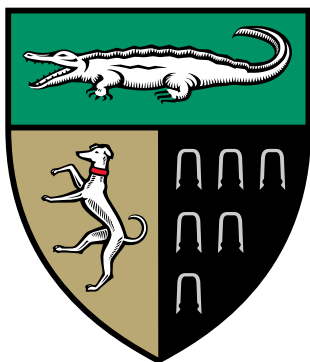


Yale Law School

2005–2006



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Series 101 Number 8 August 10, 2005

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Calendar

2005

FALL

Sept. 1	Thurs.	Registration for all new students.
Sept. 2	Fri.	Orientation for all new students.
Sept. 6	Tues.	<i>Fall term begins, 8.10 A.M.</i> First day of classes and registration for returning students.
Oct. 21	Fri.	Fall recess begins, 6 P.M.
Oct. 31	Mon.	Fall recess ends; classes resume, 8.10 A.M.
Nov. 22	Tues.	Only Thursday classes will meet.
Nov. 23	Wed.	Only Friday classes will meet; Thanksgiving recess begins, 6 P.M.
Nov. 28	Mon.	Classes resume, 8.10 A.M.
Dec. 21	Wed.	Classes end; vacation begins, 6 P.M.

2006

Jan. 3	Tues.	Vacation ends; examination period begins, 9 A.M.
<i>Jan. 18</i>	<i>Wed.</i>	<i>Fall term ends, 4.30 P.M.</i>

SPRING

<i>Jan. 23</i>	<i>Mon.</i>	<i>Spring term begins, 8.10 A.M.</i> Registration for all students.
Mar. 10	Fri.	Spring recess begins, 6 P.M.
Mar. 20	Mon.	Spring recess ends; classes resume, 8.10 A.M.
May 5	Fri.	Classes end.
May 8	Mon.	Examination period begins, 9 A.M.
<i>May 19</i>	<i>Fri.</i>	<i>Spring term ends, 4.30 P.M.</i>
<i>May 22</i>	<i>Mon.</i>	<i>University Commencement</i>
May 31	Wed.	Degrees voted by faculty.

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* On leave of absence, 2005–2006.

† On leave of absence, fall term, 2005–2006.

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* On leave of absence, 2005–2006.

† On leave of absence, fall term, 2005–2006.

‡ On leave of absence, spring term, 2006.

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Mollie M. Lee, B.A., M.A.

Stephen C. Lilley, A.B.

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Jaynie R. Randall, A.B., M.B.A.

Kevin S. Schwartz, A.B., M.B.A.

Matthew J. Spence, A.B., A.M., D.PHIL

Jessica L. Stebbins, B.A., M.PHIL.

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Mary Jane Kelsey, M.B.A., M.L.S., *Associate Librarian for Technical Services*.

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Dawn Alicandro, *Help Desk Manager, Information Technology Services*.

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Patricia Barnes, *Director of Financial Aid*.

James S. Barnett, *Dining Hall Manager*.

Kenna Barrett, A.B., M.A., *Director, Corporate and Foundation Relations, Development Office*.

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Cynthia J. Breault, *Assistant Director of Finance and Administration*.

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John Davie, B.SC., *Manager, Instructional Technology, Information Technology Services*.

Renee DeMatteo, *Senior Decanal Assistant for Special Projects*.

Marianne Dietz, *Deputy Executive Assistant to the Dean and Associate Director, Center for the Study of Corporate Law*.

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- Daniel Griffin, B.A., *Manager, Classroom Audio Visual Services, Information Technology Services.*
- Jonathan Hecht, J.D., M.A.L.D., *Deputy Director, The China Law Center.*
- Jamie P. Horsley, M.A., J.D., *Deputy Director, The China Law Center.*
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- Kathy Jannke, B.S., M.S., *Office Manager, Legal Services Organization.*
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The Study of Law at Yale University

A BRIEF HISTORY OF YALE LAW SCHOOL

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

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

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

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

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

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

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

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

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

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

After 1900, Yale Law School acquired its character as a dynamic center of legal scholarship. Arthur Corbin, hired as a youngster in 1903, became the dominant contracts scholar of the first half of the twentieth century. Among those who joined him in the next decade was Wesley N. Hohfeld, whose account of 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, 1873–2005

1873–1903	Francis Wayland
1903–1916	Henry Wade Roger
1916–1927	Thomas Walter Swan
1927–1929	Robert Maynard Hutchins '25
1929–1939	Charles Edward Clark '13
1940–1946	Ashbel Green Gulliver '22
1946–1954	Wesley Alba Sturges '23
1954–1955	Harry Shulman
1955–1965	Eugene Victor Rostow '37
1965–1970	Louis Heilprin Pollak '48
1970–1975	Abraham Samuel Goldstein '49
1975–1985	Harry Hillel Wellington
1985–1994	Guido Calabresi '58
1994–2004	Anthony Townsend Kronman '75
2004–	Harold Hongju Koh

THE CHARGE TO STUDENTS

The following sections contain the course offerings, a general description of the requirements for graduation from Yale Law School, and information concerning various academic options. Students are charged with notice of the contents of this bulletin.



Course Offerings

FALL TERM

First-Term Courses

Constitutional Law I (10001). 4 units. A. R. Amar (Section A), K. Yoshino (Section B), R. C. Post (Group 1), K. Stith (Group 2), J. Rubinfeld (Group 3), P. W. Kahn (Group 4), W. N. Eskridge, Jr. (Group 5), A. Stone Sweet (Group 6)

Contracts I (11001). 4 units. L. Brilmayer (Section A), S. L. Carter (Section B), D. Markovits (Group 1), I. Ayres (Group 2), R. W. Gordon (Group 3)

Procedure I (12001). 4 units. O. M. Fiss (Section A), H. H. Koh (Section B), D. S. Days III (Section C), H. L. Dalton (Group 1)

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

Advanced Courses

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

Accounting, Finance, and Law (20393). 3 units. This course will provide students with an introduction to the basic principles of accounting and finance with an emphasis on how these concepts relate to law, particularly corporate governance. It will begin with an overview and introduction to such basic accounting concepts as financial reporting, understanding the balance sheet and income statement, the theory and practice of auditing. The course will then turn to some basic principles of law and finance, including the Efficient Capital Markets Hypothesis and its role in law, the industrial structure and regulation of the accounting industry, the regulation of financial markets, including stock exchanges and over-the-counter markets, insider trading, and the manipulation of financial markets. The course will conclude with a consideration of the challenges for finance of promoting development in less developed countries. Students will be required to write three short analytical papers of three to five pages each, and to take a three-hour exam. Self-scheduled examination. *Also MGT 667a.* J. R. Macey and S. Sunder.

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 non-delegation doctrine, the internal process of adjudication and rulemaking in administrative agencies, judicial review of administrative action, the organization of the executive branch, liability for official misconduct, and beneficiary enforcement of public law. Self-scheduled examination. Enrollment capped at ninety. J. L. Mashaw.

***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. Permission of instructor required. Enrollment limited. J.K. Peters.

***Advanced Civil Procedure: Complex Civil Litigation (20286).** 3 units. A casebook course in advanced civil procedure including jurisdiction, joinder, class actions, discovery, complex litigation, and related topics. Emphasis on the management and reform of discovery, settlement, and on complex mass tort litigation. Scheduled examination. E.D. Elliott.

***Advanced Community Lawyering (20404).** 1 to 3 units, credit/fail, with a graded option. Open only to students who have completed Community Lawyering. Permission of instructors required. C.L. Lucht and R.A. Solomon.

***Advanced Immigration Legal Services (20382).** 3 units, credit/fail. Open only to students who have taken Immigration Legal Services. Permission of instructors required. C.L. Lucht, S. Wizner, and H.V. Zonana.

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 analytical as well as their writing skills. The goal of the course will be to take students beyond basic competence to excellence in legal writing. Enrollment limited to ten. R.D. Harrison.

***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, and termination of parental rights cases in the Superior Court for Juvenile Matters, as well as certain related matters. Class sessions will focus on substantive law, ethical issues arising from the representation of children and youth in the relevant contexts, interviewing and lawyering competencies, case discussions, and background materials relating to state intervention into the family. Class will meet weekly with occasional supplemental sessions to be arranged. Additionally, students will attend weekly case supervision sessions. Casework will require, on average, ten to twelve hours weekly, but time demands will fluctuate over the course of the semester; class time will be concentrated in the first half of the term. Enrollment limited to four. J.K. Peters.

***Advocacy for Detained Refugees (20422).** 3 units, credit/fail. This clinical course will focus on representation of foreign nationals who are seeking asylum and who are detained by U.S. Immigration and Customs Enforcement. Cases will involve asylum, withholding of removal, and Convention Against Torture hearings in immigration courts in Hartford, New York, and Boston. Course participants will meet biweekly. Permission of instructor required. Enrollment limited to six. C.L. Lucht.

American Administrative Law in Historical Perspective: Seminar (20419). 2 or 3 units. Administrative Law in the United States is often said to have begun

late in the nineteenth century with the creation of the first federal independent regulatory commission, the ICC, in 1887. But from 1787 forward the national government functioned through administrative officials. Were these officials not accountable to law? And, if accountable, to what sort of law? This seminar will explore these and other questions of law and administration in the early American Republic. Three units available for Supervised Analytic Writing. Paper required. Enrollment limited. J. L. Mashaw.

Antidiscrimination Law (20289). 3 units. This course will examine how law concerning discrimination has developed since the 1960s, focusing on questions of race, sex, and sexual orientation, with some consideration of disability and religion. The course will first build a constitutional framework, examining selected topics in equal protection and substantive due process law, concluding with Congress's power to enforce constitutional rights 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. What are different ways of understanding inequality, and how it varies by group, within groups, and over time? When and how should law intervene? Are there distinctive roles that courts and legislatures might play in this process? The course will explore these questions in a variety of settings, including education, the military, the criminal justice system, and the workplace, as well as in the regulation of reproduction, sexuality, and family. Scheduled examination. R. Siegel.

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

Balancing Civil Liberties and National Security after September 11 (20343). 2 or 3 units, credit/fail. This course will be a hybrid of clinic and seminar, focusing on civil liberties cases arising out of government policies in the aftermath of September 11, including citizen and non-citizen detentions, Fourth and Fifth Amendment issues, international human rights and humanitarian law 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 include a clinical component and a reading seminar focusing on the text of the cases themselves and their precedents. The class will meet at a regularly scheduled time once a week, and one additional weekly meeting period will be arranged at the beginning of the term. Permission of instructors required. Enrollment limited. H. H. Koh, J. M. Freiman, S. Kalantry, and H. R. Metcalf.

Bankruptcy Law (20408). 3 units. An introduction to corporate bankruptcy, with an emphasis on reorganization. The course will begin with a review of

fundamentals of debt contracting, including the role of events of default, priority, and security interests. The balance of the course will examine various aspects of the bankruptcy process, including the automatic stay, the avoidance of pre-bankruptcy transactions (e.g., fraudulent conveyances and preferences), the treatment of executory contracts, the debtor's governance structure during bankruptcy, the financing of operations and investments in bankruptcy, sales of assets in bankruptcy, and the process of negotiating, voting, and ultimately confirming a plan of reorganization. The course will apply concepts of financial economics to analyze these features, but no previous formal study of economics is required. Scheduled examination. G. G. Triantis.

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

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 2006. Working in teams, students will work on capital cases in Connecticut with members of the Capital Trial Unit of the Connecticut Public Defender Office doing such things as researching and analyzing issues, participating in investigations, and observing court proceedings. Students must complete a substantial writing assignment, such as a portion of a motion, brief, or memorandum of law. Permission of instructor required. Enrollment limited to twelve. S. B. Bright.

Classics in the Empirical Study of Law (20409). 3 units. An exploration of exemplary law and social science studies. Cases will come from empirical inquiries rather than appellate opinions. Topics include: the legal profession, the movement for tort litigation reform, police and the lower criminal courts, the jury, the history of State Supreme Court decisions, the work of white-collar crime defense attorneys, and selected landmark investigations of law as experienced by local communities and institutions. Periodic assignments and paper required. Enrollment limited to sixteen. S. Wheeler.

Communications and Internet 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 of the course will track the development of communications law in the twentieth century. The class will look 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. The second part of the course will consider selected contemporary choices about how information production and exchange are structured by communications and Internet law. The class will consider regulatory choices regarding access to both physical and logical infrastructure in the

transition to broadband, radio spectrum market design, and the regulation of the digitally networked environment. Self-scheduled examination or paper option. Y. Benkler.

***Community Development Financial Institutions (20405).** 3 units, credit/fail.

This clinic represents a local foundation seeking to start a community development bank, a process that will take two years. Students will be involved in all aspects of starting a new community development bank, with the purpose of supporting community development activities (primarily affordable housing development, home ownership, small business, and banking the unbanked) in New Haven's under-served areas. The curriculum will include an overview of banking law and practice, an in-depth study of community development banking, and New Haven as a community. Permission of instructor required; priority given to students who have previously taken Housing and Community Development or Community and Economic Development. Enrollment limited to twenty. R. A. Solomon and P. D. Hamilton.

***Community and Economic Development (20023).** 3 units, credit/fail. A

multidisciplinary workshop involving students from the Schools of Law, Management, Divinity, Forestry and 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. Enrollment limited to twenty. *Also MGT 694a.* R. A. Solomon and P. D. Hamilton.

***Community Lawyering Clinic (20022).** 3 units, credit/fail. Community

lawyering fuses traditional civil legal services representation with collaborative, community-based strategies for solving community problems and empowering clients. The Community Lawyering Clinic will offer students the opportunity to represent low-income clients in an extraordinarily wide range of cases, including immigration, domestic violence, family law (divorce, child custody, visitation, and support), HIV/AIDS law, benefits, landlord-tenant law, consumer fraud, special education, and employment law. The clinic is committed to the community lawyering philosophy. Through partnerships with local nonprofit organizations, students will meet clients at outreach sites in New Haven. Students will also develop and coordinate such community initiatives for socio-legal change as

impact litigation, education, community-based representation, and policy advocacy. Enrollment limited. R. A. Solomon, C. L. Lucht, and S. Wizner.

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-AM, 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.

Comparative Corporate Governance (20418). 2 units. Comparative corporate governance is emerging as a significant topic in contemporary academic debate regarding the firm. This course will examine the foundations of this debate, fundamental differences in structure of governance techniques in a variety of different jurisdictions, and various affected stakeholders. A consistent theme of the course will be whether governance systems in place in individual countries can be expected to converge into a new international governance structure. A further theme is the impact that legal systems in place in the United States, and choices made by U.S. firms, have on extraterritorial jurisdictions. In this vein, the course will analyze the Sarbanes-Oxley Act and its effect on governance in other countries. The course will include an examination of methodologies employed in the study of corporate governance and the effectiveness of these methodologies. Prerequisite: Business Organizations. Evaluation will include a writing component. Enrollment limited. A. I. Anand.

Comparative Law (20410). 3 units. An introduction to the comparative study of different legal systems. The course will focus primarily on differences between the ways that law and order are maintained, and justice pursued, in the United States, on the one hand, and in Germany and France, on the other. There will also be some attention to some non-Western traditions, such as those of China, Japan, and Islam. The overarching aim of the course will be to explore the extent to which differences in legal doctrine and legal practice reflect larger dif-

ferences in social structure. With that aim in mind, the course will explore a variety of issues, among them differences in: (1) the French, German, and American concepts of “human dignity” and its protection; (2) civil and criminal procedure; (3) punishment practice; (4) the maintenance of everyday order in the streets; (5) the law of consumer protection; (6) welfare and unemployment law; and (7) the structure and regulation of business and banking enterprises. It is hoped that students will come away from the course both with some knowledge of foreign law and with a heightened sensitivity to some of the ways in which foreign societies can differ from our own. Self-scheduled examination or paper option. J. Q. Whitman.

Contemporary Legal Issues in Africa (20120). 1 unit, credit/fail. This reading group will meet once a week at lunchtime to discuss current events in Africa, with special emphasis on events that raise issues of international law. Each student will be given responsibility for a particular region of Africa and will report weekly on the important events in that region. One unit of credit is available for participants. Students who wish to do more extensive research into the legal issues in their particular region can make special arrangements for additional study, including the awarding of Supervised Analytic Writing credit. It is possible to take this course more than once. No previous background is assumed, only a general interest in increasing awareness of what is currently going on in Africa. L. Brilmayer and D. Wade.

Contract Innovation: Theory and Practice (20407). 3 units. This seminar will explore the process of innovation in the structuring of transactions, and will examine the factors that promote or impede innovation. The discussion will focus on the tools and value of creative contracting; how lawyers interact with their clients (and their clients’ other advisers) to produce novel contractual terms or structures; and the impact of the judicial, legislative, and regulatory action in spurring or impeding innovation. Some of the material will be law-review and economics articles, but we will also look at case studies of transactional innovation in practice. Paper required. Enrollment limited. G. G. Triantis.

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. In this course, we will focus on both the policy and the technical aspects of taxing corporations. On the policy side, we will consider current and past proposals to integrate the corporate tax with the individual income tax. On the technical side, we shall consider 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.

***Criminal Defense Clinic, Part I: Theory and Practice (20416).** 3 units, credit/fail. This course is the introductory seminar to the criminal defense clinic, and is required for students who wish to enroll in the criminal defense clinic for the following semester. This course will explore and critique the fundamentals of zealous, client-centered criminal defense advocacy. The first part of the course will focus on the complex moral universe that the criminal defense lawyer inhabits by analyzing relevant ethical rules and social norms that organize and define the criminal defense lawyer's conduct. The second part will focus on how the criminal defense lawyer develops a "theory of the defense" from particular factual predicates. Students will learn how to investigate criminal cases, and will be authorized to investigate cases on behalf of clients represented by the criminal clinic. The third part of the course will focus on motions practice under the Fourth, Fifth, and Sixth Amendments. All students who enroll in this course should be prepared to enroll in the criminal defense clinic during the following term. Students are encouraged to take a criminal law course either before or during the same term as this course. One-page statement of interest required; enrollment limited. R. S. Sullivan, Jr.

***Criminal Defense Clinic, Part II (20417).** 3 units, credit/fail. In order to enroll in this course, students must have completed Criminal Defense Clinic, Part I: Theory and Practice. This course affords students the opportunity to represent, under faculty supervision, indigent clients who are charged with criminal violations in the New Haven Superior Court. The course includes a weekly seminar component and a fieldwork component. During the seminar portion, students will receive instruction on client and witness relations, as well as "skills" training, ranging from opening statements to cross examination to motions advocacy. During the fieldwork portion, students will represent clients in all aspects of a criminal prosecution, from the initial hearing of a detained client to the acquittal or sentencing. Such representation will include client interviews and counseling, investigation, development of defense theories, preparation for and participation in adversary hearings and/or motions hearings, plea negotiations, and representation at trial or plea hearings. Permission of instructors required. R. S. Sullivan, Jr., and M. F. Chaney.

[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). 3 units. This course will relate the general doctrines of criminal liability to the moral and social problems of crime. The definitions of crimes against the person and against property (as they are at



present and as they might be) are considered in the light of the purposes of punishment and of the role of the criminal justice system, including police and correctional agencies, in influencing behavior and protecting the community. Scheduled examination. D. M. Kahan.

Criminal Procedure I (20270). 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 one-page written analyses of two or three problems during the term. Scheduled examination. S. B. Duke.

Directed Research on Sport and the Law, White-Collar Crime, the Legal Regulation of Musical Performance (20296). Units to be arranged. A limited number of students will be accepted for research on the above or related socio-legal subjects. May be used in fulfillment of the Substantial Paper or Supervised Analytic Writing requirement. Permission of instructor required. S. Wheeler.

Dissenting by Deciding (20414). 2 units. This seminar will examine dissent that takes an unusual institutional form, a government decision. “Dissenting by

deciding” occurs when would-be dissenters enjoy a local majority on a decision-making body and can thus dictate the outcome. Examples include San Francisco’s decision to marry gays and lesbians and a school board’s decision to mandate the teaching of creationism. In considering this alternative strategy for institutionalizing dissent, the seminar will draw upon writings on federalism, political pluralism, civil disobedience, and the First Amendment. Paper required. Enrollment limited to eighteen. H.K. Gerken.

Economic Insecurity and the American Family (20425). 3 units. A multifaceted investigation of the changing financial standing of American families and the political, legal, economic, and social forces that have affected it. The class will consider the role of public policy in offsetting or exacerbating the effects of foreign economic competition, the rise of the postindustrial economy, the large-scale entry of women into the workforce, and the post-1970s political and economic pressures facing the American welfare state. Cross-national comparative research and competing theoretical perspectives on financial risk will complement in-depth analyses of the recent economic experience of the American family, both by social scientists and popular commentators. Paper required. Enrollment limited. *Also PLSC 821A.* J. S. Hacker.

***[The] Education Adequacy Project (20403).** 3 units, credit/fail. This highly focused clinical course will represent a single client: the Connecticut Coalition for Justice in Education Funding. CJEF is a broad coalition made up of municipalities, school boards, unions, nonprofit organizations, parent-teacher organizations, and other interested individuals and groups. CJEF seeks to reform Connecticut’s public school finance system to provide for greater levels of funding for education by establishing a minimum level of funding needed to provide an adequate education and to alleviate the burden on local municipalities to provide the bulk of education funding. The Education Adequacy Project will meet on a weekly basis to review the progress of the students as well as to discuss the substantive issues involved in CJEF’s case and the theoretical issues involved in the adequacy movement. Students interested in participating in the Project should submit a brief statement of interest that discusses any pertinent experience that the student may bring to the Project, willingness to continue with the Project for more than one term if needed, and any other related information. Enrollment limited to ten. R. A. Solomon.

