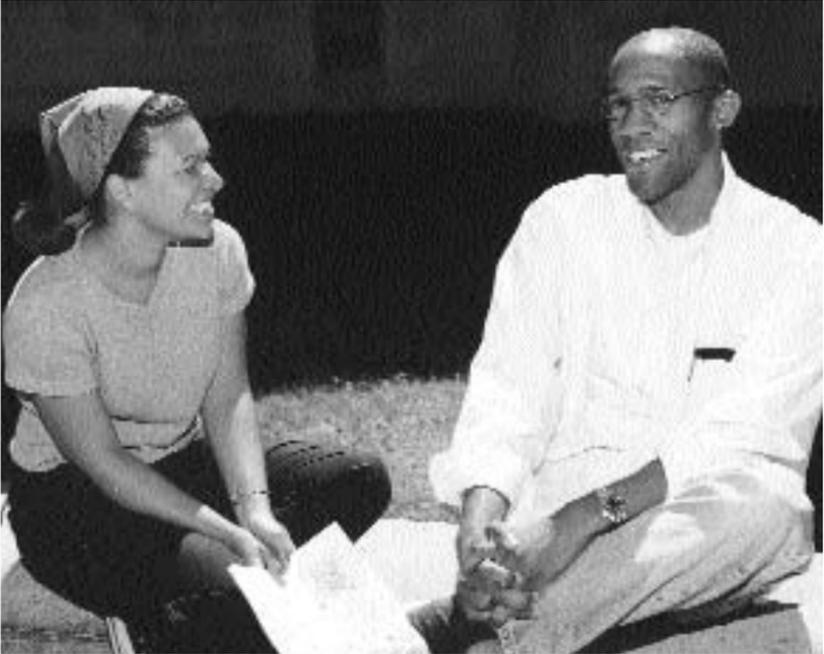
Umoja is an organization designed to promote critical thinking and create youth-initiated community action projects. It was launched in January 1999 in New Haven by three Law School students who worked with a group of high school students to mobilize major public support for federal gun control legislation. 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.

The *Yale AIDS Network* brings law students together with other students in the Yale University community who are committed to creating a coordinated response to the global HIV/AIDS pandemic at the local, national, and international level through advocacy, political activism, and education. It is currently investigating international patenting for HIV medications and the role of university technology transfer policies.

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

The *Yale Environmental Law Association* (YELA) sponsors activities to advance thought, dialogue, and action on issues of environmental law and policy. Activities include speakers, panels, and brown-bag lunches on topics of current relevance; activism on matters of pressing concern; an annual career panel; and legal research and advocacy (both self-initiated and for outside groups and activists).



The *Yale Federalist Society* is a group of conservative and libertarian law students dedicated to fostering discussion and debate of issues of law and public policy. It is a part of the national Federalist Society 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.

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. 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; www.yale.edu/ybrdlj) is primarily an online publication 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, and 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. The journal's Web site is www.yale.edu/yjhp.

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 gender or to feminist theory. Because these issues are best explored through a variety of formats, the editors encourage submission of 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.

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, and is working with several community organizations to help entrepreneurs make New Haven a city of hope and opportunity. 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. The journal also sponsors conferences, panels, speakers, and discussion groups. Membership is open to all students interested in the editing and publishing process. YLPR values 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. 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 *Yale Law Christian Fellowship*, affiliated with Intervarsity Christian Fellowship, is a student-led, nondenominational organization formed to encourage spiritual growth in the Law School community. Members believe that their time in law school includes an important spiritual component easily overlooked amid the stress and work. Members share the challenges of faith with one another and seek to contribute to the Law School community through speakers and weekly meetings, and to the larger New Haven community through service projects.

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 often 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 both inside and outside the legal system for equality for all, by furthering the Law School's commitment to public interest law and by supporting students who want to use their legal skills to advocate for progressive social change.

Yale Law Women provides a forum for discussion of issues and concerns that women share with regard to teaching, classroom atmosphere, curriculum, and the outside legal community. It monitors policies of the Law School that have a particular impact on women. 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 *Yale Middle East Law Forum* seeks to promote discussion on various topics on the Middle East. The forum organizes lectures, panels, conferences, and dinners at the Law School throughout the year. The organization's Web site is <http://mideastforum.law.yale.edu>.

The *Yale Mock Trial Coaches' Association* teaches trial skills to members of the undergraduate Yale Mock Trial Association. YMTCA members serve as coaches for the undergraduate teams, and occasionally have the opportunity to teach basic trial skills to high school or elementary school students.

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; attend animal law conferences around the nation; and lobby for a course in animal law to be taught at the Law School.

Youth Rights Media, with support from the New Haven Police Department, has created a ninety-minute curriculum focused on the rights and responsibilities that youth 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 video developed and produced with the participation of local teenagers, police officers, and public defenders. The presentation is given in local high school classrooms by two-person teams consisting of one teen peer educator and one law student.