Education and the Law (20413). 3 units. The law suffuses — some would say suffocates — public and private elementary and secondary education. All three branches of government, at the state and federal levels, have a hand in every aspect of schooling — for example, what may be taught or not taught; who may teach (and under what conditions of employment); when and where students must or may say prayers, do drugs, speak their minds, and do other things; what process is due when students — or teachers — are disciplined or when students

are held back; who will pay for the schools (and how much); with whom children of different races, religions, language skills, and conditions of disability will attend school (herein of special education and desegregation decrees, vouchers, magnets, charters, etc.); what testing regimes may be imposed – and with what consequences; and whether and when schooling can be compelled. Self-scheduled examination or paper option. J. G. Simon.

Emerging Trends in Labor Law (20397). 2 units. This course will focus on the statutory, judicial, and administrative law governing the collective organization of workers and the interaction between such collective organizations and employers. The course will introduce students to the basics of traditional labor law and will explore how labor law is evolving in response to innovative forms of union organizing and collective bargaining. The class will consider the legal status of new, privately negotiated processes for organizing and recognizing unions, new forms of workplace organization, and new modes of bargaining collective agreements. It will also explore emerging forms of worker organizing that rely not on the National Labor Relations Act but on other federal statutes, with a particular focus on the Fair Labor Standards Act. No prerequisites. Self-scheduled examination and short discussion papers. Enrollment capped at forty. B. I. Sachs.

[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^{II}/HSHM 676a^{II}.* 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. This course will follow the F&ES calendar. Scheduled examination. *Also F&ES 861a.* D. C. Esty.

***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 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. The class will attempt 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, D.J. Cantrell, and S. Wizner.

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.

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. Scheduled examination. E. M. Zolt.

[A] Framework for Access to Knowledge (20387). 3 units. The purpose of this seminar will be to produce a comprehensive framework for identifying, categorizing, and measuring the success of national policies in facilitating access to knowledge. This will be the first step in a broader international project to create an index that ranks how well countries facilitate access to knowledge to those inside and outside of their borders. Creating the framework will also provide an opportunity to identify and develop model laws for nations seeking to improve their access policies, and to train students interested in advising these nations. The project will span international human rights law, intellectual property and trade law, media governance, educational systems, telecommunications regulation, the production of scientific knowledge, access to medicines, and economic development. Students will consult with international policy experts, conduct extensive literature reviews, and engage in rigorous conceptual analysis. Based on their research, students will collaboratively draft a source book that will enumerate and describe the components and indicators of an ideal access to knowledge policy. Participants will have the option of continuing their work in some framework of supervised research and reading in the spring. The seminar's

output will feed into the Information Society Project's planned spring conference on Access to Knowledge. Students who are interested in the course should e-mail the instructor with a one-page statement of interest that describes experience in any of the above subject areas, including relevant training in the social sciences. Permission of instructor required. Enrollment limited to six. Y. Benkler.

Fugitive Resources: Water (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 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, student papers and possible guest papers will be workshopped. This seminar will meet twice a week during September and October. Self-scheduled examination or paper option. Enrollment limited to sixteen. C. M. Rose.

History of the Common Law: Procedure and Institutions (20010). 3 units. An introduction to the historical origins of Anglo-American law, with particular emphasis on the development of criminal and civil procedure in the centuries before the American Revolution. Topics: (1) the jury system — medieval origins and European alternatives, separation of grand and petty juries, changes in the functions and composition of the jury from medieval to modern times, the varieties of jury control; (2) civil justice — the forms of action and the pleading system; attorneys, bar, and bench; the regular and itinerant courts; legal education, law reporting, and the legal treatise; Chancery, the trust, equitable procedure and remedies; the deterioration of Chancery procedure and the fusion of law and equity; the codification movement; historical perspectives on the scope of the right to civil jury trial under the Seventh Amendment; (3) criminal justice — medieval criminal procedure; presentment and indictment; the recasting of criminal procedure in the sixteenth and seventeenth centuries; the officialization of prosecution and policing; Star Chamber; defense counsel and the rise of the adversary system in the eighteenth century; the privilege against self-incrimination; the law of evidence; criminal sanctions. Duplicated materials, consisting of original historical sources and extracts from scholarly writing. Self-scheduled examination. J. H. Langbein.

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

International Environmental Law and Policy (20326). 3 units. After reviewing the rise of the international environmental agenda, the course will concentrate on how societies have responded to global-scale environmental challenges, including deforestation, biodiversity loss, desertification, climate change, ozone depletion, toxic substances, and the loss of living marine resources. The principal response to date has been in the area of international environmental law and policy, where a major new field of law and diplomacy has opened up and new multilateral institutions have been created. This first attempt at global environmental governance will be surveyed and critically evaluated. Alternatives will be examined. This course will follow the F&ES calendar. Self-scheduled examinations. *Also F&ES 870a.* W. A. Butler.

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

International Trade Regulation (20406). 2 units. This course will explore the regulatory framework governing international trading regulations. It will begin with the economic theory of international trade and in particular the case for free trade, then examine the politics of trade policy and objections and sources of opposition to free trade. Topics will include international economic institutions; the Bretton Woods System; the GATT/WTO; NAFTA; international regulation of tariffs; national tariff administration; the principles of nondiscrimination (most-favored nation and national treatment); antidumping duties; subsidies and countervailing duties; safeguards; adjustment assistance; trade and agriculture; trade in services; trade-related investment measures; trade-related intellectual property rights; trade and health and safety; trade, labor, and human rights stan-

dards; trade and the environment; and trade and development. The course will strongly emphasize the institutions and political economy of international trading relations and how economic and political forces shape regulatory policies. Students will be required to write short comments on selected readings. In addition, students must complete a take-home examination, consisting of a fifteen-page essay on a trade policy issue of their choosing. This seminar will meet in two two-hour classes for the first seven weeks of the term. Self-scheduled examination. Enrollment capped at twenty-five. M. Trebilcock.

Introduction to Intellectual Property (20402). 3 units. This course will introduce the major regimes of intellectual property, beginning with an exploration of the similarities and differences between intellectual property and property rights in tangible assets. The course will then focus on the four major types of intellectual property—trade secrets, patents, copyrights, and trademark—and will compare these regimes from a policy standpoint. In addition, the class will consider such non-core intellectual property as rights of publicity, and related law on unfair competition. Scheduled examination. H. E. Smith.

Land Use (20415). 3 units. This course will provide an introduction to the theory and doctrine of land-use law, with a focus on zoning, common-interest communities, and the law of regulatory takings. Self-scheduled examination. Enrollment capped at forty. E. M. Peñalver.

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. F. X. Dineen and J. L. Pottenger, Jr.

Law, Economics, and Organization (20036). 1 unit, credit/fail. This seminar will meet jointly with the Law, Economics, and Organization Workshop, an interdisciplinary faculty workshop that brings to Yale Law School scholars, generally from other universities, who present papers based on their current research. The topics will involve a broad range of issues of general legal and social science interest. Students registering for the seminar and participating in the workshop will receive 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, J. J. Donohue, H. Hansmann, J. R. Macey, R. Romano, and H. E. Smith.

***Lawyering Ethics Clinic (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 or other interested persons. The goals are to help students understand the current disciplinary process in Connecticut, and to think about how legal education should engage with the ethical issues facing lawyers. Under faculty supervision, students work with the Connecticut Office of Disciplinary Counsel, the body charged with prosecuting claims of lawyer misconduct, and are assigned to handle specific grievance cases. Students interview witnesses, collect documentary evidence, research legal issues, draft pre-trial briefs, and examine witnesses and present closing arguments at the disciplinary hearing. Students may also be involved in negotiating disciplinary sanctions with the grieved lawyer. Enrollment limited to ten. D. E. Curtis and D. J. Cantrell.

Legal and Economic History of Enterprise (20400). 2 or 3 units. This seminar will focus on the interplay between law and economics in the historical evolution of enterprise organization from ancient societies to the current day. The focus will be on the development of business firms, although attention will also be paid to families, to governmental organizations, and to nonprofit and mutual organizations. The class will look particularly at the periods of greatest legal and economic innovation, including the Roman republic, Italy of the High Middle Ages, England and the U.S. in the nineteenth century, and the U.S. in the past thirty years, though developments in other societies and other periods will also be considered. Readings will be drawn largely from current academic literature. Students will be given the option of either writing a substantial paper (3 units) or submitting a series of short weekly papers based on the assigned readings (2 units). Paper required. Enrollment limited to fifteen. H. Hansmann.

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). $\frac{1}{2}$ or 1 unit (at the discretion of the instructor), credit/fail. Each student enrolled in this independent writing seminar will be required to prepare a 5–15 page essay that reflectively evaluates how her or his experiences in legal employment or other practical professional training,

acquired during the immediately prior summer recess, have influenced her or his understanding of the legal system, the legal profession, or other aspects of legal culture. Permission of instructor required. B.J. Safriet.

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

Legislative Advocacy Clinic (20352). 3 units, credit/fail. A two-term clinical seminar designed to give students an opportunity to participate in the state legislative process by advancing—and defending—the interests of Connecticut public interest organizations (including other LSO clinics, and their clients). The clinic's work will include both affirmative legislative initiatives and defensive efforts to respond to proposed legislation deemed inimical to the interests of its clients. The clinic will also serve as a legislative liaison for other LSO clinics, keeping them informed of legislative developments affecting their clients' interests. Issues of ethics and professional responsibility for lawyers working in the legislative arena will be an important focus of this clinic. In the fall term, students will participate in training sessions led by some of Connecticut's most experienced lobbyists, meet with state legislators, and work with their client organizations to develop a legislative agenda. Once issues have been chosen for action, students will research the subject, work with other client organizations to help draft legislation, and meet with legislators. 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 adopted. During the legislative session, students will also monitor other proposed legislation that might affect the clinic's clients. To allow all students to participate in both the training/issue development and direct action aspects of the clinic's work, priority will be given to students willing to commit to participating for two terms. Enrollment limited. J.L. Pottenger, Jr., S. D. Geballe, E. Scalett, and C. C. Staples.

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



skills necessary to be effective human rights lawyers; and to integrate the theory and practice of human rights. Class sessions will provide an overview of basic human rights principles and their application, and training in human rights research and writing, and advocacy skills. The clinic will have one or more student directors. Permission of instructor required. Enrollment limited to eighteen. J.J. Silk.

Nonprofit Organizations Clinic (20051). 1 or 2 units, credit/fail. This clinical workshop will serve the needs of nonprofit organizations, nascent and established, that require help in the process of organization and incorporation, in obtaining tax exemption, and solving ongoing legal problems — organizations that cannot afford to retain private counsel. The class will meet as a group five or six times during the term. *Also MGT 695a.* J.G. Simon, L.N. Davis, and B.B. Lindsay.

Philosophy of the Common Law: Seminar (20399). 2 units. This course will explore issues in the foundations of torts, contracts, and property. Some of the semester will be devoted to going through various of the instructor's works in progress; the remainder will be devoted to discussing the work of various scholars who will be invited to present their papers to the students in the class. The students will engage the authors in conversation moderated by the instructor. Paper required, as are occasional reaction papers. Class participation is a must. Enrollment limited to fifteen. J. L. Coleman.

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. Scheduled 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 (20390). 4 units. This course will examine societal arrangements for acquiring, losing, splitting, and using valuable resources, with a particular focus on land. After an introduction to the attributes of property, followed by an examination of what counts as property and how people come to own it (using such examples as wild animals, oil, intellectual products, and one's own person), we will examine legal doctrines that limit or terminate interests in owned resources, transfers of property interests, issues surrounding property interests that have been divided up temporally or conceptually (estates and future interests, concurrent interests, and landlord-tenant law), and a wide array of mechanisms for controlling land use through either private coordination or public action (easements, covenants, nuisance, zoning, and eminent domain). Throughout, we will consider the tension between a property owner's right of exclusion and limits on that right, and explore how that tension relates to questions of efficiency and fairness. Scheduled examination. L. A. Fennell.

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

Public Interest Reading Group: Access to Knowledge (A2K) (20324). 1 unit, credit/fail. This reading group, sponsored by the Liman Public Interest Law Program, will attempt to deepen students' understanding of the essential role of knowledge in developing and developed countries and examine how national laws and international human rights norms currently protect the right to access knowledge. In a world where equality, power, health, democratic governance, and social justice are increasingly dependent on access to information, information-embedded goods, and the tools to create new knowledge, the right to access knowledge is surprisingly precarious and underdefined. Through readings and discussions, the class will articulate better ways to protect access to knowledge using the "code" of law, social norms, and technology. Some of the questions to be explored include: What kinds of information do we consider as "knowledge" to which there should be broad access? Is access to knowledge entirely a question of external controls (government regulations, availability of books, etc.) or does it include an internal component (psychological or cognitive forces)? If both, how might that affect the way in which we develop our advocacy strategy? Readings will range across human rights law, models of knowledge production, intellectual property law, access to mechanisms of justice, and educational systems. The ideas generated will help pollinate the work of a broader project anchored at the Law School that is working to evaluate how well nations facilitate access to knowledge and to create innovative means of insuring that the potential benefits of the information economy are enjoyed by all (see course description for A Framework for Access to Knowledge). D. J. Cantrell and E. Katz.

Public Order of the World Community: A Contemporary International Law I (20040). 4 units. This introduction to contemporary international law will study the role of authority in the decision-making processes of the world community, at the constitutive level where international law is made and applied and where the indispensable institutions for making decisions are established

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

Quantitative Corporate Finance (20208). 3 units. This course will introduce students to some of the fundamentals of financial economics. Topics will include net present values, the capital asset pricing model, the efficient capital market hypotheses, event studies, and option theory. Students will need to use electronic spreadsheet software such as Excel. Grades will be based on weekly computer problem sets and on an open-book final examination. Scheduled examination. I. Ayres.

Reading Corporate and Securities Cases (20364). 2 units. This course is an invitation to dialogue about how one reads cases dealing with corporate and securities law, what the rule of law they embody is, and how one decides to use the resulting knowledge to tell the client what ought to be done. This course will assume acquaintance with corporate and business terminology or a willingness to make that acquaintance. Paper required. J. G. Deutsch and W. C. Baskin, Jr.

Real Estate Transactions (20401). 3 units. This course will examine the role of the lawyer in each phase of the cycle of creating value in real estate, starting with a general examination of the source of value in real estate and the goals of the parties to real estate transactions. (Although no advanced mathematics is required, students will be expected to undertake simple calculations in the analysis of value.) Next, the course will look at each step in creating value from real estate: land acquisition and predevelopment activities; construction and construction financing; leasing and property management; permanent financing; and sales of income-producing properties. Other topics to be examined include the use of different forms of enterprise in real estate transactions, the tax consequences of owning and dealing in real estate, and the environmental issues involved in a real estate practice. Finally, in a section on workouts and bankruptcy, the class will consider what happens when projects fail. Throughout the

course, students will be urged to consider the problems from a transactional point of view — as planners designing the facts of a transaction and anticipating possible events and risks in advance, rather than as litigators analyzing rights and liabilities based on a pre-existing set of facts. The course will include several exercises in which student teams review, prepare, and negotiate documents, present transactions to boards of directors, or plan and structure transactions. Prerequisite: Property. Federal Income Taxation and Business Organizations are helpful background but not required. Scheduled examination. K. Smalley.

[The] Regulation of Risk (20392). 2 units. In addition to the common law of tort, numerous state and federal agencies address, directly or indirectly, risks of death or bodily injury from such sources as food, drugs, automobiles, and environmental contaminants. At the international level, numerous public and private actors work to identify and influence a global risk agenda in ways that are both borrowed from, and distinct from, the domestic experience. This seminar will examine theoretical and practical implications of such efforts to regulate risks of harm to life. Topics will include the nature of risk and how it is assessed by both experts and the public; approaches to risk management and the problem of uncertainty; the valuation of risks of harm to human life; and the normative treatment of risks of temporally distant harm. No prerequisites. Paper required. Enrollment limited to eighteen, with a preference given to third-year students. *Also F&ES 856a.* D. A. Kysar.

Representing Children in Child Protective Proceedings: Domestic and Comparative Theory and Practice (20380). 3 units. Each student will research the representation of children in child protective proceedings in theory and practice in seven jurisdictions. Class sessions will focus in the first half of the term on the theory and practice of representation of children in the U.S., on international human rights developments in the field, research method, Web site design, and issues in child protection. The second half will focus on writing, classroom presentation of research findings, and preliminary conclusions. Additional individual supervision time for research will be scheduled biweekly. No prerequisites. Clinic students and students fluent in other languages are particularly welcome. Paper not required, but students writing Supervised Analytic Writing or Substantial papers may enroll this term in Independent Research with the instructor. Enrollment limited to fourteen. J. K. Peters.

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 and grading will be credit/fail. The workshop will meet for five or six weekly two-hour sessions. W. M. Reisman, D. Wade, M. L. Cohen, A. R. Willard, and M. Engsborg.

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 longstanding 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 Reasons: Supervised Research (20423). 2 or 3 units. A comparative study of how federal judges individualize sentences and members of Congress formulate penalty ranges. Through empirical inquiries, this project will produce a set of publishable papers that illustrate the distinctive pathways by which judges and legislators approach the criminal penalty process. Students will study the considerations and metrics judges take into account when deciding — one case at a time — how to punish a convicted offender in light of criminal and personal history and crime seriousness. In the congressional arena, students will

identify policies and prototypes that legislators weigh when structuring punishment levels and sentencing ranges for crime categories. The goal is to illuminate the debate over preserving or eliminating judicial discretion in sentencing. Students may enroll for one or two terms. Substantial Paper or Supervised Analytic Writing credit available. Enrollment limited. D. J. Freed.

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

Social Welfare Policy (20391). 2 units. This seminar will examine the legal and policy issues surrounding the redistribution of money and other goods to achieve social welfare goals. The class will begin by considering the theoretical underpinnings and practical goals of redistribution, as well as some of the central dilemmas associated with such efforts. After surveying the purpose and scope of the modern "welfare state" (which includes not only welfare checks and food stamps, but also programs like Social Security and Medicare), the class will explore such topics as the rhetoric and reality of welfare reform, approaches to dependency, government benefits that come with various "strings" attached, the special considerations associated with redistribution in a federal system, the law's role with respect to family choices made by the poor, and the ways in which the law structures access to such resources as education, housing, and health care. The design features of existing and proposed policy instruments will be evaluated from a variety of theoretical perspectives. Paper required. Enrollment limited to eighteen. L. A. Fennell.

Taxation and Development (20411). 2 units. This seminar will examine how tax regimes can influence a country's economic development. Topics will include the role of tax policy in developing countries, taxes and economic growth, inequality and economic growth, taxes and inequality, taxes and poverty reduction, tax incentives and tax competition, fiscal decentralization, and problems of tax administration, evasion and corruption. Prerequisite: Federal Income Taxation. Short reaction papers and a final paper required. Enrollment limited to twenty. E. M. Zolt.

[The] Theory and History of Toleration (20394). 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 con-

temporary 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 978a*. D. Markovits and T.D. Snyder.

Topics in Comparative Law (20421). 4 units (2 fall, 2 spring). This yearlong seminar is intended for students who wish to do intensive research on a topic in comparative law. During the first term, students will read and discuss a variety of articles on comparative law and comparative method and research design. Toward the end of the first term, students will present proposed research, outlining the main questions to be answered and addressing basic methodological issues. During the second term, students will present drafts of seminar papers. The goal of the seminar is to encourage and train students to do publishable work in comparative law, without prejudice to any appropriate methodological approach. The course is also open to students with no intention of entering academia. The only prerequisite is that students have an active interest in the law of some country other than the United States, and have a desire to understand or to explain, how and why practices, traditions, processes, or outcomes differ across legal systems. The instructors expect that the paper written for this course will satisfy the Supervised Analytic Writing requirement for J.D. candidates. Paper required. Enrollment limited to fifteen (ten J.D. and five LL.M.). A. Stone Sweet and J. Q. Whitman.

Topics in Criminal Procedure (20395). 1 unit. This course will analyze important topics in criminal procedure ranging from searches to confessions to the right to counsel and jury composition. One goal of the course will be to develop a working knowledge of current constitutional criminal procedure. Another goal emphasizes history and speculation. The Warren Court created modern constitutional criminal procedure largely through selective incorporation. The class will examine the history of this jurisprudential development by paying close attention to the important role that racial injustice played in the pre-Warren Court's criminal procedure decisions. A continuing theme will be the relevance, utility, and normative value of the pre-Warren Court approach to constitutional criminal procedure. This course will meet twice a week for three-and-a-half weeks. Scheduled examination. T. L. Meares.

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 (20424). 3 units. An introductory course treating the various means of gratuitous transfer of wealth — by will, by *inter vivos* transfer, and by intestacy. Topics will include (1) the policy bases of inheritance and the changing character of intergenerational wealth transfer; (2) basic probate administration and procedure; (3) intestate succession; (4) the requirements for executing and revoking wills; (5) will contests relating to allegations of “undue influence” or “fraud”; (6) the common will substitutes — joint account, joint tenancy, life insurance, retirement plans, revocable trust; (7) special protections for spouses, minors, and the elderly; (8) the creation and termination of trusts and the duties of trustees; (9) health-care decision making and the “right to die”; and (10) basic features of estate taxation. Throughout the course, traditional principles of law will be contrasted with modern statutes such as the Uniform Probate Code. Self-scheduled examination. J. A. Cooper.