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 career guides and brochures, 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, with the Office of Alumni Affairs, 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 twenty 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 2002 who reported their employment, 38 percent accepted judicial clerkships, 46 percent accepted jobs with private law firms, 10 percent accepted public interest or government jobs, 3 percent accepted jobs in business and industry, and 3 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 Yale Law School graduates, but members of the Class of 2002 accepted employment in thirty-two 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 page 112 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 Lillian Goldman Library is located within the heart of the Yale Law School complex, providing the Law School community with ready access to one of the world's finest collections of printed legal materials. These collections are complemented by access to a growing array of online sources, as well as the strong interdisciplinary collections housed nearby at more than twenty-five other campus libraries, including the Sterling Memorial Library and the Beinecke Rare Book and Manuscript Library. The law library supports the needs of twenty-first-century legal researchers by integrating access to print and online sources throughout the library.

The law library's print collections include an especially rich assortment of texts and treatises emphasizing law and the social sciences, reflecting Yale's traditionally broad approach to the study of law. The long-standing international interests of the Law School are also supported by a 200,000-volume foreign and international law collection. Basic U.S. materials include 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 information technology services department provides members of the Law School community with easy, integrated access to legal information in all formats. The library organizes access to its large selection of online resources through a series of Internet-based Web pages. Its online catalogue, MORRIS, enhances access to printed collections and includes all of the library's bibliographic records, some with links to online versions of the same documents. MORRIS also provides access to the major legal periodical indexes and provides convenient links to the online catalogues of the Yale campus libraries as well as other major and regional law libraries. Full-text sources of digitized legal information include the major commercial services, such as LEXIS and WESTLAW, supplemented by 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 professional staff of librarians, lawyers, and computer specialists who offer training, support, and advice to library users in their efforts to find information. Individual reference support is offered most weekdays until late evening and at reduced hours on weekends. In addition, professional librarians offer a wide array of legal research training programs throughout the year.

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

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 \$4,652 to \$6,048 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 XP computers and high-speed laser printers. The computers are networked and run a standard suite of software. Each student is allotted 500 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. In addition, wireless Ethernet access is available in the Dining Hall and in the Library Reading Room.

The information technology 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, in which case makeup classes are scheduled.

Special Events

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

LIFE AT YALE UNIVERSITY

Cultural, Religious, and Athletic Resources

A calendar listing the broad range of events at the University is issued weekly during the academic year in the *Yale Bulletin & Calendar*. The hours when special exhibitions and the University's permanent collections are open to the public are also recorded in this publication. Free copies of the *Yale Bulletin & Calendar* are available at many locations throughout the campus, and the paper is sent via U.S. Mail to subscribers; for more information, call 203.432.1316. The paper is also available online at <http://www.yale.edu/opa/yb&c/index.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 landmark Louis I. Kahn building will be closed for renovation for two years beginning in the summer of 2003. The hub of the museum's activities will be the adjacent Swartwout building, housing Yale's world-renowned collections of American paintings, sculpture, and decorative arts, as well as a selection of masterworks from all other departments.

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 Theatre, Yale Repertory Theatre, Yale Cabaret, Long Wharf Theatre, Palace Theater, and Shubert Performing Arts Center.

The religious resources of Yale University serve all students, faculty, and staff. These resources are the University Chaplaincy (located on the lower level of Bingham Hall on Old Campus); the Church of Christ in Yale University, an open and affirming 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/cbaplain/>.

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 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.centernh@yale.edu, or visit the Web site at <http://www.internationalcenternewhaven.org/>.

The Payne Whitney Gymnasium is one of the most elaborate and extensive indoor athletic facilities in the world. This complex includes the 3,100-seat John J. Lee Amphitheater, the site for many indoor varsity sports contests; the Robert J. H. Kiphuth Exhibition Pool; the Brady Squash Center, a world-class facility with fifteen international-style courts; the Adrian C. Israel Fitness Center, a state-of-the-art exercise and weight-training complex; the Brooks-Dwyer Varsity Strength and Conditioning Center; the Colonel William K. Lanman, Jr. Center, a 30,000-square-foot space for recreational/intramural play and varsity team practice; the Greenberg Brothers Track, an eighth-mile indoor jogging

track; and other rooms devoted to fencing, gymnastics, rowing, wrestling, martial arts, general exercise, and dance. Numerous physical education classes in dance, martial arts, aerobic exercise, and sport skills are offered throughout the year. Graduate and professional school 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. Ingalls Rink has public skating Monday through Thursday from 11.30 A.M. to 12.45 P.M. and on weekends as the training schedule permits. Up-to-date information on hours is available at 203.432.0875. Skate sharpening is available daily; however, skate rentals are not available.