Work and Gender (20398). 4 units. This course will examine how workplaces, jobs, and workers come to be structured along gendered lines. The class will read theoretical accounts, empirical studies, ethnographies, and legal cases to obtain an understanding of the mechanisms through which work becomes gendered. Among the questions the course will address are: Does the workplace reflect or rather actively reproduce gendered social relations and identities? What is the relationship among wage work, citizenship, and gender? How do structural features of organizations tend to reproduce sex segregation and gender harassment? How should we understand the relationship between gender and sexuality at work? Which theories ground past and present interpretations of the law’s ban on sex discrimination? Which theories should do so? The representation of gender and work in the popular media will also be explored, through an accompanying, required in-class film series. Self-scheduled examination or paper option. V. Schultz.

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

SPRING TERM

Advanced Courses

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

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. 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 Community Lawyering (21476).** 1 to 3 units, credit/fail, with a graded option. Open only to students who have completed Community Lawyering Clinic. Permission of instructors required. C. L. Lucht and R. A. Solomon.

Advanced Contracts (21296). 3 or 4 units. This course will focus on remedies and restitution in the law of contracts. Among other topics, the course will investigate the border between contractual and tort-like remedies and consider efforts to contract around tort. The course will include both theoretical and doctrinal components. An additional unit is available with a paper option. Self-scheduled examination. D. Markovits.

***Advanced Criminal Defense Clinic (21472).** 3 units, credit/fail. This course is limited to students who have already taken the Criminal Defense Clinic. It will afford students the opportunity to represent, under faculty supervision, indigent clients who are charged with violations of the criminal law in the New Haven Superior Court. The course will include a weekly seminar component and a fieldwork component. In the seminar portion, students will explore advanced litigation techniques, including cross-examination of expert witnesses, co-defendant representation, and advanced motions practice. During the fieldwork component, students will be assigned more serious criminal cases than those assigned in the Criminal Defense Clinic. Permission of instructors required. Enrollment limited. R. S. Sullivan, Jr., and M. F. Chaney.

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

Advanced Topics in the Philosophy of Law and Ethics (21505). 2 units. This seminar is student centered and will meet for fourteen weeks. In the first week the class will discuss a paper of either Professor Coleman or Kagan. That discussion will begin with a summary by the other professor who will then lead the student discussion. The second week will reverse the order. Thereafter, the seminar will proceed as follows: Six professors will visit the seminar. Each will submit a recent, not yet published paper to the class. One week, there will be a general class discussion of the paper and related materials. The next week the author of the paper will come to the seminar, and there will be a dialogue between the students and the author. Professors Coleman and Kagan will lead those discussions, but the emphasis will be on student participation. Students will be required to write reaction papers between the initial discussion of a paper and the author's discussion/presentation of it. One copy of these papers will be given to the author, the other to the professors. Permission of instructors required. J. L. Coleman and S. Kagan.

***Advocacy for Detained Refugees (21475).** 3 units, credit/fail. This clinical course will focus on representation of foreign nationals who are seeking asylum and who are detained by U.S. Immigration and Customs Enforcement. Cases will involve asylum, withholding of removal, and Convention Against Torture hearings in immigration courts in Hartford, New York, and Boston. Course participants will meet biweekly. Permission of instructor required. Enrollment limited to six. C. L. Lucht.

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

American Legal History: The Law of Slavery and Anti-Slavery (21483). 2 units. This seminar will focus on the way legal institutions adapted to the institution of human slavery in North America during the eighteenth and nineteenth centuries, and prompted the evolution of legal support for resistance to slavery. Students will investigate the tension slavery generated in a republican society by examining federal and state statutes, proclamations, constitutions, and judicial opinions, as well as historical scholarship and autobiographical writings by slaves. Topics will include the African slave trade, the colonial rejection of slavery in Georgia, the catalyst of slavery in New England's economy, women in the abolitionist movement, fugitive and maroon communities, gradual emancipation, and the impact of territorial expansion on the law of slavery, with particular emphasis on the 1856 Dred Scott Decision in the U.S. Supreme Court. Paper required. To accommodate law students, this course will start during the second week of the Graduate School of Arts and Sciences calendar. *Also AFAM 815b.* K. N. Cleaver.

***[The] American Legal Profession (21251).** 2 units, credit/fail. This course will deal with selected aspects of the history, organization, economics, ethics, and possible futures of the legal profession in the United States. Likely topics will include demographic changes in the profession, the evolution of law firms, bar associations, and law schools from the early twentieth century to the present; the development of corporate law, personal injury, mass torts and criminal defense practices, and the "public-interest" bar; the dominant professional ethic of adversary-advocacy and its critics; the regulation of lawyers, the economics of the market for legal services; the organization and culture of law firm practice; the role of the lawyer as counselor; and the export of American lawyering models abroad. Self-scheduled examination, with option of a paper for extra graded credit. R. W. Gordon.

Anglo-American Legal History: Directed Research (21488). 3 units. An opportunity for supervised research and writing on topics to be agreed. The object will be to produce work of publishable quality. Papers will normally go through several drafts. Prerequisite: History of the Common Law or evidence of comparable background in legal history. Paper required. Permission of instructor required. J. H. Langbein.

Antitrust (21068). 3 or 4 units. This course will survey a range of issues in the law and economics of antitrust. It will be concerned with horizontal agreements, monopolization, vertical arrangements, and mergers. There is no economics prerequisite for this course, but some background in the basic elements of microeconomics will be helpful. Students who would like to do some reading in microeconomics before taking the course should consult with the instructor about appropriate materials. A fourth unit will be available to students who complete a short paper in addition to the examination. Self-scheduled examination. A. K. Klevorick.

Argument and Reason in Commercial Law (21481). 3 units. This course will provide an in-depth examination of the basic forms of argument used in the presentation and resolution of commercial law disputes within the U.S. court system. Discussions will focus on the essential elements and utility of ten kinds of arguments, including arguments based on legal text and precedent, as well as policy and history. Periodically, students will be responsible for crafting and presenting arguments on different subjects. Although the course will focus primarily on commercial disputes involving statutory provisions, it will also consider arguments used in the presentation and resolution of commercial disputes in which the relevant legal rule is judge-made. Prior courses in commercial transactions, corporate finance, and bankruptcy, although helpful, are not required. Students should expect a lively discussion of the utility and weighting of different kinds of legal arguments, as well as how courts resolve commercial disputes. Self-scheduled examination or paper option. Enrollment will be capped at forty. G. E. Brunstad, Jr.

Balancing Civil Liberties and National Security after September 11 (21391). 2 or 3 units, credit/fail. This course will be a hybrid of clinic and seminar, focusing primarily on civil liberties cases arising out of government policies in the aftermath of September 11, including citizen and non-citizen detentions, Fourth and Fifth Amendment issues, international human rights and humanitarian law, 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 include a clinical component and a reading seminar focusing on the text of the cases themselves and their precedents. The class will meet at a regularly scheduled time once a week, and one additional weekly meeting period will be arranged at the beginning of the term. Permission of instructors required. Enrollment limited. H. H. Koh, J. M. Freiman, S. Kalantry, and H. R. Metcalf.

[The] Book of Job and Injustice: Seminar (21123). 3 units. The Book of Job is a template for thinking about the unjustifiable sufferings inflicted during this past destructive century. The Nazi Holocaust, 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 based on faith in the goodness of the universe be rekindled?" The seminar will consider such questions in three principal ways: by a close study of the perspectives offered in the Book of Job; by a comparison of the conceptions of justice and the possibility of its vindication treated elsewhere in the Bible; and by exploration of the ways that secular institutions have tried to assert norms of justice in response to such shattering events. Paper required. Enrollment limited to twenty. R. A. Burt and J. E. Ponet.

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

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

Capital Punishment: Race, Poverty, and Disadvantage (21426). 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, racial discrimination, prosecutorial discretion, judicial independence, and mental health issues as they relate to capital punishment. Paper required. Permission of instructor 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 Office doing such things as researching and analyzing issues, participating in investigations, and observing court proceedings. Students must complete a substantial writing assignment, such as a portion of a motion, brief, or memorandum of law. Permission of instructor required. Enrollment limited to twelve. S. B. Bright.

Catholic Social Teaching (21496). 2 units. This course will provide a broad overview of the philosophy and theology of Catholic Social Teaching. Primary texts will be social encyclicals of the nineteenth and twentieth centuries. Topics

will include natural law, property rights, distributive justice, sexuality, abortion, euthanasia, religious freedom, and war. Paper required. Enrollment limited to twenty. E. M. Peñalver.

Colloquium on Contemporary Issues in Law and Business (21502). 2 units. This course will bring leading members of the corporate bar, business, and investment communities, and regulators, to the Law School to discuss emerging new practice and regulatory issues, as well as scholars from other institutions to present their ongoing research on corporate governance and finance. The aim of the colloquium will be to provide a forum for evaluating the public policy issues of the day with regard to the for-profit form of organization. Paper required. Enrollment limited. R. Romano.

***Community Development Financial Institutions (21474).** 3 units, credit/fail. This clinic represents a local foundation seeking to start a community development bank, a process that will take two years. Students will be involved in all aspects of starting a new community development bank, with the purpose of supporting community development activities (primarily affordable housing development, home ownership, small business, and banking the unbanked) in New Haven's under-served areas. The curriculum will include an overview of banking law and practice, an in-depth study of community development banking, and New Haven as a community. Permission of instructors required; priority given to students who have previously taken Housing and Community Development or Community and Economic Development. Enrollment limited to twenty. R. A. Solomon and P. D. Hamilton.

***Community and Economic Development (21016).** 3 units, credit/fail. A multidisciplinary workshop 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 non-adversarial, 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. Enrollment limited to twenty. *Also MGT 694b.* R. A. Solomon and P. D. Hamilton.

***Community Lawyering Clinic (21015).** 3 units, credit/fail. Community lawyering fuses traditional civil legal services representation with collaborative,

community-based strategies for solving community problems and empowering clients. The Community Lawyering Clinic will offer students the opportunity to represent low-income clients in an extraordinarily wide range of cases, including immigration, domestic violence, family law (divorce, child custody, visitation, and support), HIV/AIDS-law, benefits, landlord-tenant law, consumer fraud, special education, and employment law. The clinic is committed to the community lawyering philosophy. Through partnerships with local nonprofit organizations, students will meet clients at outreach sites in New Haven. Students will also develop and coordinate such community initiatives for socio-legal change as impact litigation, education, community-based representation, and policy advocacy. Enrollment limited. R. A. Solomon, C. L. Lucht, and S. Wizner.

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-AM, 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.

Comparative Constitutional Law: Seminar (21248). 3 units. An effort to define the key concepts for an evaluation of the world-wide development of liberal constitutionalism since the second world war. Enrollment limited. B. Ackerman and D. Grimm.

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

[The] Constitution: Philosophy, History, and Law (21046). 4 units. An inquiry into the foundations of the American Constitution, at its founding and at critical moments in its historical transformation — most notably in response to

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

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

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

Contracts II (21499). 4 units. This course covers in detail topics that may not have been covered in the required Contracts I course, including, among others, third-party beneficiaries, adjustment of a going deal, the duty to bargain in good faith, contract reformation, tortious interference with contractual relations, and multi-party transactions. Also included will be an introduction to the law of sales and the regulation of advertising. There will also be reading on competing theories of obligation and the role of altruism in contracts. Self-scheduled examination. S. L. Carter.

***Criminal Defense Clinic, Part II (21498).** 3 units, credit/fail. In order to enroll in this course, students must have completed Criminal Defense Clinic, Part I: Theory and Practice. This course affords students the opportunity to represent, under faculty supervision, indigent clients who are charged with criminal violations in the New Haven Superior Court. The course includes a weekly seminar component and a fieldwork component. During the seminar portion, students will receive instruction on client and witness relations, as well as “skills” training, ranging from opening statements to cross examination to motions advocacy. During the fieldwork portion, students will represent clients in all aspects of a criminal prosecution — from the initial hearing of a detained client to the acquittal or sentencing. Such representation will include client interviews and counseling, investigation, development of defense theories, preparation for and participation in adversary hearings and/or motions hearings, plea negotiations, and representation at trial or plea hearings, as appropriate. R. S. Sullivan, Jr., and M. F. Chaney.

Criminal Law and Administration (21075). 3 units. This course is offered in several sections; it must be taken before graduation. This section will primarily address foundational issues in substantive criminal law, including the justifications of punishment, the requisites of criminal responsibility, defenses to liability, and inchoate and group crimes. In addition, this section will explore the roles of legislature, prosecutor, judge, and jury, and will consider certain controversial features of the administration of criminal law in the United States, including expanded criminal liability, prosecutorial discretion, plea-bargaining, and determinate sentencing. Scheduled examination. K. Stith.

Criminal Law and Administration (21233). 3 units. An introduction to criminal law. Topics to be considered in detail include the law of homicide; the problem of intent; the law of rape; the special constitutional requirements applicable to criminal law; and the insanity defense. Scheduled examination. J. Rubenfeld.

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 instructor, on topics to be agreed upon. Substantial Paper or Supervised Analytic Writing credit available. Paper required. A. S. Goldstein.

[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.

Distributive Justice and the Constitution (21077). 4 units. In 1954 *Brown v. Board of Education* condemned the racial caste structure that had long characterized American society, and brought into being an extraordinary period of American history — now dead — known as the Second Reconstruction. This seminar will seek to uncover the principles of justice that guided this reconstructive endeavor, and then to measure contemporary social reality by them. Looking at schools, housing, employment, voting, immigration policy, and the criminal justice system, the class will try to identify the practices of inequality that persist and then attempt to construct the agenda of Third Reconstruction. Paper required. Enrollment limited. O.M. Fiss.

***[The] Education Adequacy Project (21470).** 3 units, credit/fail. This highly focused clinical course will represent a single client: the Connecticut Coalition for Justice in Education Funding. CJEF is a broad coalition made up of municipalities, school boards, unions, nonprofit organizations, parent-teacher organizations, and other interested individuals and groups. CJEF seeks to reform Connecticut's public school finance system to provide for greater levels of funding for education by establishing a minimum level of funding needed to provide an adequate education and to alleviate the burden on local municipalities to provide the bulk of education funding. The Education Adequacy Project will meet on a weekly basis to review the progress of the students as well as to discuss the substantive issues involved in CJEF's case and the theoretical issues involved in the adequacy movement. Students interested in participating in the Project should submit a brief statement of interest that discusses any pertinent experience that the student may bring to the Project, willingness to continue with the Project for more than one term if needed, and any other related information. Enrollment limited to ten. R.A. Solomon.

Employment Discrimination Law (21310). 4 units. This course will examine the regulation of employment discrimination through Title VII of the Civil Rights Act of 1964 and related laws. It will be an introductory course that emphasizes the major analytical frameworks for conceptualizing race and sex discrimination — and equality in the workplace. The course will combine a pragmatic, litigation-oriented perspective with a theoretical, sociological one, as it investigates the assumptions underlying various legal approaches and situates legal trends within larger social and historical contexts. The course will provide a solid theoretical foundation for understanding differing conceptions of equality. Scheduled examination. V. Schultz.

***Ethics and Litigation (21485).** 2 units. This course will expose students to many of the ethical considerations faced by practitioners engaged in litigation. In addition to providing an overview, the course will identify various ethical problems that commonly arise during the litigation process, beginning with the decision of whether to take a case in the first place and when and how to use litigation as an effective tool for change. Other specific areas of inquiry will include

issues relating to jury selection, a witness' intent to testify untruthfully, the limits of cross examination, the lawyers' use of the media, the discovery process, and the presentation of evidence in ways that promote adversarial fairness without forsaking the client. The course materials include a textbook supplemented by a number of articles, all of which are designed to give students an in-depth appreciation of these ethical issues. Credit/fail option available. Paper required. Enrollment limited to eighteen. J. Katz and R. N. Palmer.

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

Family Law (21482). 3 units. The basic agenda for family law reform until recently had been to protect privacy rights against state interference in such matters as divorce, abortion, and same-gender sexual relationships. This agenda has met considerable success through state legislation permitting freely available divorce and federal judicial decisions upholding abortion rights and overturning adult criminal sodomy laws. By now, however, a new generation of claims has come forward 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. This course will evaluate the old claims for privacy against state interventions and the new claims for more extensive interventions, and will consider the state's proper role in creating new familial relations involving children through regulation of divorce custody, step-parent rights and obligations, foster care, and adoption. Self-scheduled examination or paper option. R. A. Burt.

Federal Courts in a Federal System (21124). 4 units. "The Federal Courts" play a central role in today's political debates, just as the federal courts as a branch of the national government is an important component of the constitutional political system in the United States. The past decades have been complex and fascinating ones for anyone interested in the federal courts. The class will focus on these courts as it examines the allocation of authority among the branches of the federal government and the relationships among state, federal, and tribal governments within the United States. Questions of the meaning of national and of state "sovereignty" lace the materials. Beneath the sometimes dry discussions of jurisdictional rules and doctrines of comity lie conflicts about issues such as race, religion, the beginning and end of life, abortion, Indian tribal rights, and gender equality. In addition to considering the political and historical context of the doctrinal developments, the class will examine the institutional structures that have evolved in the federal courts, as well as current questions about the size

and shape of the federal courts, the allocation of work among state, tribal, and federal courts and among the different kinds of federal judges now in the federal system, as well as the effects of social and demographic categories on the processes of federal adjudication. The class will also occasionally consider concepts of federalism comparatively. Class participation will be part of the final grade. No credit/fail option. Self-scheduled examination. J. Resnik.

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

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 capped at ninety. A.L. Alstott.

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



***Fiduciary Law (21489).** 3 units. American law imposes fiduciary obligations of loyalty and prudence (care) across many fields, including agency, corporations, guardianship (conservatorship), partnership, and trust, as well as in related statutory fields such as pension and securities law. Comparable principles appear in the law of professional responsibility (legal ethics). There are, however, notable differences in how the core fiduciary duties are applied across these fields. This seminar will explore those differences, beginning with the question of who is a fiduciary and why, followed by an examination of the nature and intensity of fiduciary obligations in the various fields. The class will take a particular interest in the question of how these differences affect transactional parties' choice of a particular organizational form — why, for example, some mutual funds choose to organize as corporations and others as trusts, why some charities organize as nonprofit corporations and others as trusts. Another main focus will be on the extent to which the parties may alter or abrogate fiduciary duties. Supervised Analytic Writing or Substantial Paper credit available. Prerequisite: Students must have completed or be simultaneously enrolled in the course in Business

Organizations. Self-scheduled examination and paper required. Permission of instructors required, in order to limit enrollment to seminar size. R. Brooks and J. H. Langbein.

Financial Institutions: Legal and Economic Perspectives (21490). 3 units. This course will examine financial institutions, with particular focus on banks and securities markets. The class will consider the distinctive features of the U.S. financial system, focusing on comparisons with Britain and France, paying particular attention to regulation (both legal regulation and the “private-order” regulation of institutions prior to external regulation). Topics will include: (1) pre-industrial finance; (2) finance of enterprises during the Industrial Revolution; (3) central banks, monetary policy and the regulation of money; (4) distinctive features of U.S. banks; (5) financial regulation; (6) universal banking; (7) securities and securities markets; (8) bubbles and financial instability; (9) the Great Depression II: Lessons for Regulation; (10) the financial system in modern times. Each class meeting will be devoted to discussion of two to three readings. Students need not have any formal economics background. Most students will find this course serves as a friendly introduction to basic financial economics. No pre-requisites. This course is not open to students who have taken Law 21402 (Topics in Law and Finance). Requirements: Six reaction papers, which should be turned in at the start of class meetings. Any student can replace two reaction papers with one class presentation. Paper required. J. R. Macey and T. W. Guinnane.

[The] First Amendment (21230). 4 units. This course will concern the constitutional rights of freedom of expression and freedom of religion guaranteed by the First Amendment. Topics covered include: offensive speech; libel; pornography; symbolic speech; commercial speech; campaign finance; Internet and broadcast regulation; restrictions on time, place, and manner of expression; selective government subsidies of speech; unconstitutional conditions on speech; religious autonomy; rights of religious communities; aid to parochial schools and other religious institutions; permissible accommodations of religious practice; and state establishments of religion. Self-scheduled examination or paper option. J. M. Balkin.

***[The] Formation of Lawyers (21451).** 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 virtually nonexistent here at the Law School, given our shared commitment to creative anarchy and our institutional indifference to career choices. That said, 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 will be 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.

Globalization, Development, Poverty, and the Law (21506). 2 units. The consensus on alleviating global poverty through the rule of law masks a wide divergence of theories, policies, strategies, and approaches. This seminar will examine a range of understandings of the “rule of law,” and how laws and legal institutions may promote, hinder, or be irrelevant to these goals. The class will focus on the role of laws and legal institutions, both domestic and international, in such specific policy contexts as economic growth, poverty reduction, foreign investment, corruption, gender, health, environment, and trade, often based on actual World Bank cases. Major themes will include the role of the public sector versus the private sector; the normative policy content of laws and legal institutions; and the inevitable trade-offs in decision making in addressing these challenges. In addition to a term paper and an in-class topic presentation, short response papers will also be required. The paper topic must be chosen, in consultation with the instructor, by the middle of the term. Paper required. Enrollment limited to eighteen. K.-Y. Tung.

Groups, Diversity, and Law (21304). 2 or 3 units (depending on paper). Immigration, intra-group and inter-group differentiation, and egalitarian and diversity values are producing deep tensions and conflicts in a traditionally individualistic society. In complex ways, law influences how individuals assume group identities, how groups form, evolve, fragment, and compete with one another for social goods, and how diversity as social goal or constraint is defined and achieved. In this seminar, legal and social science materials will be used to explore the meanings of diversity, the history of diversity-as-ideal, and specific efforts by the law to implement that ideal — sometimes as a remedy for past discrimination, sometimes as a by-product of other values such as religious freedom, and sometimes for its own sake. The focus will be on examples such as affirmative action, political representation, language rights, immigration, residential integration, religion, and expressive associations. The emphasis will be on racial and ethnic groups, not on gender and sexual preference, which are covered in other courses. Each student must write, and some may be asked to present, a research paper. Supervised Analytic Writing and Substantial Paper credit may be given. An ungraded credit/fail option is available under certain conditions. Enrollment limited. P. H. Schuck.

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 Law and Policy: Selected Issues (21305). 2 or 3 units (depending on paper). Immigration has always played a central role in American life, and never more than today. It significantly affects our demography, foreign relations, human rights posture, ethnic group relations, labor market conditions, welfare policy, public services, and domestic politics. It also raises in acute form some of the most basic problems that the legal system must address: the rights of insular minorities, the concepts of sovereignty and nationhood, fair treatment of competing claimants for scarce resources, the imperatives of mass administrative justice, and the role of courts. This will not be a survey course on immigration law; rather, this seminar will focus on a small number of selected issues, including the plenary power doctrine, admission, deportation, detention, citizenship, discrimination against aliens, the intersection with labor law, and refugee/asylum law. No prior knowledge of immigration law will be assumed. Two- or three-unit paper required, but ungraded credit/fail option available under prescribed conditions. P. H. Schuck.

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. Enrollment limited. C. L. Lucht, S. Wizner, and H. V. Zonana.

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

International Commercial Arbitration (21283). 3 units. International arbitration has increased as a function of world trade. This seminar will examine systematically, through statutes, rules, national and international cases, and treaties, the establishment, operation, and implementation of awards of international commercial arbitration tribunals; the role of national courts in compelling, facilitating, and enforcing or vacating arbitral awards; and policies currently under consideration for changing arbitral practices. Scheduled examination. W. M. Reisman.

International Courts and Tribunals (21480). 2 units. An introduction to the world's judicial system: state to state (public) adjudication, international criminal tribunals, the International Court of Justice, the Permanent Court of Arbitration, WTO, and ITLOS. Paper required. L. Brilmayer.

International Investment Law II (21494). 2 units. A continuation of the inquiries in International Investment Law I, but International Investment Law I is not a prerequisite. Papers may qualify for Substantial Paper or Supervised Analytic Writing credit. Self-scheduled examination or paper option. W.M. Reisman and G. Aguilar-Alvarez.

Introduction to the Philosophy of Law (21275). 3 units. This introduction to the philosophy of law will cover three different kinds of topics: (1) the nature of law and of legal authority; (2) the philosophy of particular areas of law, e.g., torts, contracts, and criminal law; (3) issues pertaining to the intersection of political and legal philosophy, e.g., rights, justice, political authority. This course will meet on the Yale College calendar and will be available to undergraduates (through the philosophy department), graduate students, and law students. Self-scheduled examination for law students. *Also PHIL 325b.* J. L. Coleman.

Introduction to Transnational Law (21454). 4 units. This course will provide an introduction to and overview of the emerging field of transnational law. It will teach students the minimum that every lawyer should know about the international dimensions of law in the modern world. It is also intended as a foundation on which those who are interested in further study of the particular topics covered in the course can build. The course will cover both the public and the private dimensions of transnational law. Among the topics to be studied are transnational legal process, the Constitution and foreign affairs, the law of treaties; customary international law; trade law; international environmental law; international criminal law; international business transactions; law on the use of force; transnational litigation; and transnational arbitration. Scheduled examination. H. H. Koh.

Japanese Law and Society: Directed Research (21493). 1 to 3 units. This will be an opportunity for students who wish to write a paper in this field to work independently with the instructor. Paper required. Permission of instructor required. K. Yoshino.

Jurisprudence (21503). 1 unit, with additional units to be arranged for students who write papers. The purpose of this seminar is twofold: to acquaint students with the range of legal theory, and to enable them to clarify their own theories about law. With a frame of inquiry that focuses on both legal authority and effective power, the seminar will examine six schools of jurisprudential thought in order to discover the insights and procedures, if any, they can contribute to contemporary lawyers and the legal and social tasks they perform. The class will

meet one evening each week. Self-scheduled examination or paper option. W. M. Reisman and A. R. Willard.

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. F. X. Dineen and J. L. Pottenger, Jr.

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

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

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

the critique and on an examination or a paper option with permission of the instructors. Self-scheduled examination. *Also MGT 664b.* A. Schwartz and instructor to be announced.

Law and Globalization (21508). 2 units. As globalization has proceeded, new law and legal practices have emerged and existing legal systems are being transformed. This seminar focuses on the relationship, often reciprocal, between: (a) global politics and economics; and (b) the evolution of international and transnational law. Classes will alternate, on a weekly basis, between the discussion of selected texts and the presentation of papers by guest scholars or practitioners. Students will be expected to write a five- to seven-page discussion paper on each paper presentation. Enrollment limited. A. Stone Sweet.

Law and Organizing (21431). 3 units. Is there a role for the law in grassroots organizing efforts? If so, what does it look like? Historically, much social change has come about through a mixture of legal work and organizing. The form of that interaction, however, has varied greatly. The goal of this course will be to examine and evaluate various ways that legal strategies have been and are currently being used in conjunction with organizing to effect social change. The course will begin with a discussion of several ways to create social change, including organizing, advocacy, and direct service, with an emphasis on creating a common understanding of organizing techniques. The class will then develop a methodology to distinguish the ways that law and organizing can be combined and to gauge the effectiveness of the various models. The middle part of the course will look at organizations doing grassroots organizing and using legal tactics to achieve their goals. Representatives from a variety of organizations will join the class discussion. In closing, the class will look at how selected social movements have incorporated law and organizing. This course relies heavily on active student participation; students will be expected to prepare background reading and to lead the class discussion for one of the selected organizations. Paper required. Permission of instructor required. H. L. Dalton.

***Law and Philosophy (21181).** 2 units. This seminar will explore the question which should be at the heart of any jurisprudence: how lawyers should use the tool — knowledge of the law — which provides power over the client's decision making. Before enrolling in this course, read the essay posted on Blackboard. J. G. Deutsch.

Law and Religion (21501). 3 units. Under the American Constitution, religion and civil government (law) are assigned separate realms of authority, each protected against intrusion by the other. Few Americans object in principle to this arrangement. But where and how the line that separates church and state ought to be drawn is a subject of intense dispute. The articulation and resolution of these disputes forms an important strand of constitutional doctrine. Its examination is the first aim of this course. The continuing American debate over the contours of the separation of church and state is one localized expression of the

larger conflict between modernity and faith. The modern world is characterized by the aggressive rationalization of all departments of life, by their increasing subjection to legal norms of appraisal, and by the moral celebration of our human powers of self-creation, both individual and collective. In the West, the result has been an unprecedented desacralization of experience. Today this appears more and more to be the fate of the planet. Is this a good thing, a bad thing, or a mixed blessing? Can one applaud the modern virtues of reason, autonomy and the rule of law and still believe in God and practice the grateful dependence of prayer? Or are these hopelessly contradictory attitudes that cannot be assigned their conveniently separate spheres and whose irreconcilable conflict must be faced with intellectual and moral candor? The exploration of this question is the second aim of the course. Scheduled examination or paper option. A. T. Kronman.

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, J. R. Macey, R. Romano, and A. Schwartz.

[The] Law of Democracy (21457). 4 units. Democracy cannot exist apart from the legal and political institutions that both sustain and constrain it. This seminar will examine these institutions and the rules of law that seek to vindicate the democratic ideal. Topics to be covered include race-based redistricting and the one-person-one-vote line of cases, the Voting Rights Act, partisan gerrymandering, felon disenfranchisement, the rules governing political parties, and campaign finance. Paper required. Enrollment limited. O. M. Fiss.

***Lawyering Ethics Clinic (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 or other interested persons. Goals are to help students understand the current disciplinary process in Connecticut, and to think about how legal education should engage with the ethical issues facing lawyers. Under faculty supervision, students work with the Connecticut Office of Disciplinary Counsel, the body charged with prosecuting claims of lawyer misconduct, and are assigned to handle specific grievance cases. Students interview witnesses, collect documentary evidence, research legal issues, draft pre-trial briefs, and examine witnesses and present closing arguments at the disciplinary hearing. Students may also be involved in negotiating disciplinary sanctions with the grieved lawyer. Enrollment limited to ten. 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.

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

Legislative Advocacy Clinic (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 clinic's work will include both affirmative legislative initiatives and defensive efforts to respond to proposed legislation deemed inimical to the interests of its clients. The clinic will also serve as a legislative liaison for other LSO clinics, keeping them informed of legislative developments affecting their clients' interests. Issues of ethics and professional responsibility for lawyers working in the legislative arena will be an important focus of this clinic. In the fall term, students will participate in training sessions led by some of Connecticut's most experienced lobbyists, meet with state legislators, and work with their client organizations to develop a legislative agenda. Once issues have been chosen for action, students will research the subject, work with other client organizations to help draft legislation, and meet with legislators. 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 adopted. During the legislative session, students will also monitor other proposed legislation that might affect the clinic's clients. To allow all students to participate in both the training/issue development and direct action aspects of the clinic's work, priority will be given to students willing to commit

to participating for two semesters. Enrollment limited. J. L. Pottenger, Jr., S. D. Geballe, E. Scalettar, and C. C. Staples.

Lowenstein International Human Rights Clinic (21152). 3 units, credit/fail. Students will work on a variety of human rights projects, generally in support of the advocacy efforts of human rights organizations. Projects are designed to give students practical experience with the range of activities in which lawyers engage to promote respect for human rights; to help students build the knowledge and skills necessary to be effective human rights lawyers; and to integrate the theory and practice of human rights. Class sessions will provide an overview of basic human rights principles and their application, and training in human rights research and writing, and advocacy skills. The clinic will have one or more student directors. Enrollment limited to eighteen. Permission of instructor required. J. J. Silk.

Nonprofit Organizations Clinic (21056). 1 or 2 units, credit/fail. This clinical workshop will serve the needs of nonprofit organizations, nascent and established, that require help in the process of organization and incorporation, in obtaining tax exemption, and solving ongoing legal problems — organizations that cannot afford to retain private counsel. The class will meet as a group five or six times during the term. *Also MGT 695b*. J. G. Simon, L. N. Davis, and B. B. Lindsay.

Pension and Employee Benefit Law (21007). 3 units. The private pension system now commands assets exceeding \$11 trillion. Pension and employee benefit plans have become ubiquitous features of the modern employment relationship. The legal regulation of these plans is both an independent legal specialty and a subject that overlaps other fields, including corporations, bankruptcy, labor, tax, trust, domestic relations, employment discrimination, and health care law. The regulatory scheme has been undergoing incessant change, and one purpose of this course will be to understand the likely direction of future change. The course will examine the relation of the private pension system to the public systems, especially Social Security. It will offer an introduction to the federal tax treatment of pension funds. The main focus will be on various bodies of regulatory law, especially the Employee Retirement Income Security Act (ERISA) of 1974, as amended, and its case law. After providing an overview of the main types of plans, including health care plans, the course will examine the rules governing coverage, vesting, integration with Social Security, funding, fiduciary standards, investment, spousal protection, distribution, and preemption of state law. The federal insurance scheme for defined benefit plans administered through the Pension Benefit Guaranty Corporation will also be emphasized. Scheduled examination. J. H. Langbein.

Property (21017). 4 units. This course will begin with an inquiry into a fundamental question of human civilization: how members of a group should allocate formal or informal entitlements to scarce resources such as wild animals, labor,

ideas, water, and land. Thereafter, land will become our exclusive focus. Topics will include limitations on the rights of landowners to exclude others; estates in land; co-ownership; landlord-tenant law and the slum-housing problem; nuisance law; easements and covenants as means to cooperation among neighbors; and zoning, eminent domain, and other tools of public land-use regulation. Scheduled examination. R. C. Ellickson.

Property: Individual Research (21018). 3 units. The instructor will separately supervise up to six students who wish to write a paper on a property topic. The paper may be used to satisfy the Substantial Paper or Supervised Analytic Writing requirement. Enrollment limited to six. R. C. Ellickson.

Property and Religion: Research Seminar (21497). 2 units. This seminar will explore the various ways in which religious groups use property rights to express their own particular religious visions and the degree to which public law should be employed to facilitate that religious expression. Paper required. Enrollment limited to ten. E. M. Peñalver.

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

Public Order of the World Community II (21460). 2 units. Using the framework of Public Order of the World Community I, the focus will be on state responsibility, treaty making, diplomacy, the law of war, and jurisdiction. Scheduled examination or paper option. W. M. Reisman.

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 begin by studying 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 shall be considered in exquisite detail, Article by Article, and Amendment by Amendment. Self-scheduled examination or paper option. A. R. Amar.

[The] Regulation of Information Production and Exchange: An Introduction to Patents, Copyrights, and Similar Exclusive Rights Regimes (21479).

4 units. This course will offer an introduction to the basic institutional systems that regulate information production and exchange. It will give particular attention to patents and copyrights, but will also cover other regulatory frameworks like trademarks. The course is designed to provide a basic theoretical and doctrinal grounding, and will also consider the politics of exclusive rights in information, knowledge, and culture. The emphasis will be on U.S. law, but with consideration of international law and effects on global flows of information and occasional comparison to the European Union. It will include some industry studies of industries that are particularly dependent on exclusive rights, like the pharmaceutical and music industries, and some that are not, like the software industry, as a vehicle for examining the operation of these laws in different contexts. Self-scheduled examination or paper option. Y. Benkler.

Research Methods in American Law (21486). 1 unit, credit/fail. This course will instruct students in basic legal research skills, including researching and updating state and federal case law, legislation, administrative law and secondary sources, using both print and online resources. Students will be required to complete a series of short research assignments. The course will be offered in three sections, each of which will meet twice weekly for the first seven weeks of the term. An additional unit of credit may be earned by completing the Specialized Legal Research course during the second half of the term. S. B. Kauffman and J. B. Nann.

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

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 discussed. Scheduled examination. R. K. Winter.

Sentencing Reasons: Supervised Research (21507). 2 or 3 units. Same as in the fall term, except that all papers must be completed by the end of the 2005–2006 school year. Enrollment limited. D. J. Freed

Sentencing Workshop (21383). 3 units. A workshop at which federal and state judges, defense lawyers, prosecutors, and other criminal-justice professionals are invited to meet with the students and to explore such issues as the federalization of crime, discretion in the federal sentencing guidelines, recent constitutional

challenges, legislative amendments, theories of punishment. All participants — judge and non-judge — will be provided with hypothetical “cases” of individuals to sentence, and then justify and/or explain their sentences in depth to the other workshop participants. The class will be invited to observe actual court sentences in either New Haven or Boston, and, where possible, discuss the cases with the parties. Prerequisite: fall-term Sentencing course. Enrollment limited. D. E. Curtis and N. Gertner.

Specialized Legal Research (21487). 1 unit, credit/fail. This course is an optional continuation of Research Methods in American Law, which is a prerequisite for enrollment. The course will meet twice weekly during the second half of the term. Students will learn how to use print and online legal resources effectively to research such specialized areas of the law as environmental law and tax. Students will be required to complete a series of short research assignments. Prerequisite: Research Methods in American Law. Permission of instructors required. S. B. Kauffman and J. B. Nann.

Topics in Comparative Law (21500). 4 units (2 fall, 2 spring). This seminar is a continuation of the fall course. A. Stone Sweet and J. Q. Whitman.

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.

Workplace Theory and Policy Workshop (21415). 3 units. This seminar will critically examine work and work-related institutions from both theoretical and policy perspectives. It will examine recent transformations in work, employment, and workplaces, explore the regulation of employment and other forms of work, and analyze ways to restructure work and work-related institutions to better achieve social justice. Prominent scholars, policymakers, and activists from a variety of disciplines (including law) will come to the Law School to present their work. The speaker’s work will be circulated a week before the class and it will be discussed during class time. Students will read, discuss, and write reflection papers on the works-in-progress produced by the guest speakers. There will also be an opportunity to meet with most speakers informally. The workshop should be of interest to students who are interested in labor and employment law and to students interested in social justice and equality more broadly. Faculty members who are interested in a given week’s topic may also participate. Enrollment limited to twenty-five. R. W. Gordon and V. Schultz.

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

Friday, April 22, 2005

THE WEIL, GOTSHAL & MANGES ROUNDTABLE at Yale Law School

Sponsored by The Yale Law School Center for The Study of Corporate Law

9:00
Continental Breakfast

10:00
Welcome
Room 122
HAROLD HONGJU KOH
Dean, Yale Law School

Paper Presentations
Room 122
Down and Out in The
Stock Market: The Law
and Economics of The
Delisting Process

JONATHAN MACEY '82
Sam Harris Professor of
Corporate Law, Corporate
Finance and Securities Law,
Yale Law School

MAUREEN O'HARA
Robert W. Parcell Professor
of Management, Professor of
Finance, Johnson Graduate
School of Management, Cor-
nell University

Commentator:
PAUL MAHONEY '84
Brokaw Professor of Cor-
porate Law and Albert C. Re-
vier Research Professor, University
of Virginia School of Law

11:25
Break

11:45
Paper Presentations
Room 122
Things I Don't Know
About Finance
STEPHEN A. ROSS
Franco Modigliani Professor
of Financial Economics, MIT
Sloan School of Management

Commentator:
OWEN LAMONT
Professor of Finance, Yale
School of Management

PANEL DISCUSSION
Room 127

Securities Law Today:
The Emerging Roles of
The Exchanges, The SEC,
and The States

Moderator:
ALAN SCHWARTZ '64
Sterling Professor of Law, Yale
Law School

Panelists:
RICHARD BERNARD
General Counsel, New York Stock
Exchange

HOWARD MEYERSON
General Counsel, Liquidnet, Inc.

ANNETTE L. NAZARETH
Director, Division of Market
Regulation, Securities &
Exchange Commission

EDWARD J. NICOLL '97
Chief Executive Officer, Instinet
Group Incorporated

**THE HONORABLE MYRON T.
STEELE**
Chief Justice of the Delaware
Supreme Court

1:00
Lunch Faculty Lounge
Registration Room

2:10-4:10
4:15
Light Refreshments
Yale Law School
Auditorium Room



Yale Law School
127 Wall Street, New Haven, CT

Five (5) New York State CLE credit hours will be available for the full program

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 2004–2005 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 2004–2005, Yale Law School was fortunate to welcome Justice Rosalie Silberman Abella of the Supreme Court of Canada. Justice Abella gave a talk entitled “A Justice Journey: Developing a Culture of Rights.”

The *Ralph Gregory Elliot First Amendment Lectureship* was established in 1990 to provide for lectures on some aspect of the First Amendment. Martin Marty, Professor Emeritus at the University of Chicago, spoke on “The First Amendment — Religion: Subordinated, Not Subservient.”

The *Preiskel/Silverman Program on the Practicing Lawyer and the Public Interest* sponsors lectures and other events celebrating private lawyers’ contributions to public service. In the spring of 2005, Ralph Cavanagh ’77 of the Natural Resources Defense Council visited the Law School to speak about “Suspending the World’s Most Dangerous Experiment: The Global Warming Challenge.”

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 2004–2005 Storrs Lecturer was New York University School of Law Professor Thomas Nagel. His lectures focused on “The Problem of Global Justice.”

The *James A. Thomas Lecture Series* was established by Yale Law School students in 1989 to honor 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. In 2005, Professor Mahzarin Banaji of Harvard University's Department of Psychology returned to the Law School to talk about "Ordinary Prejudice and the Law: A Behavioral Realism Approach."

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

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.

The *Robert L. Bernstein Lecture in International Human Rights*, which was inaugurated in 1998 by Wei Jingsheng, a 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 bring 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 *Arthur Allen Leff Fellowship*, which brings to Yale Law School individuals whose work in other disciplines illuminates the study of law and legal institutions.

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 *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.

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 2004–2005 academic year were Mr. Yasuharu Nagashima, "dean" of Japanese lawyers and founder of Nagashima, Ohno & Tsunematsu, who spoke on "The Nichia-Nakamura Case and the Future of Japanese Patent Law." Kobe Bryant attorney Pamela Mackey gave a talk on "Erosion of Logical Relevancy: Application of Rape-Shield Laws in Alleged Acquaintance Rape." Assistant Secretary of the Interior Lynn Scarlett discussed the intersection of law and environmental policy, and the future of environmentalism in a talk given during the fall of 2004.

In addition, many student organizations and Law School centers sponsored lectures and conferences throughout the academic year, including the Yale Student Animal Legal Defense Fund, the Information Society Project, and the Middle East Law Forum. Other notable conferences held this year included "Breaking with Tradition: New Frontiers for Same Sex Marriage" and the American Constitution Society's "The Constitution in 2020."

During the 2004–2005 academic year, first-year students attended several Dean's Introductory Lectures given by current Law School professors and practicing attorneys. These lectures offered insight into topics ranging from the history of the Law School to an introduction to legal thought. Students also had the opportunity to learn more about various fields within the legal profession through the Dean's Program on the Profession Lecture Series, which offered talks on subjects like "Wine Country Practice," with Richard Mendelson of Dickenson Peatman & Fogarty.

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 China Law Center organizes a weekly workshop on Chinese Legal Reform, where U.S. and Chinese scholars present papers on Chinese legal and policy developments. The Legal Theory Workshop brings to the Law School provocative new scholarship from law and affiliated disciplines in the humanities and social sciences. The Legal History Forum brings together law students, graduate students, and scholars from a variety of disciplines who have an interest in history and the law. The Law, Economics, and Organization Workshop is both a forum for ongoing scholarly research in law and economics and a Law School course. 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 during 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 annual 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, eight 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 thirteenth year, this program permits up to six Yale students to spend the month of June in Chile or Argentina, and three students to spend a 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 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 are distributed in advance. Faculty sponsors are Professors Owen Fiss, Anthony Kronman, and Peter Schuck.