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 professional school 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://yale.edu/athletics/> (click on Sport and Rec, then on Outdoor Education).

Throughout the year, Yale University graduate and professional school students have the opportunity to participate in numerous intramural sports activities. These seasonal, team-oriented activities include volleyball, soccer, and softball in the fall; basketball and volleyball in the winter; softball, soccer, and volleyball in the spring; and softball in the summer. With few exceptions, all academic-year graduate-professional student sports activities are scheduled on weekends, and most sports activities are open to competitive, recreational, and coeducational teams. More information is available from the Intramurals Office in Payne Whitney Gymnasium, 203.432.2487, or 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 health, pediatrics, pharmacy, laboratory, radiology, a twenty-three-bed inpatient care facility (ICF), a round-the-clock urgent care clinic, and such specialty services as allergy, dermatology, orthopedics, and a travel clinic. YUHS also includes the Yale Health Plan (YHP), a health coverage option that coordinates and provides payment for the services outlined



above, as well as for emergency treatment, off-site specialty services, inpatient hospital care, and other ancillary services. YUHS's services are detailed in the *YHP Student Handbook*, available through the YHP Member Services Department, 203.432.0246.

ELIGIBILITY FOR SERVICES

All full-time Yale degree-candidate students who are paying at least half tuition are enrolled automatically for YHP Basic Coverage. YHP Basic Coverage is offered at no charge and includes preventive health and medical services in the departments of Student Medicine, Internal Medicine, Gynecology, Health Education, and Mental Hygiene. In addition, treatment for urgent medical problems can be obtained twenty-four hours a day through Urgent Care.

Students on leave of absence or on extended study and paying less than half tuition are not eligible for YHP Basic Coverage but may enroll in YHP Student Affiliate Coverage. Students enrolled in the Division of Special Registration as nondegree special students or visiting scholars are not eligible for YHP Basic Coverage but may enroll in the YHP Billed Associates Plan and pay a monthly premium. Associates must 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 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/ubs/>).

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/ubs/>). 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 went into effect in September 2002, meaning that all returning students who plan to live in University housing must be immunized or show proof of immunization within the last five years. Students who are not compliant with this law will not be permitted to register for classes or move into the dormitories for the fall term, 2003. 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 4.30 P.M. Voice callers may reach staff at 203.432.2324; TTY/TDD callers at 203.432.8250. The Resource Office may also be reached by e-mail (judith.york@yale.edu) or through its Web site (<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 over 1,000 international students and scholars keep each other informed about events in the area. Check the Web site for more information. To subscribe to either list, 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, September 27, 2002

Edward S. Burley
Wei Cui
Matthew John Lindsay
Renato Mariotti
Christina Lynn Owens Frazer
Kimberley A. Pattillo
Erika M. Serran
Carlos Antonio Singer

Juris Doctor, December 7, 2002

John T. Kaden
Christopher James Woolley

Juris Doctor, February 8, 2003

Ann Teresa Collins
Charlton Chester Copeland

Juris Doctor, April 12, 2003

Peter Bicknell Kellner

Juris Doctor, June 4, 2003

Daniel Jeffrey Adamson
Alexis Agathocleous
Richard Daniel Albert
Laurent Paul Alfred
Alena Marie Allen
Alexandra Alperovich
Kevin Robert Amer
Bret Davitt Asbury
Benjamin Bing-Ho Au
Laurie Anne Barber
Jorge Luis Barón
Sari Bashi
Jennifer Sara Behr
Koren Larissa Bell
Dana Barika Bennett

Sara Cooper Berkson
Margaret Collier Betts
Vivian Michelle Blanco
Dugan William Edward Bliss
Jacquelyn Rebekka Susan Bonner
Michael Scott Bosworth
Kimberly Marie Brayton
Jessica Rae Brody
Aaron-Andrew Paul Bruhl
Elizabeth Walker Brundige
Scott D. Burke
Mijha Lanora Butcher
Michael George Caldwell
Sergio Jeff Campos
Amy Elizabeth Carroll
Victor Shihway Chang
Melissa Phyllis Chiang
Charles Yu-Wei Ching
Ileana Maria Ciobanu
Joshua Ian Civin
Michael James Clancy
Alice J. Clapman
Jessica Ann Clarke
Michelle Elise Cormier
Ian Ross Crawford
Evan James Criddle
Daniel Lee Crosby
Jason John Crowell
Lucas Matthew Cupps
Alan S. Dale
Benjamin George Damstedt
Nicholas Frederic Daum
Samuel Bryant Davidoff
Denis M. Delja
Timothy Charles Doherty, Jr.
Burcu Umut Ergun
Michael Robert Estell