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 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, 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, Donohue, Ellickson, Graetz, Hansmann, Klevorick, Kronman, Macey, Markovits, 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*, co-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 promote research and teaching in the business law area. The center's focus of study includes 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 the Weil, Gotshal and Manges 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, regulators, and practitioners on the important corporate law issues of the day through presentations of scholarly papers and a panel discussion. In addition, the center hosts the John M. Raben Fellowship and the Judge Ralph Winter Lecture on Corporate Law and Governance, which each bring to the Law School a distinguished scholar, jurist, or practitioner for a public lecture. The center also sponsors symposiums on pressing issues of the day, academic conferences, and an occasional breakfast program for alumni in New York City, which features panel discussions on current topics in corporate law by practitioners, government officials, and faculty.

Professor Roberta Romano is the director of the center. The center has a board of advisers, chaired by Robert Todd Lang '47. Faculty members serving on the center's executive committee are Ian Ayres, Richard Brooks, John Donohue, Henry Hansmann, Alvin Klevorick, Jonathan Macey, and Alan Schwartz.

For additional information on the center's upcoming and past activities, the business law curriculum, and the joint-degree programs with the School of Management, including the recently established J.D.-Ph.D. program in finance, visit the center's Web site at www.law.yale.edu/ccl.

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 been undertaking in-depth cooperative projects with leading Chinese legal experts and institutions in the areas of judicial reform, criminal law, administrative law, regulatory reform, legal education, and constitutional law. These projects involve a range of activities, including workshops and seminars in the United States and China, research visits to Yale and to China, and publications. Projects often result in input into China's law reform process or in books or articles by Chinese or U.S. scholars on particular legal reforms in China.

Some recent projects have focused on litigation reforms and structural reforms to make China's courts more independent; reforms to China's criminal procedures and corrections; development of China's new Administrative Licensing Law, which reduces and restricts government regulation; strengthening

rights of citizens to sue the government; development of landmark open government information regulations; advancing mechanisms of public participation in lawmaking; amendments to China's Food Safety Law and Company Law; reforms of defamation law to provide expanded expressive space for the media; mechanisms to enforce constitutional rights through courts or other institutions in China; and protecting newly emerging property rights.

The center also organizes a weekly Workshop on Chinese Legal Reform at the Law School, at which speakers from the U.S. and China present papers on Chinese legal and policy developments. Law School students participate in all aspects of the center's work. Research grants are also available to support law students wishing to do research in China during the summer.

The director of the center is Professor Paul Gewirtz. The deputy directors are Jonathan Hecht and Jamie Horsley. Jeffrey Prescott '97 is the center's senior 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 (ISP) at Yale Law School 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, legal protections for sensitive information on the Internet, civic participation in cyberspace, 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. It has held scholarly conferences on a range of subjects including democracy in cyberspace, blogging, the law of virtual worlds, and emerging issues in cybercrime. 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. Additional information on ISP is available on its Web site, www.law.yale.edu/isp.

THE ARTHUR LIMAN PUBLIC INTEREST PROGRAM

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

The 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," "Portraying the Public Interest," and "Public Interest Lawyering in an Era of High Anxiety."

The program also sponsors other scholarship including a public interest law reading group.

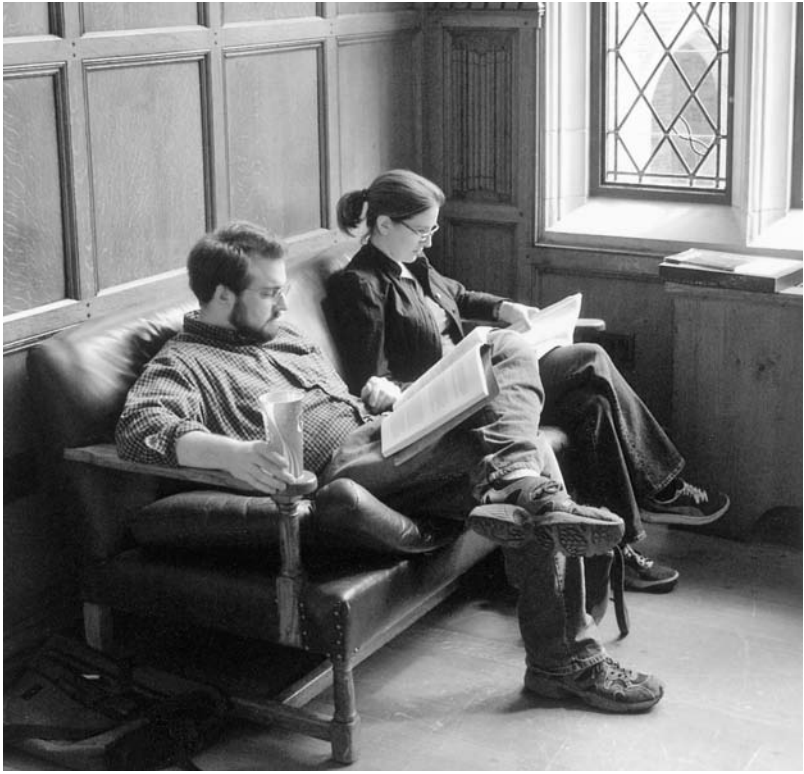
Since its establishment, the range of programs funded by the Arthur Liman Public Interest Program has reflected the breadth of interests, concerns, and commitments of Arthur Liman. While working as a partner at Paul, Weiss, Rifkind, Wharton and Garrison, and providing counsel to a range of corporate 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 91). The center also sponsors frequent lectures, panels, symposia, and informal discussions on a wide range of human rights issues. During 2004–2005, the center organized the weekly Human Rights Workshop: Current Issues and Events; many lectures and panels; and “Global Poverty, Global Duties, Global Strategies,” the annual Robert L. Bernstein International Human Rights Fellowship Symposium. Workshop topics included “Imposed Constitutionalism: Rights and Self-Determination,” “Human Rights and the Upcoming Parliamentary Elections in Afghanistan,” “Pinochet in 2005: Fit to be Tried?,” “Haiti’s Last Chance,” “Moving Forward by Looking Backward? Accountability for Atrocities and the Challenge of Long-Term Justice Reform in Post-Conflict Societies,” “We Are Torturers Now: Thoughts on Human Rights in Winter,” and “The Dark Sides of International Humanitarianism.”

The Schell Center also sponsored talks by the former Acting UN High Commissioner for Human Rights, the Senior Legal Adviser and Chief of the Legal Advisory Section in the Office of the Prosecutor of the International Criminal Court, and a number of human rights lawyers and activists; a lecture and demonstration, "Theatre, Memory and Community," by the Peruvian theater collective Yuyachkani; "Between Legitimacy and Efficacy: Challenges to International Criminal Justice," and a panel, "Never Again? International Responses to the Devastation of Darfur." The Schell Center cosponsored, with various other schools and centers at Yale, a number of significant events, including a lecture by Paul Rusesabagina, whose story is told in the film *Hotel Rwanda*; "Witness to Truth: A Video Report and Recommendations from the Truth and Reconciliation Commission of Sierra Leone"; a talk by a member of the Peruvian Truth and Reconciliation Commission; and a conference, "U.S. Colombia Policy at a Crossroads: Recent Experiences and Future Challenges." As it does each year, the Schell Center 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 2004–2005, Bernstein Fellows worked with the International Association of Women Judges in Washington, D.C., to promote the use of international human rights law in judicial decisions in Africa that address discrimination and violence against women; and with UNICEF in Gabon to lead an evaluation of the state's protocol for repatriating child-trafficking victims and to raise awareness about and advocate for reform of anti-trafficking legislation. The center 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 2004, Schell Summer Fellowships allowed thirty-six students to spend all or part of the summer engaged in 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 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, the Arthur Ross Foundation, and the Diamondston Foundation.

The director of the Schell Center is Professor Paul W. Kahn. The executive director is Professor James J. Silk. The Cover/Lowenstein Fellow is Molly K. Land. 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 \$3,000 per term, or \$6,000 per academic year. No financial aid from the Law School is available for scholars in this program.

The Visiting Scholar application is available on the Law School Web site at www.law.yale.edu in the Admissions section. Applications must include a résumé or c.v.; a description of the proposed research, including a statement explaining why Yale Law School is a particularly appropriate affiliation for the proposed work; two letters of recommendation; and the proposed length and dates of stay.

The application deadlines are April 1 for the fall term and September 1 for the spring term.

FELLOWSHIPS FOR POST-GRADUATE RESEARCH

Yale Law School offers three fellowships each year for post-graduate research: the Irving S. Ribicoff Fellowship and two Academic Fellowships. All three fellowships seek to prepare individuals with law degrees for teaching careers in law. The fellowships are identical in their terms except for their duration: The Ribicoff Fellowship has a one-year term, while the Academic Fellowships have two-year terms. The fellows receive a yearly stipend of \$37,000, standard University health care coverage, and office space in the Law School. The fellows must be in residence in New Haven during the term of their fellowships. The deadline for applications for the fellowship term beginning in fall 2006 is February 3, 2006. For more information, email theresa.bryant@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 "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 who matriculate on or after July 1, 2005, must at all times meet the conditions to continue as a degree candidate, must complete a total of 83 units of satisfactory work, must satisfy the writing requirements, must spend at least six full terms or the equivalent thereof in residence, and must be recommended for the degree by the faculty. 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 83 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 sixteen students, integrates elementary training in legal research and writing with the regular course work. All first-term courses are graded on a credit/fail basis.

Curriculum after the First Term

After the first term, students must satisfactorily complete at least 67 units of credit. Students are free to select their own curriculum, but by graduation they must complete (1) Criminal Law and Administration, (2) a course of at least two units *substantially devoted* to issues of legal ethics or professional responsibility, and (3) the writing requirements described below. Courses that meet the legal ethics/professional responsibility requirement are marked with an asterisk.

A student must enroll in no fewer than 12 and no more than 16 units of credit in any term unless approval is given by the appropriate associate dean and by 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 appropriate associate dean will consult with any student who appears to be doing marginal work. The dean will discuss with the student the advisability of continuing in the Law School.

Limitations on Credit/Fail Units

A faculty member may offer a course or program of individual work on a credit/fail basis if the work is of such character that the faculty member believes it is not feasible to give individual grades. A faculty member may offer any course or program of individual work on a credit/fail basis for some or all of the students participating. If a student is given a credit/fail option, the student must exercise the option within the first two weeks of the term. 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; joint-degree students must satisfy one of the two writing requirements before they can register for their penultimate term at the Law School. Specifically, the Law School requires that the professor supervising one of those writing projects must certify the student's completion of the project before the student can register for her or his fifth term (see page 101); the faculty certification must include a final grade for the paper.

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. For students matriculating on or after July 1, 2005, a Supervised Analytic Writing paper must be certified with a final grade of Pass or higher.

A Substantial Paper for 2 units of credit, although not necessarily meeting the criteria for a Supervised Analytic Writing paper, must be a significant written project. Professors may accept Substantial Papers on either a graded or credit/fail basis. For students matriculating on or after July 1, 2005, if a Substantial Paper is certified on a graded basis, the final grade must be Pass or higher.

Supervised Analytic Writing papers or Substantial Papers may be prepared in connection with (1) seminars or courses, (2) independent research and writing under faculty supervision (see page 92), (3) the Intensive Semester Research Program (see pages 92–94), 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 87).
2. Research and writing in a clinical program (see pages 90–91).
3. Research and writing in connection with seminars or courses.
4. Independent research and writing under faculty supervision (see page 92).

5. Research and writing in connection with the Intensive Semester Research Program (see pages 92–94).
6. A program of research and writing, conducted under the joint supervision of two faculty members and spread over two terms, which is related to a course or seminar offered by one or both of the faculty members.

Faculty members and visiting professors may supervise either Supervised Analytic Writing or Substantial Papers. Visiting lecturers may only supervise Substantial Papers. The faculty encourages students to publish their written work in law journals and other periodicals and to make this work available to other scholars as reference material. A number of prizes are awarded for outstanding scholarly writing (see pages 184–86).

Clinical Programs

The *Jerome N. Frank Legal Services Organization* (LSO) provides legal representation to individuals and organizations in need of legal help but unable to afford private attorneys. Students, supervised by Law School faculty members and participating attorneys, interview clients, write briefs, prepare witnesses, try cases, negotiate settlements, draft documents, participate in commercial transactions, 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 twelve 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 Lawyering, advocating for and representing the urban poor at outreach sites throughout New Haven; (3) Community and Economic 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; (10) The Samuel and Anna Jacobs Criminal Justice Clinic, representing indigent

* Since October 1, 1972, first-year law students in Connecticut have been eligible to appear in federal and state proceedings under two different sets of student practice rules. Students who have completed one term of credit may, after certification by the dean, appear in state court and administrative proceedings upon compliance with the provisions of the Superior Court's Law Student Internship Rule, sections 3-14 through 3-21 of the Practice Book. Students who have completed legal studies amounting to two terms of credit may appear in federal court upon compliance with the provisions of Rule 26 of the Local Rules of the United States District Court for the District of Connecticut. Training and certification guidelines have been adopted by the Yale Law School faculty in compliance with both sets of rules.

individuals in criminal matters; (11) Education Advocacy, representing a coalition of Connecticut mayors, boards of education, and nonprofits seeking to reform this state's school financing system; and (12) Community Development Financial Institutions, representing a foundation seeking to establish a community development bank to support community development activities in greater New Haven.

All LSO projects involve close collaboration among new students, experienced students, and supervising clinical faculty. Investigating, developing, and using facts are essential elements of lawyering and, therefore, of LSO's work. LSO also devotes special attention to issues of professional responsibility and client-centered lawyering. Cases brought by LSO and its legislative efforts have helped make new law protecting the rights of clients in the various projects. Students are eligible to participate in LSO after their first term. LSO also hires law students as "summer associates"; they work full time in the various clinics.

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

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

Several other clinical programs give students direct experience in the practice of law in particular areas. The *Environmental Protection Clinic* is an interdisciplinary clinic that addresses environmental law and policy problems on behalf of client organizations such as environmental groups, government agencies, and international bodies. The *Nonprofit Organizations Clinic* provides legal assistance to nonprofit organizations that cannot afford to retain private counsel. The *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 119–26. 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 & Development*

Law Journal; *Yale Journal of Health Policy, Law, and Ethics*; *Yale Journal of International Law*; *Yale Journal of Law and Feminism*; *Yale Journal of Law & Technology*; *Yale Journal of Law & the Humanities*; *Yale Journal on Regulation*; *Yale Law & Policy Review*; and *The Yale Law Journal*.

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

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

Reading Groups and 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 83 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 the first three days of the term. The proposal must (1) describe the law-related topic to be examined, (2) provide a tentative reading syllabus, and (3) be signed by the sponsoring faculty member. As noted above, ordinarily no more than 4 units of credit for reading groups may be counted toward the 83 units required for graduation.

Intensive Semester Research Program

The Intensive Semester Research Program provides an opportunity for students in their fourth or fifth term to immerse themselves intensively in a major



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

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

To apply for the program a student must submit a comprehensive written research proposal to the registrar. The proposal should describe in detail (1) the

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

An intensive research semester can be taken for up to 12 units of credit. The number of units to be graded will be determined by the faculty supervisor, but (1) work performed by the student for credit but not under direct faculty supervision may receive no more than 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 83 units required for the degree. Of the 12 possible units of outside credit, no more than 6 units of study in a foreign language may be counted toward the J.D. No outside course may be elected on a credit/fail basis unless that option is permitted by the other school or department. The requirements of the other school or department must, of course, be satisfied. Their bulletins are available in the registrar's office.

JOINT DEGREES

In cooperation with other schools and departments of Yale University, the Law School offers programs leading to a master's degree and a J.D. (Juris Doctor) or to a doctorate and a J.D. These programs are intended for those who wish to acquire the specialized skills of some body of knowledge related to law. All proposals must be submitted to and approved by the Faculty Committee on Special Courses of Study. Except in unusual circumstances, joint-degree status will not be formally approved until the student has satisfactorily completed the first term at the Law School.

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

Requests for information on joint-degree options at the Law School, including specifics on admission, tuition, curricular requirements, and financial aid, should be directed to the appropriate associate dean. Joint-degree students must satisfy one of the two writing requirements by the beginning of their fourth term at the Law School (see page 89).

Master of Arts

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

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

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

Master of Business Administration

The Master of Business Administration (M.B.A.) is offered by the School of Management. 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 appropriate associate dean. The deadline for application to Ph.D. programs is early in January.

J.D.-PH.D. IN FINANCE

This new joint-degree program with the School of Management is intended for students wishing to pursue a career in business law teaching. The program is structured to permit course requirements to be completed in four years. The

expectation is that law students will apply for admission to the School of Management graduate program in their first year of law school, but they may apply at any time. Law students interested in applying to the program should contact the director of the Yale Law School Center for the Study of Corporate Law. More detailed information about program requirements is available on the center's Web site at www.law.yale.edu/ccl.

LEAVES OF ABSENCE, EXTENDING TIME FOR COMPLETION OF DEGREE, AND CREDIT FOR WORK DONE AT ANOTHER LAW SCHOOL

Leaves of Absence and Readmission

A leave of absence may be taken only with the permission of the dean or the dean's delegate. Such a leave may be arranged under such terms as the dean deems appropriate, provided that a definite time be fixed for the return of the student to the Law School and that the following limitations shall apply. A student who has completed at least one term and who has been on leave of absence 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.

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 enroll, even on a reduced-load basis, for fewer than 8 units per term. Ordinarily permission shall be granted only in cases of serious illness, severe economic need, or extraordinary familial obligation.
3. Students who receive permission to pursue some of their work on a reduced-load basis must complete all required units of satisfactory work in no more than eight terms of residence.
4. Upon acceptance by the Law School and before submitting a deposit, students may request that the dean rule on whether their particular situation is such as to justify a reduced-load curriculum, as described above, after the first term. Such a ruling would be conditional on the continuation, after the first term, of the situation that made reduced-load law study appropriate.

Credit for Work Done at Another Law School

A student wishing to obtain credit toward the J.D. degree for work done at another law school is required to petition the dean for permission. The dean shall ordinarily grant such permission only in cases of personal hardship 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 admission procedures for the LL.M., please see pages 114–15.

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

The Doctor of the Science of Law (J.S.D.) program is open only to LL.M. graduates of Yale Law School. 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 144–45 for information about international students at Yale.

For information on admission procedures for the J.S.D. program, please see page 116.

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, Procedure, and Torts); the M.S.L. candidate may substitute an elective for one of those courses (see page 87). 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 admission procedures for the M.S.L. program, please see page 117.

Registration

All new J.D. students and all graduate students are required to register *in person* on September 1, 2005, at the Law School.

All returning J.D. students are required to register *in person* on September 6, 2005, at the Law School. *Students may not register for their fifth term unless they have completed one of the two writing requirements (see page 89). Joint-degree students must complete one of two writing requirements before they can register for their penultimate term at the Law School (see page 89).*

All students must register *in person* for the spring term on January 23, 2006.

A fee of \$35 will be charged for late registration. This fee will be waived only with written permission to register late from the appropriate associate dean. Written permission must be received prior to the designated registration day. First-year J.D. students will not be allowed to register for the first time unless they have provided the registrar with two passport-sized photographs and an official transcript confirming the award of a bachelor's degree. Transfer students must provide the School with two passport-sized photographs and official transcripts of a bachelor's degree and the first year of law school. Individual classes commence on the date announced in the schedule of classes as published by the registrar's office of the Law School.



Course Selection, Limited Enrollment, Examinations and Papers

COURSE SELECTION

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

Forms for adding and dropping courses must be signed by a member of the faculty and filed with the registrar's office. A course in which an examination is required must be added or dropped by the final day of classes. In fall 2005, the deadline for adding or dropping such a course will be Wednesday, December 21; in spring 2006, the deadline will be Friday, May 5. A fee of \$10, \$20, or \$60 will be charged for each late course change, depending on the time of the change. A fee of \$100 will be charged for any course change that occurs in a term subsequent to the term in which the course was offered. In the absence of written permission, a course or individual work elected but not completed will, at the close of the term, be deemed a Failure. No degree will be awarded with incomplete work remaining on a student's record.

LIMITED ENROLLMENT

Faculty members may set limits or special qualifications for a course and these will be specified in the course description. If no such limitations have been set, enrollment in a given course will be limited only by the availability of classroom space. If enrollment is limited, then students must apply during a special sign-up period that usually occurs in April for fall-term courses and in December for spring-term courses.

A student applying for more than one course in which enrollment is limited must indicate preferences among these courses by designating a first choice, a second choice, and up to three third choices. This ranking may be used by faculty in making selections among students. A student who is accepted in such a limited course *must* enroll in that course during the first online 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 2005, requests for rescheduled examinations must be made between December 14 and 21; in spring 2006, between May 1 and 5. 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 185 in each entering class — requires an extremely selective admissions process. Admission is subject to approval by the dean, pursuant to policies promulgated by the faculty of the School and the Corporation of Yale University. Overall, the Law School seeks the most promising students in terms of professional and academic distinction. Students are considered for admission regardless of financial need.

An application and information brochure may be downloaded or requested through the Yale Law School Web site at www.law.yale.edu/jdrequest; or by writing to the Office of Admissions, Yale Law School, PO Box 208329, New Haven CT 06520-8329.

To apply for the class entering in September 2006, 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 2005.
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 should 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. If a recommender wishes to write specifically about the applicant's qualifications for study at Yale Law School, rather than for the study of law in general, the letter may be sent directly to Yale. All other letters should be sent through the LSAC.
5. Complete and submit an admissions application form. The application must be postmarked or date-stamped by February 1, 2006. It is the applicant's responsibility to make certain all items arrive at Yale in a timely fashion.

We strongly encourage applicants to apply electronically using the *LSACD*, which is available online at www.lsac.org as part of your LSDAS subscription.

6. Pay the nonrefundable application fee of \$70.

A completed file consists of the application form, a 250-word 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.

Applications are considered roughly in the order in which they are completed. Applicants are encouraged to submit their applications as soon as possible after September 1. We suggest this early autumn date because both the Law School and the LSAC must process large volumes of material. Applicants who submit materials after December 1 should expect a longer processing time.

The Law School's admissions office notifies applicants by e-mail or postcard when their application has been received and when it is complete. Frequent phone and e-mail inquiries about application status delay consideration of applications. Applicants should not telephone to inquire about decisions.

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

Upon notification of acceptance, an applicant must deposit \$250 before the acceptance will be deemed final and a place held for the applicant in the next class. The deposit is fully refundable if the Law School is notified by June 1 that the admitted student intends to withdraw; after that date, the deposit will not be refunded.

An accepted applicant to Yale Law School who has submitted the required acceptance deposit may petition the admissions committee for a one-year deferral. Deferral requests should be made as soon as possible after acceptance. Deferral petitions are considered and granted on a case-by-case basis. Applicants admitted from the waiting list are ineligible for deferral. In exceptional cases, such as foreign academic programs, a two-year deferral may be granted.

When a deferral is granted, the student's acceptance deposit will be credited to the student's account upon matriculation. A further confirmation deposit will be required by March 15 of the year in which the student intends to enroll.

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

No student may commence studies as a first-year student in the J.D. program in the spring term; all new J.D. students must start in the fall term. The Law School does not have an evening division, nor is there a summer session. Yale Law School offers no online or correspondence courses.

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

Personal interviews are not part of the admissions process.

Information concerning LSAC services, including the LSDAS and the LSAT, 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.lsac.org; Box 2000, Newtown PA 18940-0998; or telephone 215.968.1001. Additional information is contained in *The Official Guide to U.S. Law Schools*, published by the LSAC and the ABA.

Transfer Policy/Advanced Standing

Students who have done one year of full-time work (or the equivalent) in residence at another U.S. law school may apply to transfer to Yale. At least two years' work must be done at Yale Law School. Credit will be granted only if the other school is approved by the American Bar Association and if the applicant maintained a weighted grade average of not less than B (or an equivalent) for all work in that school. To be considered, an applicant must have received or expect to receive a bachelor's degree (or the equivalent) before matriculating at Yale Law School. Applicants in special programs in U.S. law schools who have completed the first year of law school while completing the requirements for a bachelor's degree may be considered for transfer.

Application forms for transfer may be downloaded at www.law.yale.edu/jdrequest. They may also be obtained by e-mailing admissions.law@yale.edu, or by writing to the Admissions Office, Yale Law School, PO Box 208329, New Haven CT 06520-8329.

Transfer applications must be filed by July 1. A completed file includes an application form, a 250-word essay, an LSDAS report, law school transcripts, and at least two letters of recommendation from law school professors. LSDAS reports should be updated to reflect the applicant's complete undergraduate record. Spring-term law school grades must be received by Yale Law School before decisions can be made. Please see the application form for further information. Decisions on transfer candidates will be made at the end of July.

Normally, applicants from foreign law schools should apply for admission to the first year of the J.D. program. Requests for advanced standing based on work done outside the United States should be made to the appropriate associate dean after an offer of admission to the first-year program has been made.

Visiting Students

In special circumstances, a student enrolled at another law school may apply for admission on a full-time, nondegree basis. Visiting students may attend for a term or a year, earning credit toward a degree at their own institutions. The

admissions committee considers past academic performance as well as the special circumstances in deciding about such requests.

Students who wish to apply as visiting students should submit their application to the Admissions Office in an envelope marked "Visiting Student Request." A complete application for visiting students contains an application form, a 250-word essay, an LSDAS report, a law school transcript, two letters of recommendation from law school professors, and a cover letter explaining the applicant's reason for visiting. LSDAS reports should be updated to reflect the applicant's complete undergraduate record.

A visiting student must have permission from his or her degree-granting school to earn credit for course work at Yale. Any conditions imposed by that school must also be communicated to the appropriate associate dean. The student must pay full tuition to Yale Law School and is eligible to apply for federal and supplemental loans, but is not eligible for 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 loans, grants, and postgraduate loan forgiveness programs, the School seeks to reduce further the burden of education costs on those students demonstrating financial need. Approximately three-quarters of the student body now receives some form of financial assistance. Extensive assistance to meet the cost of loan repayment for graduates is provided through the Career Options Assistance Program. Yale Law School is also an approved program for educational benefits from the Veterans Administration.

TUITION AND EXPENSES

Tuition is \$19,400 per term, including mandatory fees. The total yearly bill is \$38,800, 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.

For new students, the \$250 deposit required in the spring will be credited on the tuition bill if the student registers in the fall. If the applicant withdraws by June 1, the deposit will be refunded. After that date, the deposit will not be refunded. A student receiving an admission deferral (see page 106) 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.



Tuition Rebate and Refund Policy

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 the Law School for any reason during the first 60 percent of the term will be subject to a pro rata schedule which will be used to determine the amount of Title IV funds a student has earned at the time of withdrawal. Funds are earned according to the percentage of the term completed. A student who withdraws after the 60 percent point has earned 100 percent of the Title IV funds. In 2005–2006, the last days for refunding federal student aid funds will be November 21, 2005 in the fall term and April 6, 2006 in the spring term.
2. For purposes of determining the refund of institutional aid funds and for students who have not received financial aid, tuition will be rebated in accordance with the following policy:
 - (a) 100 percent of tuition (excluding the \$250 deposit for new students) will be rebated for withdrawals which occur on or before the end of the first 10 percent of the term (September 16, 2005, in the fall term and February 2, 2006, in the spring term).
 - (b) A rebate of one-half (50 percent) of tuition will be granted for withdrawals which occur after the first 10 percent but on or before the last day of the

first quarter of the term (October 4, 2005, in the fall term and February 28, 2006, in the spring term).

- (c) A rebate of one-quarter (25 percent) of tuition will be granted for withdrawals which occur after the first quarter of a term but on or before the day of midterm (November 10, 2005, in the fall term and March 26, 2006, in the spring term).
 - (d) Students who withdraw for any reason after midterm will not receive a rebate of any portion of tuition.
3. The death of a student shall cancel charges for tuition as of the date of death and the bursar will adjust the tuition on a pro rata basis.
 4. If the student has received student loans or other forms of financial aid, funds will be returned in the order prescribed by federal regulations; namely, first to the Unsubsidized Federal Stafford and/or Subsidized Federal Stafford loans, if any; then to Federal Perkins loan; next to any other Federal or State, private or institutional scholarships and loans; and finally, any remaining balance to the student.
 5. Loan recipients (Stafford, Perkins, or YLS) who withdraw are required to have an exit interview before leaving Yale. Students leaving Yale receive a mailing from Student Financial Services with an exit packet and instructions on completing this process.

The estimated minimum amounts required for all expenses for the academic year, including tuition, are stated in the section on financial aid (page 112).

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 a 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 \$65. The deadline for enrollment is June 21. For additional information, please contact AMS at the number above or visit its Web site at www.tuitionpayenroll.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, or in a reduction of the amount and type of financial aid offered.

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 is available online at www.fafsa.ed.gov. A Need Access application is also required and is available online at www.needaccess.org. Applications must be submitted no later than March 15 for entering students, or April 1 for continuing students. No financial aid application will be processed unless it is completely filled out, including the required information about parents' finances. Students who are twenty-nine years of age or older need not supply information about parental finances.

The estimated budget for a single student for travel, books, and all living costs for the academic year 2005–2006 is \$14,200. The estimated budget for a married couple (no children) is \$19,700. Individual cases may, of course, vary from these estimates, but all financial aid need determinations are based on these averages.

Among the goals of the aid policy are allocating 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 2005–2006 students are expected to meet \$28,000–\$30,000 (depending on their class year) of need with loans, typically relying on federally guaranteed loans to the maximum extent possible. The remainder of each award above the required loan portion is ordinarily met through supplemental loans and 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 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 2004, the Law School provided fellowships for 155 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 2005, students are eligible to receive up to \$6,000 through SPIF.

CAREER OPTIONS ASSISTANCE PROGRAM

Yale Law School has long encouraged its graduates to consider the broad spectrum of careers available to them. In 1988, the School established the Career Options Assistance Program (COAP) to mitigate the influence of educational debts on the career choices of its graduates. COAP is one of the most generous postgraduation financial assistance programs in the country. Since its inception, more than 1,000 Yale Law School graduates have received more than \$18 million in benefits. COAP is made possible in part 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; academia; and private practice. COAP assistance is also available to judicial clerks in the form of loans. Eligibility does not depend on the political or ideological orientation of the graduate, the employer, or the work.

COAP grants are calculated on the basis of the participant's income, indebtedness, and an imputed loan repayment schedule. Participants' gross income is adjusted with regard to spouses, dependents, and assets, and for graduates whose adjusted income is less than a certain "threshold" level (\$43,000 in 2005), COAP covers the entire calculated repayment for qualified educational loans. Those with adjusted incomes over \$43,000 are expected to contribute 25 percent of their income in excess of that amount toward repayment. Provisions are made for parental leave and for part-time work.

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

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

Admissions

An LL.M. applicant must:

1. If from the United States, have graduated from an approved college and have graduated with high rank from a law school that is a member of the Association of American Law Schools or approved by the American Bar Association. If from another country, have graduated with high rank from a law school or law faculty with standards substantially equivalent to those of the aforementioned American law schools. As a general rule, admission is not available to persons who have already obtained the LL.M. degree or an equivalent degree from another law school in the United States. 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 2, 2005:
 - (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 courses, grades, and rank. Transcripts must be in English or accompanied by an English translation);



- (d) two letters of recommendation from law professors or other references commenting in detail on the scholastic and professional qualifications of the applicant (letters must be in English or accompanied by an English translation); books, tapes, etc. should not be submitted.
3. If the applicant's primary language is not English, establish proficiency in English. Such candidates are required to take the Test of English as a Foreign Language (TOEFL), administered at centers throughout the world by the Educational Testing Service, Princeton, New Jersey. The TOEFL should be scheduled so as to insure receipt of the score prior to January 5, 2006. 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 \$75 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 submitted online or downloaded from the Web site at www.law.yale.edu in the "Admissions" section. Early filing is recommended. Admission decisions are not made on a rolling basis. All LL.M. admission decisions are announced in mid-March.

A J.S.D. applicant must:

1. Have achieved high standing in 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 15, 2006.

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 108–10). Tuition for resident J.S.D. candidates will be \$6,500 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) a completed application form;
 - (b) a current 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 6, 2006.

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.

Americans for Informed Democracy (AID) at Yale is a non-partisan educational organization that raises awareness in the U.S. about world opinions, with an aim toward promoting a more multilateral American foreign policy. Since its establishment in the fall of 2003, AID at Yale has brought together nearly a thousand young leaders and concerned citizens to discuss anti-Americanism, the compatibility of the Western and Islamic worlds, and the war in Iraq. The organization's Web site is www.aidemocracy.org.

The *Asia Law Forum* provides a venue for students and faculty to discuss and debate contemporary issues of law and policy in Asia by sponsoring guest lectures, leading discussion groups, and hosting social activities.

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 emphasizes 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 *Court Jesters*, the Law School's own theater troupe, performs each spring for the Law School community. Recent productions include Moises Kaufman's *Three Trials of Oscar Wilde*, Ariel Dorfman's *Death and the Maiden*, and Ira Levin's *Deathtrap*. Theater experience is optional; sense of humor, a must. The organization's Web site is islandia.law.yale.edu/courtjester/html.

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

The *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 student-run 501(c)(3) corporation that provides grants to innovative public interest law projects. Founded in 1981, it currently distributes two to three grants each year. Students host fundraising activities and serve on the initiative’s board of directors, which includes public interest lawyers, community members, and YLS faculty and staff. Students and board members together review grant applications and select recipients.

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.

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 AM radio station. Each show explores an area of the law with a guest expert. Shows have covered diverse and offbeat topics including family law, immigration, sports, local politics, and 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.

New Haven Cares operates a program of redeemable vouchers for those in need that may be used at participating merchants for food, clothing, shelter, and

transportation, but not alcohol, tobacco, or cash. To ensure that vouchers are distributed widely, New Haven Cares has partnered with more than a dozen local social service agencies that work day-to-day with New Haven's hungry and homeless.

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

The *Pacific Islander, Asian, and Native American Law Students Association* (PANA) is a student group that seeks to promote community among its members and foster a more diverse educational environment. PANA organizes social and cultural events and assists in recruiting minority students. In addition, it organizes discussions of issues affecting ethnic minorities and the role of law in addressing these concerns. Membership in PANA is open to all members of the Law School community.

The *Pro Bono Network* serves as a clearinghouse for public interest research opportunities, soliciting projects from public interest organizations and staffing the projects with Yale Law students. The Pro Bono Network gives students with no prior legal experience the opportunity to work on discrete research and writing projects involving pressing contemporary legal issues.

The *Project for Law and Education at Yale* (PLEY) seeks to foster conversation and community building among students interested in the intersection of education and the law. Programs have featured teachers and school administrators, as well as lawyers representing students, schools, and education-oriented nonprofit organizations. PLEY also sponsors a reading group exploring current developments in education law.

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

Street Law seeks to empower New Haven's minority youth through legal education, provide support to public school teachers, and interact with the local community. Teachers work in the same classroom during the term, teaching weekly, hour-long lessons. The lessons are designed to be interactive, informative, and challenging — enabling students to think critically about the legal systems in place. Street Law teachers use the same curriculum and receive weekly training on the lesson and its implementation.

The *Student/Faculty Alliance for Military Equality* (SAME) was organized in the fall of 2002 in response to threats by the Department of Defense to withdraw federal funding from the University if military recruiters were not permitted to participate in certain Law School recruiting programs. SAME became a plaintiff in a lawsuit challenging DOD's actions, and in 2005, a District Court enjoined the DOD's efforts in a related lawsuit by some members of the Law School

faculty. SAME also organizes broader activities in support of law school nondiscrimination policies and in opposition to “Don’t Ask, Don’t Tell.”

The *Thomas Swan Barristers’ Union* organizes an annual mock trial competition with a civil or criminal case. Students acting in pairs prepare pleadings and a trial brief, and conduct a pretrial motions hearing and the trial. Federal judges or practicing attorneys preside at the trials. A final prize trial is held at the end of the year. The competition occurs in the spring term. A preparticipation program is offered in the fall term as an introduction to trial advocacy skills. First-year students are welcome to participate.

The *Temporary Restraining Order Project* (TRO) provides students with the opportunity to assist domestic violence victims with the often arduous process of seeking legal protection from abuse. Participants are trained to staff an office at the New Haven Superior Court under the supervision of the court clerk’s office and New Haven Legal Assistance attorneys.

The *Morris Tyler Moot Court of Appeals* is a competition managed by a board of student directors, composed of students who have previously participated in a moot court competition. Each participant writes an extensive appellate brief and presents an appellate oral argument on a case scheduled to be heard by the Supreme Court. Another case is selected for briefing and argument in the prize finals, which are held at the close of each term.

Umoja is an organization designed to promote critical thinking and create youth-initiated community action projects. It was launched in January 1999 by three Law School students who worked with a group of high school students to mobilize major public support for federal gun control legislation. Previous community action projects have ranged from creating community newsletters on police brutality to making a film about parental responsibility.

Women and Youth in Support of Each Other (WYSE) is a mentorship program originally founded to prevent teen pregnancy and provide young women with more options at an earlier age. It has since 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.

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; brown-bag lunches on topics of current relevance; activism on matters of pressing concern; an annual career panel; and legal research and advocacy (both self-initiated and for outside groups and activists).



The *Yale Federalist Society* is a group of conservative and libertarian law students dedicated to fostering discussion and debate of issues of law and public policy. It is a part of the national Federalist Society. Members share a belief in judicial restraint and the use of free market forces to allocate resources in a society. Activities under its sponsorship at Yale have included debates on current legal issues and speeches by federal judges, law professors, and public officials.

The *Yale Forum on the Practice of International Law* brings leading international practitioners and policy makers to the Law School to speak on subjects within their expertise. The Forum seeks to advance discussion on pertinent topics of international law and policy while taking particular care to expose students to the kinds of opportunities that exist for legal practice in an international forum. In recent years, speakers have hailed from many regions of the world and diverse careers in government, academia, private practice, and public service.

The *Yale Graduate Law Students Association* (YGLSA) is an organization open to graduate fellows and visiting scholars. YGLSA members participate in lectures, discussions, and social events organized by the students themselves and 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 issues concerning 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; <http://islandia.law.yale.edu/ybrdlj/>) strives to provide a broad range of perspectives on issues at the intersection of human rights and development. The journal is edited by students and advised by members of the Law School faculty, and includes articles solicited from top legal scholars and practitioners, in addition to student notes and book reviews.

YIPPIE! (Yale Incentive Program for Public Interest Employment) was founded by members of the class of 2006 to encourage YLS students to do summer public interest work by helping those students with their financial needs, and to draw together the entire Law School community around Yale Law's public interest mission. YIPPIE! coordinated events including Small Group Olympics, Speed Dating, and the Day's Pay initiative.

The *Yale Jewish Law Students Association* hosts Shabbat and holiday meals, arranges lectures, discussions, and informal classes on topics of Jewish and legal interest, and sponsors legal and social action in the public interest.

The *Yale Journal of Health Policy, Law, and Ethics* is an interdisciplinary journal whose staff members come from all of Yale's graduate and professional schools. The journal publishes pieces on many topics, ranging from civil rights enforcement in health care delivery to bioterrorism. Recent contributors have included Senator Ted Kennedy, Senator Bill Frist, and prominent academics and policy makers. Submissions are peer reviewed by a distinguished advisory board, and first-year editors can play a substantive role in editing the journal. The journal's Web site is www.yale.edu/yjhple.

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

The *Yale Journal of Law and Feminism* is a student-run journal that publishes works concerning a broad range of legal issues as they pertain to gender, sexuality, or feminist theory. Combining theoretical and practical perspectives, the editors encourage submissions of articles, essays, and reviews, and also consider submissions of other genres. To reflect feminist values, the journal is nonhierarchical — all members can participate fully in editing, screening, and administrative decision-making.

The *Yale Journal of Law & the Humanities* is a biannual publication edited by students and advised by a board of distinguished scholars. Editors include students from the Law School and several graduate departments in the University. Founded on the conviction that interdisciplinary scholarship is crucial to an understanding of both 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 a student-run journal that offers its readers a cutting-edge, dynamic environment in which to acquire and produce knowledge about the interface between law and technology. The journal publishes a wide variety of material, including 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 & Policy Review* (YLPR) is a student-run journal that publishes pieces on a wide range of issues at the intersection of law and policy, including affirmative action, campaign finance reform, urban policing, education policy, and the war on terrorism. YLPR welcomes contributions by professors, policy makers, and practitioners. YLPR's Web site is www.yale.edu/ylpr.

The *Yale Law and Technology Society* provides a forum for the discussion of law and technology. The society invites distinguished speakers to participate in activities at the Law School throughout the year. In conjunction with the Information Society Project (www.law.yale.edu/isp), the society publishes *LawMeme* (www.lawmeme.org), the Law School's weblog for law and technology issues.

The *Yale Law 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, essays, book reviews, and student notes and comments on a broad range of legal topics. A board of student editors manages and produces eight issues of the journal per year. Students are selected for membership on the journal and for positions on the editorial board through procedures established by the current board. Students are informed of the selection procedures in March or April 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. Membership is open to any student of the Law School.

The annual *Yale Law Revue* is a collection of satirical songs, skits, and vignettes written, staged, and performed by law students. It's an institution — a good time had by all (or your money back).

Yale Law School Workers' Rights Project advocates for workers' rights in the United States and globally. In cooperation with practicing attorneys, law students work with a diverse group of labor and community organizations, as well



as initiating their own projects. The goal is to serve the immediate legal and other needs of worker organizations and to assist in the development of innovative organizing strategies.

Yale Law Women provides a forum for discussion of issues and concerns that women share with regard to teaching, classroom atmosphere, curriculum, and the outside legal community. It monitors policies of the Law School that have a particular impact on women, seeks to develop a supportive community of women students and faculty, and offers practical information relevant to school, practice, and education on women's legal issues through speakers and workshops.

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 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 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. Its members host speakers on current issues in animal rights and animal welfare law; carry out research projects; attend

conferences around the nation; and lobby for a course in animal law to be taught at the Law School. The group hosted the first national animal law conference at an Ivy League law school.

Youth Rights Media, with support from the New Haven Police Department, created a ninety-minute curriculum focused on the rights and responsibilities that youth have when dealing with police officers. It primarily covers Fourth Amendment protections, 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.

Students may list 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) offers informational materials, programs, and individual counseling to educate students and alumni about the diverse career paths open to them as graduates of Yale Law School. With the assistance of CDO, students and alumni gain the confidence and knowledge to identify and achieve their career goals.