Craig Earl Estes
Andrew John Ewalt
Rachel Abi Farbiarz
Lori Anne Fixley
Amanda Diane Flug
Hanna Marie Fox
Leon Fresco
Kristelia Ann García
Clinton Newhall Garrett
Benjamin Dwight Graham
Raphael A. Guerrero
Shelby Sanders Guilbert, Jr.
Larysa Maria Gumowskyj
Anjum Gupta
Lee Ardrey Harris
Adam Sinclair Haslett
Li He
Aimee Hector
Amanda Hector
Pintip Techavachara Hompluem
William Reynolds Hubbard
Jennifer Lynn Hunter
Maryana Felib Iskander
Tom-Tsvi M. Jawetz
Meredith Jan Jensen
Michael Christopher Cox Johnston
Stacey Nicole Kamyá
Amy Nicole Kapczynski
Todd Michael Kennedy
Cassidy Michelle Kesler
Debra M. Kettenhofen
Gregory N. Khalil
Trevor N. Lain
Travis Gabriel LeBlanc
Julia Yun Lee
Ethan Jason Leib
Anna Rachel Levine
Maarika Liivak
Elbert Lin
Adrian Philippe Lingaya
Melissa Erin Loewenstern
Anna Lokshina

Carolina Maharbiz
Jaime Lynn Mannon
Jeffrey David Manns
Diane Elizabeth Marks
Tatiana Roesler Martins
Elizabeth Jane Maxwell
Ryan Joseph McCrate
Ashley McDonald
Jeanne Branstetter McHale
Matthew Stephen McHale
Ann Porter McLean
Avani Mehta
Richard Moises Mendoza
Jubin Meraj
Jon Douglas Michaels
Lika Cynthia Miyake
Kate A. Mogulescu
Michael Thomas Morley
Rebecca N. Morrow
Adam Ian Muchmore
Tibor L. Nagy, Jr.
Rajesh D. Nayak
Katherine Tang Newberger
Alexander T. H. Nguyen
Huyen-Lam Quang Nguyen-Bull
Colin Casey O'Brien
Erin A. O'Donohue
Leilani Jean Pascale
Lisa Catherine Patel
Sanjukta Mitra Paul
Giselle Josephine Pinto
Lisa Powell
Preston J. Quesenberry
Katherine Anne Rabb
Nina Avny Rabin
Nicole Rachelle Rabner
Fadia Issam Rafeedie
Gowri Ramachandran
Anna Margaret Rich
Rebecca Richards
Zachary Carl Richter
Nathalia Samantha Rivarola

Brandon Edmund Roach
 Dixie Lee Rodgers
 Gabriela Ruiz
 Pablo Arturo Sandoval
 Michelle D. Schwartz
 Himani Chandrakant Shah
 Nikhil Shanbhag
 Jean Shin
 Scott Lawrence Shuchart
 Michael David Shumsky
 Michael Christopher Soules
 Julie Chi-Hye Suk
 Jacob Jeremiah Sullivan
 Amir Cameron Tayrani
 Daniel Lee Tobey
 Judith Klapholz Tobey
 John Edgar Turlais
 Damon Scott Tweedy
 Shirley Uchenna Udekwu
 Deepa Varadarajan
 Stephen Michael Vasil
 Minh T. Vo
 Heather Perry Walcott
 Brent Scott Wible
 Catherine Anne Williams
 Kevin Woodson
 Chen-Sen Wu
 Michael Lloyd Yaeger
 Xiang Yuan
 Tamara Zavaliyenko
 Lora Lederer Zimmer

Juris Doctor, June 30, 2003

Chamiza Atencio-Pacheco
 Aditi Bagchi
 John Robert Bozada II
 Alison Elizabeth Chase
 Jo Ern Chen
 Daniel R. Connolly
 Matthew Benjamin Fagin
 Mary De Ming Fan

Tali Farimah Farhadian
 Marcia Maria Governale
 Solomon Jeffrey Greene
 Diane C. Haar
 Janna Jennifer Hansen
 Mack Eric Jenkins
 Won Sun Jung
 Paul Wilfred Kaufman
 Dean N. Kawamoto
 Tania Marie Krebs
 Herbert Kwan
 John Samuel Leibovitz
 Bianca Micaela Yuchengco Locsin
 Melanie Judith Mann Markowitz
 Grace Sung Ehn Meng
 Amanda J. Mills
 Monika Leigh Moore
 Minor Myers III
 Isaac Nesser
 Larry James Obhof, Jr.
 Jason Christopher Rutledge Oraker
 Tracey Glynn Parr
 Chrystiane Belarmino Pereira
 Laura Margarete Provinzino
 Jamelle Cy Sharpe
 Brian Eric Smith
 Robert David Lee Snodgrass
 Elisabeth Sarah Steele
 Kimberly Helene Zelnick

Master of Laws, May 31, 2000

Daniel Bonilla

Master of Laws, September 27, 2002

Ming-sung Kuo
 Yanan Peng
 Aida Torres Pérez

Master of Laws, December 7, 2002

Mariana Mota Prado
 Caio Mario da Silva Pereira Neto

Master of Laws, February 8, 2003

Ra Ok Woo

Master of Laws, June 4, 2003

Benjamin Réal Douglas Alarie

Susanne Augenhofner

Shmuel Itzchak Becher

Gustavo Binenbojm

Friedrich Wenzel Bulst

Carolyne Victoria Davidson

Markus W. Gehring

Robert C. Hockett

Carsten M. Jungmann

James L. Kho

Qingchi Li

Alejandro Madrazo

Caroline Pill

Liang Tang

Iryna V. Tustanovska

Shlomit Wagman

Master of Laws, June 30, 2003

Kaori Daimon

Ben Willem Frederik Depoorter

Lisa Dawn Dufraimont

Alexander Fruehmann

Bonita Cecile Meyersfield

David Böhm Schorr

Master of Studies in Law, June 4, 2003

Luiza Maria Chwialkowska

Daniel Louis Gordon

Charles Calhoun Savage

Dean Christian Smith

*Doctor of the Science of Law, September**27, 2002*

Joachim Gerhard Frick

Ehud Guttel

Rivka Weill

Jing Yu

*Doctor of the Science of Law, February 8,**2003*

Youngjin Jung

SUMMARY OF ENROLLMENT, 2002–2003

Juris Doctor Candidates		Doctor of the Science of Law	16
Class of 2003	198	Master of Laws	25
Class of 2004	196	Master of Studies in Law	5
Class of 2005	184	Visiting Scholars	15
Joint Degree	18	Visiting Students	1
<i>Total Juris Doctor</i>	<i>596</i>	<i>Total Enrollment</i>	<i>658</i>

INSTITUTIONS REPRESENTED

Amherst College	7	Connecticut College	2
Barnaul State Pedagogical University [Russia]	1	Cornell University	9
Bates College	1	Dalhousie University [Canada]	1
Baylor University	2	Dartmouth College	13
Beijing Foreign Studies University [People's Republic of China]	1	Davidson College	1
Boston College	1	Duke University	14
Boston University	3	Duquesne University	1
Bowdoin College	2	Emory University	6
Brandeis University	2	Florida International University	1
Brigham Young University	2	Foreign Languages University [People's Republic of China]	1
Brown University	13	Furman University	1
Bryn Mawr College	1	Galatasaray University [Turkey]	1
Cairo University [Egypt]	1	George Washington University	4
California State University at Fullerton	1	Georgetown University	4
Carleton College	3	Glendale Community College	1
Carroll College	1	Harvard University	83
Case Western Reserve University	2	Haverford College	2
Cedarville College	1	Hebrew University of Jerusalem [Israel]	4
City University of New York [Bernard Baruch College]	1	Hitotsubashi University [Japan]	1
City University of New York [Brooklyn College]	1	Indiana University	4
City University of New York [Queens College]	1	Instituto Tecnológico Autonomo de Mexico [Mexico]	1
Claremont McKenna College	1	Johann Wolfgang Goethe- Universität Frankfurt [Germany]	2
Cleveland State University	1	Johns Hopkins University	3
College of the Holy Cross	2	Juniata College	1
College of William and Mary	1	Kansas State University	1
Colorado College	1	Keene State College	1
Colorado State University	1	Korea University [Republic of Korea]	1
Columbia University	19	Lehigh University	1
Columbia University [Barnard College]	1	Lewis and Clark College	1
Concordia University [Canada]	1	Loyola Marymount University	1
		Loyola University	1
		Lviv National University [Ukraine]	1

Macalester College	2	Smith College	1
Massachusetts Institute of Technology	1	Stanford University	20
McGill University [Canada]	2	State University of New York at Albany	1
McMaster University [Canada]	2	State University of New York at Binghamton	2
Messiah College	1	State University of New York at Buffalo	2
Middlebury College	3	State University of New York at Stony Brook	3
Mississippi State University	1	Swarthmore College	10
Morehouse College	1	Syracuse University	1
Muhlenberg College	1	Tel Aviv University [Israel]	2
National Taiwan University [Taiwan]	1	Texas A & M University	2
National University of Singapore [Singapore]	1	Trinity College [Connecticut]	1
New York University	2	Truman State University	1
Northwestern University	5	Tufts University	1
Oberlin College	2	Tulane University	1
Ohio State University	2	Union College [Nebraska]	1
Oklahoma State University	1	Union College [New York]	1
Open University [United Kindgom]	1	United States Coast Guard Academy	1
Pacific Union College	1	United States Naval Academy	1
Peking University [People's Republic of China]	4	Universidad de Los Andes [Colombia]	1
Pomona College	3	Universidade de São Paulo [Brazil]	2
Princeton University	32	Universidade Estado de Rio de Janeiro [Brazil]	1
Providence College	1	Universidade Federal de Minas Gerais [Brazil]	1
Reed College	1	Universität Hamburg [Germany]	1
Renmin University of China [People's Republic of China]	1	Université Aix-Marseille III [France]	1
Rheinische Friedrich-Wilhelms- Universität Bonn [Germany]	1	Université Libre de Bruxelles [Belgium]	1
Rice University	5	University of Akron	1
Ruprecht-Karls-Universität Heidelberg [Germany]	1	University of Alabama	3
Rutgers, State University of New Jersey	5	University of Arizona	2
Saint John's College [Maryland]	2	University of Arkansas	1
Saint Louis University	1		
Saint Norbert College	1		
Santa Clara University	1		