CDO's services include:

- Offering advice from attorney counselors specializing in the public interest and private sectors, as well as in judicial clerkships and fellowships.
- Sponsoring more than sixty programs each year, including panels, lectures, and informal discussions on various employment tracks, self-assessment, and quality of life issues.
- Hosting a recruitment program every fall for second- and third-year students. More than 250 legal employers register, from all parts of the country and abroad, to interview students for summer and permanent positions. Approximately twenty employers interview first-year students at CDO's spring interview program. Yale also cosponsors two public service recruitment events and one international graduate student interview event off-campus each year.
- Maintaining a library of materials as well as publishing manuals and brochures on career development topics or specific employment sectors. CDO also manages an online job posting system where hundreds of employers post opportunities for Yale Law students and graduates, available on CDO's Web site at www.law.yale.edu/cdo.
- Coordinating, with the Office of Alumni Affairs, the Alumni Mentoring Network where students and alumni have access to hundreds of graduates who have offered to serve as career advisers. CDO also invites graduates to serve as mentors in residence where they meet individually with students seeking information about particular careers.

Upon graduation, virtually all Yale Law students have accepted employment. Each year, more than 40 percent accept judicial clerkships, and more than 40 percent accept jobs with private law firms. Approximately 10 percent accept public interest or government jobs. However, after taking into account the first jobs taken by students after their judicial clerkships, the total percentage of graduates in public service typically rises to approximately 20 percent.

Geographically, New York City, Washington, D.C., San Francisco, and Los Angeles are the most popular destinations for Yale Law School graduates, but members of the Class of 2004 accepted employment in twenty-eight different states.

Nearly all first- and second-year law students who seek summer legal employment are able to secure positions with law firms, government agencies, 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 Career Options Assistance Program (COAP). COAP is a loan deferral and forgiveness program that provides full, need-based loan repayment to graduates earning approximately \$43,000 or less a year and partial repayment for many alumni earning above that amount. See pages 113–14 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 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 WEST-LAW, supplemented by Internet-based resources, including a growing number of digitized documents loaded by the library.

Library hours and services are structured to meet the research demands of the Yale Law School community. Services are provided by a professional staff of librarians, lawyers, and computer specialists who offer training, support, and advice to library users in their efforts to find information. Individual reference support is offered most weekdays until late evening and 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

Annual rentals in the Law School dormitories range from \$5,180 to \$5,710 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 Law School 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 9 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

In support of research and instruction at the Law School, Information Technology Services maintains a Windows XP computer cluster with several high-speed network printers. All of the computers are networked and run a standard suite of software including Microsoft Office, Corel WordPerfect, and Adobe Acrobat. Print accounts are available for each student and printing to the networked printers costs \$0.07 per page for black-and-white printing; \$0.50 per page for color.

E-mail and dial-up Internet accounts are established for each entering student. Students can access their e-mail from any Web-enabled computer, and from their own computers using any e-mail client such as Microsoft Outlook or Apple Mail. All Law School classrooms are wired for Internet access, and wireless Internet is available throughout the Law School. For more information, please see www.law.yale.edu/wireless.

Information Technology Services assists students with questions and concerns about computer hardware and software. For more information check the Law School's ITS Web page at www.law.yale.edu/its or contact the director of Information Technology Services at 203.432.4044.

Child Care

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

Security in the Law School

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

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 75–77). 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

A Global University

In celebrating the Yale Tercentennial in 2001, President Richard C. Levin gave special weight to “Yale’s intention to become a truly global institution” by building on existing relationships and international activity. Since that time, the University has made great strides to intensify and broaden its efforts in the international arena. Exchanges of students, faculty, researchers, and fellows have grown significantly. Programs of study and research across the University increasingly incorporate international subject matter. To enhance all its initiatives in this direction, the administration has created a number of organizations and other specialized resources.

The most recently established organizational unit is the Office of International Affairs, which serves as an administrative resource to support the international activities of all schools, departments, offices, centers, and organizations at Yale; to promote Yale and its faculty to international audiences; and to increase the visibility of Yale's international activities around the globe. Web site: www.yale.edu/oia.

The Office of International Affairs joins a range of other institutional resources, including:

Yale Center for International and Area Studies (YCIAS), the University's principal agency for encouraging and coordinating teaching and research on international affairs, societies, and cultures; www.yale.edu/ycias.

Yale Center for the Study of Globalization, which draws on the rich intellectual resources of the Yale community, scholars from other universities, and experts from around the world to support teaching and research on the many facets of globalization, while helping to enrich debate through workshops, conferences, and public programs; www.ycsg.yale.edu.

Office of International Students and Scholars (OISS); www.oiss.yale.edu. See the description on pages 144–45.

Yale World Fellows Program, which hosts twelve to eighteen Fellows from outside the U.S. each year for a term of concentrated study and close contact on the Yale campus; www.yale.edu/worldfellows.

For additional information: "Yale and the World" is a compilation, on the Yale Web site, of resources for international students, scholars, and other Yale affiliates interested in the University's global initiatives: <http://world.yale.edu>.

Cultural, Religious, and Athletic Resources

Two sources of information about the broad range of events at the University are the *Yale Bulletin & Calendar (YB&C)*, a newspaper printed weekly during the academic year, and the *Yale Calendar of Events*, an interactive calendar that can be found online at <http://events.yale.edu/opa>. The *YB&C*, which also features news about Yale people and programs, is available without charge at many locations throughout the campus and is sent via U.S. mail to subscribers; for more information, call 203.432.1316. The paper is also available online at www.yale.edu/opa/yb&c.

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

The Yale University Art Gallery is known worldwide for its collections of American art, the Jarves Collection of early Italian paintings, the finds excavated at the ancient Roman city of Dura-Europos, the Société Anonyme Collection of early-twentieth-century European and American art, and most recently the Charles B. Benenson Collection of African Art. The Gallery is celebrating the fiftieth anniversary of the opening of the Louis I. Kahn building with a complete

restoration, reopening in 2006. Gallery programming remains active, with permanent and collection exhibitions in the Egerton Swartwout building.

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

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

More than four hundred musical events take place at the University during the academic year. These include concerts presented by students and faculty of the School of Music, the Department of Music, the Yale Concert and Jazz bands, the Yale Glee Club, the Yale Symphony Orchestra, and other undergraduate singing and instrumental groups. In addition to graduate recitals and ensemble performances, the School of Music features the Philharmonia Orchestra of Yale, the Chamber Music Society at Yale, the Duke Ellington Series, the Horowitz Piano 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 church; and Yale Religious Ministry, the on-campus association of clergy and nonordained representatives of various religious faiths. The ministry includes the Chapel of St. Thomas More, the parish church for all Roman Catholic students at the University; the Joseph Slifka Center for Jewish Life at Yale, a religious and cultural center for students of the Jewish faith; Indigo Blue: A Center for Buddhist Life at Yale; several Protestant denominational ministries and nondenominational ministries; and student religious groups such as the Baha'i Association, the Yale Vedanta Society and Yale Hindu Council, and the Muslim Student Association. Additional information is available at www.yale.edu/chaplain.

Established in 1949, the International Center of New Haven is a nonprofit community-based organization. The Center's programs are based on the idea that both the international community in Greater New Haven and the local community can benefit from each other. The Center is located at 442 Temple Street, and the office is open from 9 A.M. to 4.30 P.M., Monday through 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 and special events, as well as offering English as a Second Language (ESL) classes, in



addition to a number of programs including the International Community 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 fifteen students and scholars. Rooms are available for the academic year and summer. For more information on any of these programs, or on the International House, telephone 203.432.6460, fax 203.432.6462, e-mail info@icnh.org, or visit the Web site at www.icnh.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. 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 Yale Tennis Complex, and the Golf Course at Yale are open to faculty, students, employees, students' spouses, and guests of the University at established fees. Up-to-date information on hours and fees at all these recreational facilities can be obtained from the Sport and Recreation Office (203.432.1431). Skate sharpening is available daily; however, no skate rentals are 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://yalebulldogs.collegesports.com/> (click on Sports 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 online at <http://yalebulldogs.collegesports.com>.

Health Services for Law School Students

Yale University Health Services (YUHS) is located on campus at 17 Hillhouse Avenue. YUHS offers a wide variety of health care services for students and other members of the Yale community. Services include student medicine, gynecology, mental health, pediatrics, pharmacy, laboratory, radiology, a 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, or on the YHP Web site at www.yale.edu/uhs.

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 register for a minimum of one term within the first thirty days of affiliation with the University.

Students not eligible for YHP Basic Coverage may also use the services on a fee-for-service basis. Students who wish to be seen fee-for-service must 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 Coverage (see below). If the student has an alternate insurance plan, YHP will assist in submitting the claims for specialty and ancillary services to the other plan and will bill through the Office of Student Financial Services for noncovered charges and services.

HEALTH COVERAGE ENROLLMENT

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

YHP Hospitalization /Specialty Coverage

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

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.

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 services described in both the YHP Basic Coverage and the YHP Hospitalization/Specialty Coverage. YHP Prescription Plus Coverage may be added at an additional cost. Coverage is not automatic and enrollment is by application. Applications are available from the YHP Member Services Department or can be downloaded from the YUHS Web site (www.yale.edu/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 services described in both the YHP Basic and the YHP Hospitalization/Specialty Coverage. Prescription Plus Coverage may also be added for an additional cost. Applications are available from the YHP Member Services Department or can be downloaded from the YUHS Web site (www.yale.edu/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 or refunded. 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 (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 services described in both the YHP Basic and the YHP Hospitalization/Specialty Coverage. Coverage is not automatic and enrollment forms are available at the YHP Member Services Department or can be downloaded from the YUHS Web site (www.yale.edu/ubs). Students must complete an enrollment application for the plan prior to September 15 for the full year or fall term, or by January 31 for the spring term only.

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

REQUIRED IMMUNIZATIONS

Measles (Rubeola) and German Measles: 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, 2005. Please note that the State of Connecticut does not require this vaccine for students who intend to reside off campus.

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

Resource Office on Disabilities

The Resource Office on Disabilities facilitates accommodations for undergraduate and graduate and professional school students with disabilities who register with and have appropriate documentation on file in the Resource Office. Early planning is critical. Documentation may be submitted to the Resource Office even though a specific accommodation request is not anticipated at the time of registration. It is recommended that matriculating students in need of disability-related accommodations at Yale University contact the Resource Office by June 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 (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 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, daily English conversation groups, and receptions for newly arrived graduate students, postdocs, and visiting scholars, provide an opportunity to meet members of Yale's international community and become acquainted with the many resources of Yale University and New Haven.

OISS maintains an extensive Web site (www.oiss.yale.edu) with useful information for students and scholars prior to and upon arrival in New Haven. As U.S. immigration regulations are complex and change rather frequently, we urge international students and scholars to visit the office and check the Web site for the most recent updates.

International students, scholars, and their families and partners can connect with OISS and the international community at Yale by subscribing to the following e-mail lists. *OISS-L* is the OISS electronic newsletter for Yale's international community. *YaleInternational E-Group* is an interactive list through which over 2,000 international students and scholars connect to find roommates, rent apartments, sell cars and household goods, find companions, and keep each other informed about events in the area. Spouses and partners of international students and scholars will want to know about International Spouses and Partners at Yale (ISPY). The *ISPY E-Group* is an interactive list of over 300 members to connect spouses, partners, and families at Yale. To subscribe to any list, send a message to oiss@yale.edu.

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., except Tuesday, when the office is open from 10 A.M. to 5 P.M.



Law School Students

DEGREES CONFERRED

Juris Doctor, October 9, 2004

Elizabeth Nicola Berkowitz

Erin Shannon Conroy

Jason Colin Cyrulnik

Sandra Irmgard Gebhardt

Haini Guo

Robert G. Hoo

Andrew Christopher Sepielli

Boris Sokurov

Paul J. Szyndl

Master of Laws, October 9, 2004

Conor W. Hanly

Larissa Michelle Katz

Sandra Jaclyn Kiapi

Chie Kojima

Patricia I. McMahon

Santiago Montt

Aida del Pilar Santillan

Master of Studies in Law, October 9, 2004

Günther Josef Michael Auth

Elizabeth Stauderman

Doctor of the Science of Law, October 9, 2004

Yingmao Tang

Master of Laws, December 11, 2004

Wesley MacNeil Oliver

Juris Doctor, February 26, 2005

Jason Amsterdam Levitis

Carlos Scott López

Eric Craig Sapp

Charisa Aaron Smith

Master of Laws, February 26, 2005

Maciej Kisilowski

Gal Levita

Doctor of the Science of Law, February 26, 2005

Ana Birchall

Caio Mario da Silva Pereira Neto

Master of Laws, April 23, 2005

Nimrod Kozlovski

Juris Doctor, June 1, 2005

Ruby Zahiyah Afram

April Joy Anderson

Farrin Rose Anello

Neeraj Arora

Uzo Asonye

Aditi Banerjee

David Paul Bartels

Emily Rose Ritvo Beckman

Manuel Gabino Berrélez III

Daniel Gregory Bird

James Davis Blacklock

Nathanael James Blake

Joshua Abraham Block

Anastasia Vladimirovna Boyko

Donald Braman

Andrew Jason Brauer

Zachary Andrew Bray

Maria Elizabeth Burnett

Christopher James Burrell

Pamela Alba Campos

Pamela Anne Carter

Ashlie E. Case

Samantha Lee Chaifetz

Wareewan Tina Charoenpong

Kenneth Sanway Chen

Richard Chi

Lawrence Perley Cogswell III

John Francis Coyle III

David John D'Addio

Robert Bernard Davis

Megan Elissa Delehanty	Alicia Edith Johnson
Deborah Dinner	Phyllis Alene Jones
Amanda Bouvier Edmonds	Jeffrey Douglas Kaliel
Antonio Coronel Elefano, Jr.	Svilen Ivanov Karaivanov
Jasmine Elwick	Katherine Louise Karl
Nicole Le Estey	Zachary Kaplan Katz
William David Falsey	Derek Jay Kaufman
Aron Russell Fischer	Kabrina Kau
Leah Collier Fletcher	Lara T. Kayayan
David Fontana	Allon Kedom
Hillary Michelle Forden	Patrick S.R. Keefe
Sydney Andrea Ramsey Foster	Christopher E. Kemmitt
Cary Catherine Franklin	Julia Anne Kernochan
Michael David Gadarian	Bryan Jacob Ketrosier
David Scott Gamage	Anita Khandelwal
Patrick Schaefer Louis Geary	Elaine Ki Jin Kim
Justina Louise Geraci	Elisha J. Kobre
Michael Gerber	Thomas Ford Koelbl
Margaret Caitlin Gleason	Abigail Brett Krauser
Chad Ian Golder	Praveen Srinivas Nepalli Krishna
Andrew Daniel Goldstein	Jedidiah Joseph Kroncke
Scott Wachtel Golenbock	Bryan Wykoff Leach
Brianne Jenna Gorod	Joshua Ryan Lee
Andrei Milenko Kenneth Greenawalt	Michelle Ju Yoon Lee
Abigail Brier Greene	Peter Yun-hyoung Lee
Jamal K. Greene	Brandt Arthur Leibe
Ayo Kleinsinger Griffin	Eliza Sarah Sylvia Leighton
James Taylor Lewis Grimmelmann	Wylie Harrison Levone
Sarah Elizabeth Griswold	Paula Rebecca Levy
Seth Sherman Grossman	Nancy Liao
Avni Gupta	Oskar Liivak
Annie Mae Harlan	Yair Jason Listokin
Grant Thomas Harris	J. Alejandro Longoria
Scott Richard Hatch	Victoria Vierling Louie
Karen Hendricks Healer	Alison Margaret Mackenzie
Thomas K. Hedemann	Elisabeth Ann Marshall
Nicole C. Henning	Sarah Barbara Mascareñas
Ethel Randolph Higonnet	Judkins Cooper Mathews
Blaise Chadwick Hill	Kevin P. McCulloch
Dale Edwin Ho	Mercédes Daile Marie McFarland
Michael T. Holland	Bryan Kent McGee
Beth Hooton Ruiz	Diarra McKinney
Candace Rae Jackson	Cynthia Ann Merrill
Christopher Frederick Jeu	Abja Uttam Midha

Yuval Miller
 Charles Randall Minor
 Daniel Ibsen Morales
 Erin Eileen Morrow
 Elora Mukherjee
 Nicolas David Muzin
 Maya Nayak
 Jeremy Rondeau Newell
 Chet Kelii-Wallraff Pager
 Alexander S. Parsons
 Parviz Parvizi
 Elizabeth Holt Peters
 Katherine Marie Pollock
 Emma Marion Quinn-Judge
 Juan Luis Ramirez
 Lauren Reid Randell
 Yusuf Abdulla Rangwala
 John William Rea
 Kevin Thayer Reed
 Jane Mary Ricci
 Marie Isel Rivera Santana
 Limor Robinson
 Blake Keally Rohrbacher
 Eric Rosenstock
 Jeremy Adam Rossman
 Matthew Brennan Rowland
 Andrew J. Sackett
 Gabriel Patrick Sanchez
 Galit Alcalay Sarfaty
 Martin Schmidt
 Timothy Ryan Schnabel
 Robert Charles Schuwerk
 Laurence Michael Schwartztol
 David M. Shapiro
 J. Peter Shindel, Jr.
 David Reuben Silverman
 Anna Margaret Skotko
 Phillip Nelson Smith, Jr.
 Jennifer Rebecca Soble
 Adam Albert Sofen
 Nadia Bohachewsky Soree
 Katherine Gallup Southwick
 Jennifer Helene Sperling
 Ankur Srivastava

Sara Jane Sternberg
 Debra Lynne Stump
 Deborah A. Thomas
 Matthew David Thurlow
 Travis Alexander Torrence
 Tahlia Natasha Townsend
 Alexander Turkeltaub
 Peter P. Vassilev
 Ashley Wilcox Manjarrez Walker
 Ting Wang
 Clarence Webster III
 Max McMeekin Weinstein
 Gregory S. Wesley
 Caroline Elizabeth Wilson
 Andrew Michael Woolf
 Elizabeth Garland Wright
 John Atchison Wright
 Jeffrey Y. Wu
 Steven Chiajon Wu
 Benjamin Jacob Wyatt
 Shintaro Yamaguchi
 Alexandra Wallace Yates
 Brian M. Yates
 Jonathan M. Young
 Alexandros Donnelly Zervos

Juris Doctor, June 4, 2005
 Adil Ahmad Haque

Master of Laws, June 1, 2005
 Ilan Benshalom
 Katharina de la Durantaye
 Yunsong Ge
 Florin Ternal Hilbay
 Jassna Javed
 Megumi Kayaki-Taniguchi
 Florian Marxer
 Nishara Manique Mendis
 Simone M. Sepe
 Daniela Elisabeth Thurnherr
 Cristina Villarino Villa
 Anna Leola White
 Karin Carmit Yefet
 Charles Michael Young
 Xingxiang Zhang

<i>Doctor of the Science of Law, June 1, 2005</i>	Peter Judson Richards
Shmuel Itzchak Becher	David Böhm Schorr
Marcelo Ferrante	Netanella Tani Zahavi

SUMMARY OF ENROLLMENT, 2004–2005

Juris Doctor Candidates

Class of 2005	188	Doctor of the Science of Law	13
Class of 2006	195	Master of Laws	23
Class of 2007	188	Visiting Scholars	12
Joint Degree	31	Visiting Students	2
<i>Total Juris Doctor</i>	602	<i>Total Enrollment</i>	652

INSTITUTIONS REPRESENTED

Amherst College	9	College of William and Mary	3
Anhui Normal University		Colorado College	1
[People's Republic of China]	1	Colorado State University	1
Bahria Institute of Management and		Columbia University	14
Computer Science [Pakistan]	1	Columbia University	
Bar-Ilan University [Israel]	1	[Barnard College]	1
Boston College	1	Cornell University	7
Boston University	1	Dalhousie University [Canada]	1
Bowdoin College	1	Dartmouth College	10
Bowling Green State University	1	Davidson College	1
Brandeis University	4	Deep Springs College	1
Brown University	12	Denison University	1
Bryn Mawr College	1	Duke University	12
Carleton College [Minnesota]	1	Duquesne University	1
Case Western Reserve University	1	Emory University	4
Casper College	1	Foreign Affairs College	
Catholic University of America	1	[People's Republic of China]	1
Central Connecticut State		Franciscan University of	
University	1	Steubenville	1
Chuo University [Japan]	1	Furman University	1
City University of New York		Georgetown University	3
[Brooklyn College]	2	Glendale Community College	1
City University of New York		Grinnell College	1
[Queens College]	2	Hampton University	1
Claremont McKenna College	2	Harvard University	94
Clemson University	1	Hebrew University of Jerusalem	
Colgate University	1	[Israel]	2
College of Charleston	1	Hillsdale College	1
College of the Canyons	1	Hitotsubashi University [Japan]	1