University of British Columbia [Canada]	2	University of Oslo [Norway]	1
University of California at Berkeley	30	University of Pennsylvania	6
University of California at Irvine	1	University of Southern California	8
University of California at Los Angeles	11	University of Stellenbosch [South Africa]	1
University of California at Santa Barbara	1	University of Texas at Austin	10
University of Cambridge [United Kingdom]	1	University of The Philippines [Philippines]	1
University of Chicago	7	University of Tokyo [Japan]	3
University of Dayton	1	University of Toronto [Canada]	1
University of Florida	1	University of Utah	4
University of Georgia	2	University of Virginia	6
University of Ghent [Belgium]	1	University of Washington	1
University of Hong Kong [Hong Kong]	1	University of Western Australia [Australia]	1
University of Illinois at Urbana-Champaign	2	University of Zagreb [Croatia]	1
University of Indianapolis	1	Utah State University	1
University of Iowa	2	Vanderbilt University	1
University of Kansas	1	Vienna University [Austria]	2
University of Maryland	2	Villanova University	1
University of Michigan at Ann Arbor	6	Wake Forest University	1
University of Michigan at Flint	1	Washington and Lee University	1
University of Minnesota	2	Washington University [Missouri]	3
University of Mississippi	1	Wellesley College	2
University of Missouri-Columbia	1	Wesleyan University	4
University of Nevada	1	Western Michigan University	1
University of New Mexico	1	Westmont College	1
University of North Carolina at Chapel Hill	4	Wheaton College [Illinois]	2
University of North Carolina at Winston Salem	1	Whitman College	1
University of Notre Dame	5	Wilfrid Laurier University [Canada]	1
University of Oklahoma	2	Williams College	18
		Xavier University [Ohio]	1
		Yale University	73
		Yan Tai University [People's Republic of China]	1
		Yeshiva University	2
		<i>Total Institutions</i>	<i>183</i>

GEOGRAPHICAL DISTRIBUTION

<i>United States</i>		Montana	1
Alabama	5	Nevada	5
Alaska	1	New Hampshire	3
Arizona	5	New Jersey	29
Arkansas	2	New Mexico	1
California	86	New York	75
Colorado	5	North Carolina	5
Connecticut	96	North Dakota	1
Delaware	1	Ohio	13
District of Columbia	7	Oklahoma	6
Florida	18	Oregon	4
Georgia	5	Pennsylvania	20
Hawaii	2	Puerto Rico	2
Illinois	13	Rhode Island	1
Indiana	6	South Carolina	5
Iowa	4	South Dakota	1
Kansas	5	Tennessee	4
Kentucky	4	Texas	36
Louisiana	7	Utah	6
Maryland	23	Vermont	2
Massachusetts	16	Virginia	17
Michigan	6	Washington	14
Minnesota	7	Wisconsin	3
Mississippi	1		
Missouri	5	<i>Total States</i>	47

Foreign Countries

Australia	3
Austria	2
Bahamas	1
Belgium	2
Botswana	1
Brazil	4
Bulgaria	1
Canada	11
China	10
Croatia	1
Egypt	1
France	3
Germany	6
Greece	1
Hong Kong	1
Israel	7
Japan	4
Korea	2
Mexico	1
Philippines	2
Scotland	1
Singapore	1
South Africa	1
Taiwan	1
Ukraine	1
United Kingdom	1

Total Countries 26



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; 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 yalsalum@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 2003 is *Brown v. Board of Education*, marking the fiftieth anniversary of the *Brown* decision. In addition to panel discussions and talks on this theme, Professor Drew S. Days III '66 will receive the Yale Law School Association's 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. A nominating committee selects twenty new members each year. The executive 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 future of legal education. The present officers of the association's executive committee are: Chairman, Max Nathan, Jr. '60; President, Rhonda J. McLean '83; Vice Presidents, Elliot H. Brown '75, John M. Duff, Jr. '66, Akosua Barthwell Evans '90, James D. Miller '75, Stanley E. Tobin '58; Secretary, Jay W. Freedman '67; and Treasurer, Jennifer G. Newstead '94.

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 in Chicago on choosing judicial candidates, a large group of alumni enjoying fellow graduate John Weidman's musical *Contact* in New York City, a beach party in Los Angeles, 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 \$10 million in 2001–2002. 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 from Jacquin D. Bierman, J.D. 1937, a professor and scholarly entrepreneur in the field of taxation.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Potter Stewart Professorship of Constitutional Law (1989). Established through the generosity of family, friends, and former law clerks to honor the memory of the

Honorable Potter Stewart, LL.B. 1941, Associate Justice of the U.S. Supreme Court, 1958 to 1981. The memorial fund supports a Yale Law School chair, the holder of which also offers courses in Yale College.

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

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

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

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 from a member of the Yale Law School Class of 1938 who was a close friend and business partner of Robert W. Winner, a Washington, D.C., real estate investor and humanitarian.

General Purpose and Research Funds

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

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

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

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

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

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

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

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 from 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 from Allen B. Forbes, LL.B. 1888.

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

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. Rosenhirsch Fund (1958). Gift from Alfred E. Rosenhirsch, 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.

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

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

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

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

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 from the Aaron family, during the thirtieth reunion year of Roger S. Aaron, chairman of the Yale Law School Fund Board 1998–99.

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

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 from Ronald Barber, in memory of his brother, Hugh H. Barber, LL.B. 1921.

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

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

William 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.

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.

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

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

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

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

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

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

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

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

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

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

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

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

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

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.

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

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

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

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

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

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

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

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 from Joseph H. Colman, B.A. 1918, LL.B. 1921, in memory of Professor Lorenzen, M.A. Hon. 1917, a member of the faculty from 1917 to 1951.

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

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

Warner Thornton McGuinn Scholarship Fund (1990). Gifts from alumni and friends of Yale Law School in memory of Warner Thornton McGuinn, LL.B. 1887, a well-known Baltimore lawyer and civil rights leader, and an early African American graduate of the School. 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 from Mrs. Dorcas M. Little, sister of Charles F. Martin, B.A. 1932, J.D. 1935, to support financially needy students pursuing corporate law interests. Preference is given to residents of the state of Connecticut, who, assuming satisfactory academic performance and continuing financial need, may receive continuing grants for up to three years of law study.

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

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 from the John M. Olin Foundation to provide support for students with strong interests in law and economics.

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

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

Eliza Townsend Parker Scholarship (1911). 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 from Mrs. Anne Bigelow Stern, in memory of her brother, Walter Bigelow Rosen, LL.B. 1941, who died in World War II in the service of the Royal Canadian Air Force. Awards are made with a preference for minority students and students with unusually strong financial needs.

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

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

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

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

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

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.

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 from the United States Steel Foundation.

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

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

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

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

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

Library Endowments

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Edward J. Phelps Memorial (1942). A gift in memory of Professor Edward J. Phelps, M.A. Hon. 1881, from John A. Hooper, LL.B. 1891.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Charles L. Tanenbaum Fund (1992). A gift from 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 from the class, on the occasion of its thirtieth reunion.

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

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

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

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

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

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 a scholar whose work addresses the concerns of communities or groups currently marginalized within the legal academy or society at large.

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

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 Joseph A. Chubb Competition Prize (2003). Established by a gift from Joseph A. Chubb, B.A. 1962, LL.B. 1966, to be awarded annually to one or two students or a team of students for legal draftsmanship, which shall be open to candidates for the J.D. degree.

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

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

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

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

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

John Currier Gallagher Prize (1917). Gift from Mrs. Gallagher in memory of her husband, John Currier Gallagher, Ph.B. 1879, LL.B. 1881, and later increased by gift from her son, J. Roswell Gallagher, B.A. 1925, M.D. 1930. For the student showing most proficiency in the presentation of a case on final trial in the Thomas Swan Barristers' Union.

Ambrose Gherini Prize (1923). Ambrose Gherini, M.A. and LL.B. 1902. For the student writing the best paper upon a subject of international law, either public or private. 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.

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 from John A. Hooper, LL.B. 1891, in honor of Charles H. Sherrill, B.A. 1899.

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

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

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

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

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

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.).

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

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

For additional information, please write to the Yale Graduate School of Arts and Sciences, PO Box 208323, New Haven CT 06520-8323; telephone, 203.432.2771; 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, <http://info.med.yale.edu/education/admissions/>

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

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

For additional information, please write to the Admissions Office, Yale University Divinity School, 409 Prospect Street, New Haven CT 06511; telephone, 203.432.5360; fax, 203.432.7475; 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 University School of Art, PO Box 208339, New Haven CT 06520-8339; telephone, 203.432.2600; e-mail, artschool.info@yale.edu; Web site, www.yale.edu/art/

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.).

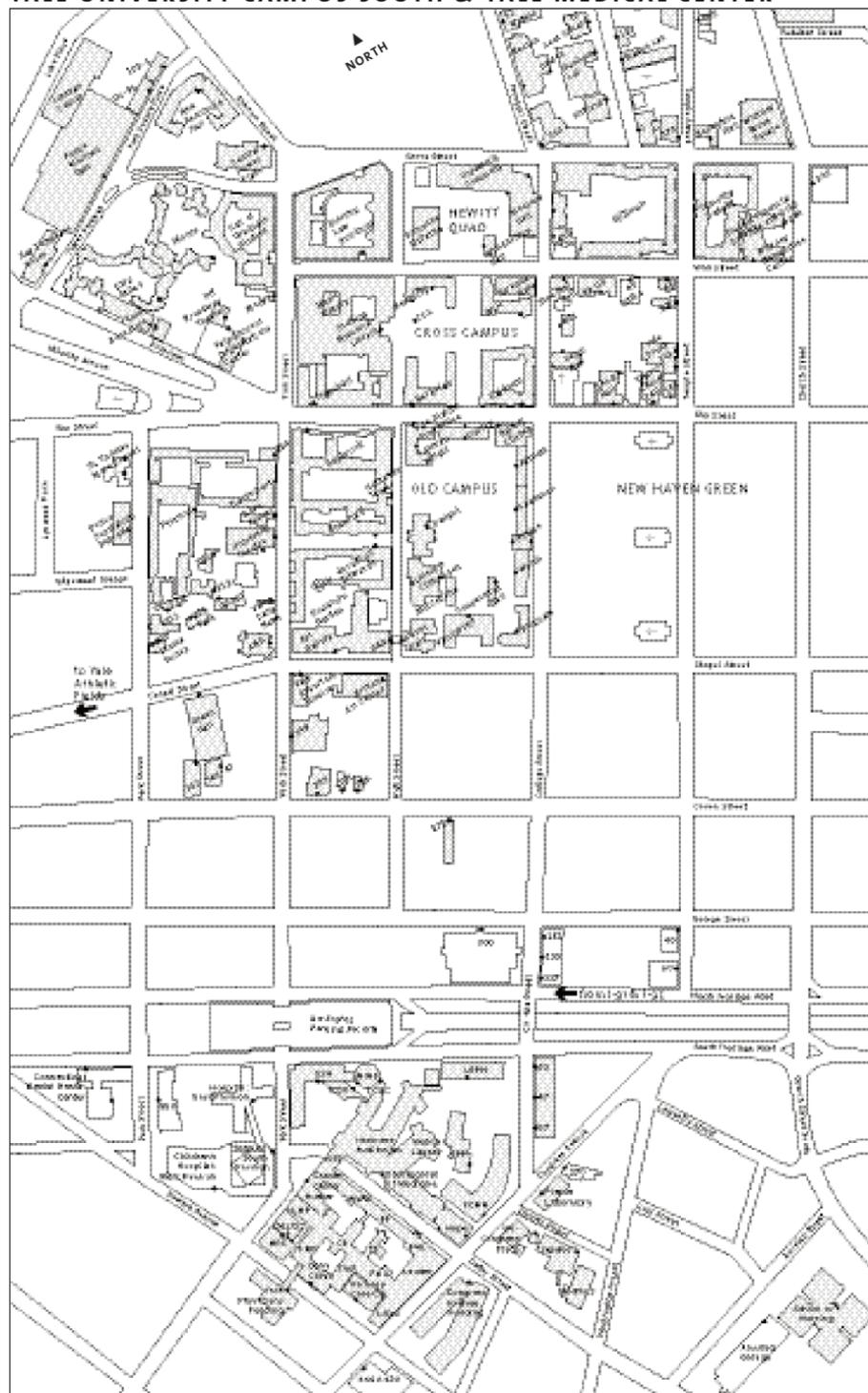
For additional information, please write to the Admissions Office, Yale School of Management, PO Box 208200, 135 Prospect Street, New Haven CT 06520-8200; telephone, 203.432.5932; fax, 203.432.7004; e-mail, mba.admissions@yale.edu; Web site, www.mba.yale.edu/

YALE UNIVERSITY CAMPUS NORTH



Continued on next page

YALE UNIVERSITY CAMPUS SOUTH & YALE MEDICAL CENTER



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

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

Inquiries concerning these policies may be referred to the 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.

Central Services

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Public Affairs	203.432.8464
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Yale Law School Fund and Development Office	203.432.6080

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