Hobe Sound Bible College	1	Pontificia Universidad Catolica	
Humboldt-Universität zu Berlin [Germany]	1	del Peru [Peru]	1
Illinois State University	1	Princeton University	29
Illinois Wesleyan University	1	Rice University	4
Indiana University	1	Rutgers, State University of New Jersey	6
Instituto Tecnologico Autonomo de Mexico [Mexico]	1	Saint Johns College [Minnesota]	1
Johns Hopkins University	2	Saint Louis University	1
Juilliard School	1	Saint Olaf College	2
Keene State College	1	Sarah Lawrence College	1
Lehigh University	1	Scripps College	1
Leopold-Franzens Universität Innsbruck [Austria]	1	Seoul National University [Republic of Korea]	2
Libera Università Internazionale degli Studi Sociali Guido Carli in Rome [Italy]	1	Simons Rock of Bard College	1
Louisiana State University	1	Soochow University [Taiwan]	1
Massachusetts Institute of Technology	1	Stanford University	40
McMaster University [Canada]	1	State University of New York at Buffalo	2
Messiah College	1	State University of New York at Stony Brook	2
Middlebury College	2	Swarthmore College	5
Morehouse College	1	Tel Aviv University [Israel]	2
Moscow M.V. Lomonosov State University [Russia]	1	Texas A & M University	3
Mount Holyoke College	1	Torah Temimah Talmudical Seminary	1
Nanjing University [People's Republic of China]	1	Trinity College [Connecticut]	1
National Taiwan University [Taiwan]	2	Trinity University [Texas]	1
National University of Singapore [Singapore]	1	Truman State University	1
New York University	2	Tufts University	2
North Carolina State University	2	Tulane University	2
Northwestern University	9	Union College [Nebraska]	1
Oberlin College	3	Union College [New York]	1
Ohio State University	2	Universidad de Buenos Aires [Argentina]	2
Ohio Wesleyan University	1	Universidad de Chile [Chile]	1
Open University [United Kingdom]	1	Universidad Diego Portales [Chile]	1
Peking University [People's Republic of China]	2	Universidade de São Paulo [Brazil]	4
Pomona College	2	Universitat de Barcelona [Spain]	1
		Universität Hamburg [Germany]	1
		Universitat Pompeu Fabra [Spain]	1
		Université de Paris [France]	1
		Universiteit Leiden [Netherlands]	1
		University College Dublin [Ireland]	1
		University of Akron	1

University of Alabama	4	University of Oslo [Norway]	1
University of Arkansas	2	University of Pennsylvania	2
University of British Columbia [Canada]	1	University of Richmond	1
University of California at Berkeley	21	University of Santo Tomas [Philippines]	1
University of California at Davis	1	University of Southern California	4
University of California at Irvine	1	University of Stellenbosch [South Africa]	1
University of California at Los Angeles	6	University of Texas at Austin	5
University of California at San Diego	1	University of Texas at El Paso	2
University of Canberbury [New Zealand]	1	University of Toronto [Canada]	2
University of Chicago	7	University of Tulsa	1
University of Cincinnati	1	University of Utah	4
University of Colombo [Sri Lanka]	1	University of Vermont	1
University of Colorado	1	University of Virginia	11
University of Delaware	1	University of Warsaw [Poland]	1
University of Florida	3	University of Washington	4
University of Georgia	3	University of Wisconsin at Madison	4
University of Hartford	1	University of Zurich [Switzerland]	1
University of Illinois	2	Vanderbilt University	2
University of Iowa	1	Vassar College	1
University of Kansas	1	Villanova University	1
University of Maryland	3	Washington and Lee University	1
University of Michigan at Ann Arbor	6	Washington University [Missouri]	4
University of Minnesota	1	Webster University	1
University of Mississippi	1	Wellesley College	2
University of New South Wales [Australia]	1	Wesleyan University	6
University of North Carolina at Chapel Hill	4	West Virginia University	2
University of North Florida	1	Western Michigan University	1
University of Notre Dame [Indiana]	7	Wheeling College	1
University of Oklahoma	1	Williams College	14
		Yale University	85
		Yeshiva University	3
		Yonsei University [Republic of Korea]	1
		York University [Canada]	1
		<i>Total Institutions</i>	180

GEOGRAPHICAL DISTRIBUTION

United States

Alabama	8	Arizona	2
Alaska	2	Arkansas	4

California	80	West Virginia	3
Colorado	1	Wisconsin	4
Connecticut	103		
District of Columbia	9	<i>Total States,</i>	48
Florida	24		
Georgia	8	<i>Foreign Countries</i>	
Hawaii	1	Albania	1
Illinois	21	Argentina	1
Indiana	3	Australia	2
Iowa	6	Brazil	5
Kansas	1	Bulgaria	2
Kentucky	4	Canada	9
Louisiana	4	Chile	1
Maine	1	China	3
Maryland	17	France	2
Massachusetts	24	Germany	1
Michigan	10	Greece	1
Minnesota	8	Hungary	1
Mississippi	1	Ireland	1
Missouri	6	Israel	4
Nebraska	1	Italy	1
Nevada	2	Japan	2
New Hampshire	3	Korea	4
New Jersey	26	Liechtenstein	1
New Mexico	3	Mexico	2
New York	77	Netherlands	1
North Carolina	10	New Zealand	1
North Dakota	3	Pakistan	1
Ohio	9	Peru	1
Oklahoma	6	Philippines	1
Oregon	3	Poland	1
Pennsylvania	13	Russia	1
Puerto Rico	2	Singapore	1
Rhode Island	4	South Africa	1
South Carolina	4	Spain	2
South Dakota	1	Switzerland	2
Tennessee	2	Taiwan	3
Texas	26	United Kingdom	3
Utah	5		
Vermont	4	<i>Total Countries</i>	32
Virginia	16		
Washington	12		



Alumni and Endowment Funds

ALUMNI

Yale Law School alumni serve as distinguished public servants, academicians, judges, practitioners, and business entrepreneurs all over the world. Renowned in their professional lives, the twelve thousand alumni play a vital role in the global Yale Law School community. They renew social ties and network with one another, and offer their knowledge of legal scholarship and practice at Law School gatherings in a variety of places in the United States and abroad throughout the year. Graduates also gather in New Haven for the annual Alumni Weekend, serve as practitioners in residence and mentors in the School's centers and programs, and attend and participate in the many lectures and conferences occurring at their alma mater. The Association of American Law Schools annual meetings, in rotating American cities, provide a wonderful opportunity for both local alumni and law teachers to assemble over dinner with the dean and a faculty speaker. The Law School's Master Calendar notes the frequent alumni events both here and away from New Haven as well as the full schedule of Law School events (www.law.yale.edu/calendar).

The Yale Law School Association consists of all graduates. It was founded to strengthen both the ties among graduates and between graduates and the Law School. 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 large group of New York City alumni enjoying the play *Democracy* (produced by Eric Falkenstein '94), a "Yale in L.A. Day" featuring the dean and faculty speakers, a small dinner with Sterling Professor John Langbein in Berlin, or an informal get-together to greet summer associates and recent graduates at Boston Harbor, Yale Law School alumni maintain important connections with each other and with their alma mater. To facilitate 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 address. For more information, please contact the associate dean for alumni affairs at ylsalum@pantheon.yale.edu; 203.432.1690; www.law.yale.edu/alumni.

The Yale Law School Association is headed by an Executive Committee consisting of approximately 180 alumni. Meetings take place twice a year at the Law School, led by the present officers: chair, Rhonda Joy McLean '83; president, James Dabney Miller '75; vice presidents, Mark C. Alexander '92, John M. Barkett '75, Nancy Gist '73, Janet Langford Kelly '83, Linda M. Ricci '94, Laurence T. Sorkin '67; secretary, Brett A. August '77; treasurer, Debra A. Valentine '80.

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. 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 by name, area of expertise, employer type, geographic location, and more. 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. Students attend events and serve as aides. 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 2005 is "Entrepreneurship and the Law." In addition to panel discussions and talks on this theme, William Drayton, Jr., founder of Ashoka, the global social entrepreneurship organization, will receive the Yale Law School Association's Award of Merit.

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.

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

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

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

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

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

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

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

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

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, Frank, Harris, Shriver & Jacobson LLP, and by his former clients and friends, to establish a chair in corporate and securities law.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

General Purpose and Research Funds

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Shibley Family Fund (1995). Established through a generous bequest from the late Raymond N. Shibley, LL.B. 1950, to support a faculty research fund devoted to aspects of post-World War II contracts law.

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

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

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

Thomas Thacher Fund (1922). Established by a gift from Thomas Day Thacher, B.A. 1904, in honor of his father, Thomas Thacher, B.A. 1871, and later increased by gifts from Mrs. Thomas Thacher and Mrs. Thomas D. Thacher.

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

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

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

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

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

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

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

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

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

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.

Calboun Scholarship Fund of Phi Alpha Delta and Book and Gavel (1947). A gift from the members of the Calhoun (Yale) chapter of Phi Alpha Delta fraternity. Income to be used to aid undergraduate students and graduate fellows in the School; preference to be given to qualifying sons and daughters of members of Phi Alpha Delta.

Chan-Loo Scholarship Fund (2003). Gift from the estate of Sau Ung Loo Chan, J.D. 1928, in honor of her parents, Joe Loo and Choy Shee Loo, to assist students from Hawaii.

Charles E. Clark Fund (1963). Gifts in honor of Judge Charles E. Clark, B.A. 1911, LL.B. 1913, dean of the Law School from 1929 to 1939, from alumni and friends. The income to be allocated by the dean either to scholarships or to the purchase of books for the Yale law library.

Chauncey I. Clark Scholarships (1961). Bequest of Lottie V. J. Clark in memory of her husband, Chauncey I. Clark, LL.B. 1908, for many years a leading member of the New York Admiralty Bar.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Robert D. Kennedy Fund (1953). Bequest from Robert D. Kennedy, a friend of the Law School who was neither a lawyer nor an alumnus of Yale.

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

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

Hans A. Klagsbrunn '32 and Dr. Elizabeth Ramsey Student Aid Fund (1992). A gift by bequest from a distinguished Washington lawyer and his wife, a physician, he a graduate of the Law School and she of the Yale School of Medicine, that is shared equally by both. In the Law School, the endowment is used both for scholarships and for support of the loan deferral and forgiveness program.

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

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

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

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

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

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

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

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

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

Ernest G. Lorenzen Memorial Scholarship (1955). Gift from Joseph H. Colman, B.A. 1918, LL.B. 1921, in memory of Professor Lorenzen, M.A. Hon. 1917, a member of the faculty from 1917 to 1951.

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.

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.

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). Bequest from Joseph Parker of New Haven in memory of his sister. Preference to students wishing to pursue graduate work with a view to becoming teachers of law.

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

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

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 Sharps and David Sharps Scholarships (1955). Established by the estates of Benjamin Sharps, B.A. 1884, and David Sharps, 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.

Wesley A. Sturges Fund (1954). Established through contributions of the students in the School 1953–54 in honor of Dean Sturges. The income of the fund is to be devoted to the purchase of casebooks and textbooks for one or more needy students.

Thomas W. Swan Fund (1947). Established by graduates of the Yale Law School who served Judge Swan from time to time as his law clerks. Available as a loan fund for undergraduate students and graduate fellows in the School.

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

Jack B. Tate Memorial Fund (1968). Established by his friends in memory of Jack B. Tate, LL.B. 1926, M.A. Hon. 1954, associate dean and professor of law

from 1954 to 1968. Augmented substantially in 1997 by a bequest from Peter S. Kramaric, LL.B. 1960.

David Torrance Scholarship (1926). Gift of Margaret Torrance Holmes in memory of her father, the Honorable David Torrance, M.A. Hon. 1883, Chief Justice of the Supreme Court of Errors of Connecticut, and professor of evidence in the School.

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

Max and Edward Traurig Fund (1973). Gift of Max Traurig, B.A. 1920, LL.B. 1923, and Edward Traurig, B.A. 1924, LL.B. 1926, for scholarships or loans to students in the Law School. Preference where possible to students from the Waterbury, Connecticut, area.

United States Steel Foundation Scholarship Fund (1957). Gift from the United States Steel Foundation.

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

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

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

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

Norman Williams, Jr. Fund (2003). Established by a gift from the estate of Norman Williams, Jr., B.A. 1938, LL.B. 1943, to support a participant in the Career Options Assistance Program.

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

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

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

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

Arthur Liman Undergraduate Summer Fellowship Program (2004). Established by a gift from Douglas Liman, in honor of Arthur L. Liman, LL.B. 1957, to nurture the spirit of public service and to support student summer employment.

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

Charles S. Mechem, Jr. Fellowship (1989). A grant from Charles S. Mechem, Jr., LL.B. 1955, to foster an understanding of decision making in the business environment, through lectures and other presentations by senior corporate executives.

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.

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

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

Prizes

Charles G. Albom Prize (1987). Established by alumni and friends of Charles G. Albom, LL.B. 1934. To be awarded annually to a student who demonstrates excellence in the area of judicial and/or administrative appellate advocacy in connection with a Law School clinical program.

Thurman Arnold Appellate Competition Prize (1954). Established by alumni and friends of the School. To be awarded annually for the best student argument in advanced Moot Court competition.

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

Nathan Burkan Memorial Competition Prize (1938). Sponsored by the American Society of Composers, Authors, and Publishers. To be awarded annually to one or two students who prepare the best paper(s) on the subject of copyright law.

Benjamin N. Cardozo Prize (1947). Gift from an anonymous donor in honor of Justice Cardozo. For the best brief submitted by a student in Moot Court.

John Fletcher Caskey Prize (1946). John Fletcher Caskey, LL.B. 1924. For the best presentation of a case on final trial in the Thomas Swan Barristers' Union.

The Joseph A. Chubb Competition Prize (2003). Established by a gift from Joseph A. Chubb, B.A. 1962, LL.B. 1966. Two prizes to be awarded annually to individual students or two-person teams for legal draftsmanship, which shall be open to candidates for the J.D. degree.

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

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

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

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

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

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

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

Margaret Gruter Prize (1988). For the student writing the best paper on how ethology, biology, and related behavioral sciences may deepen our understanding of law.

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 for outstanding student performance in taxation.

Edward D. Robbins Memorial Prize (1932). Mrs. Robbins in memory of her husband, Edward D. Robbins, B.A. 1874, LL.B. 1879. For a member of the third-year class who has written an outstanding contribution to a Law School journal other than *The Yale Law Journal*.

Benjamin Sharps Prize (1935). Tessie K. Sharps in honor of her brother, Benjamin Sharps, 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.

Samuel and Anna Jacobs Criminal Justice Clinic (2004). Gift of the Samuel and Anna Jacobs Foundation to support the work of the clinic.

The Moses Harry Katcher Fund for Litigation Training (1998). Given by Gerald D. Katcher '50, a banker, in memory of his father, a noted trial lawyer, to support instruction in trial skills and substantive courses in which litigation issues figure prominently.

Nicholas deB. Katzenbach Discretionary Fund (1985). A gift in honor of the Honorable Nicholas deB. Katzenbach, LL.B. 1947, Professor of Law, Attorney General of the United States, Undersecretary of State of the United States, and

Senior Vice-President, Law and External Relations, of the International Business Machines Corporation, from the International Business Machines Corporation and numerous individuals, to be used or accumulated and used, at the discretion of the dean, for the benefit of the Law School and of its faculty, students, library, and physical plant.

Hillard Kreimer Legal Aid Fund (1985). Established by Seth Kreimer, B.A. 1974, J.D. 1977, and Sarah Kreimer, B.A. 1977, in memory of their father, Hillard Kreimer, LL.B. 1949, to provide stipends for students working with a law school clinical program during the summer following their first year.

Selma M. Levine Memorial Fund (1975). Gift of partners, classmates, family, and friends of Selma M. Levine '47, in addition to her own bequest and a separate gift by Louis F. Oberdorfer '46. For support of students and attorneys holding fellowships in the Legal Services Organization or other clinical programs at the Law School.

Arthur Liman Public Interest Fellowship and Fund (1997). Established by the friends of Arthur L. Liman, LL.B. 1957, in recognition of his dedication to public service in the furtherance of justice. At least one Liman Fellowship is awarded annually, enabling its holder to work full time for a year in a law-related endeavor designed to further the public interest. All graduates of Yale Law School are eligible. The Liman Public Interest Fund supports selected non-Fellowship projects undertaken by qualifying organizations.

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

Mary A. McCarthy Memorial Fund (1990). An endowment established by family, friends, and colleagues to honor the memory of Mary Abigail McCarthy, Clinical Professor of Law, by improving the quality of legal services afforded to the underprivileged through enhanced student clinical experiences.

Alvin S. Moody Memorial Fund (1968). Gift from Alvin S. Moody, LL.B. 1936, in memory of his father, Alvin S. Moody. The income to be used to support student summer employment in government.

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 develop-

ment. Preference is given to second-year law students interested in summer work, and graduating students who intend to pursue a career in international law.

Robert F. Puzniak Scholarship (1980). Annual gift from Robert F. Puzniak to assist students who are employed by a U.S. Attorney's office during the summer recess in enhancing their legal skills.

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.

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

The T. Girard Wharton Summer Internship (1979). Gift of the partners and friends of T. Girard Wharton, LL.B. 1928, income to provide students with summer work opportunities in legal aid offices, legal assistance programs, and public interest law firms.

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

The Work of Yale University

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

Yale College: 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 Office of Graduate Admissions, 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 Divinity School, 409 Prospect Street, New Haven CT 06511; telephone, 203.432.5360; fax, 203.432.7475; e-mail, divinityadmissions@yale.edu; Web site, www.yale.edu/divinity/. Online application, <http://apply.embark.com/grad/yale/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/music/

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 Philosophy (Ph.D.).

For additional information, please write to the Office of Admissions, Yale School of Forestry & Environmental Studies, 205 Prospect Street, New Haven CT 06511; telephone, 800.825.0330; 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, <http://nursing.yale.edu/>

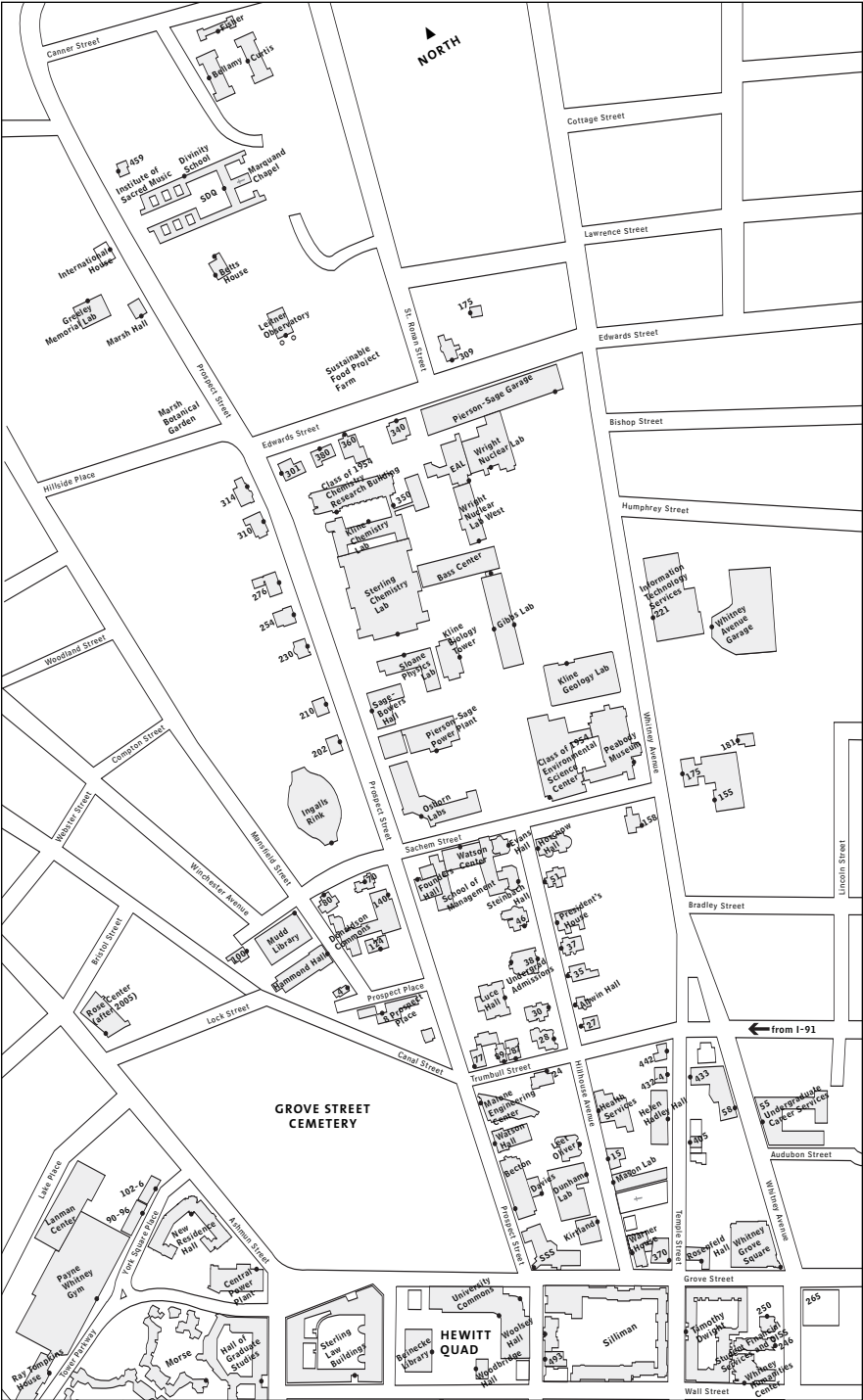
School of Drama: Courses for college graduates and certificate students. Master of Fine Arts (M.F.A.), Certificate in Drama, One-year Technical Internship (Certificate), Doctor of Fine Arts (D.F.A.).

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

This is a detailed street map of the Yale University campus in New Haven, Connecticut. The map is oriented with North at the top, indicated by a north arrow. It shows a grid of streets including Elm Street, Chapel Street, College Street, North Frontage Road, South Frontage Road, and various streets in the Old Campus and New Haven Green areas. Key buildings and landmarks are labeled, such as the Hewitt Quad, Cross Campus, Old Campus, and New Haven Green. The map also shows the Yale Athletic Fields, Air Rights Parking Facility, and various academic and medical buildings. The map is a black and white line drawing with labels for streets, buildings, and landmarks.

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 Valerie O. Hayes, Director of the Office for Equal Opportunity Programs, 104 William L. Harkness Hall, 203.432.0849.

In accordance with both federal and state law, the University maintains information concerning current security policies and procedures and prepares an annual crime report concerning crimes committed within the geographical limits of the University. 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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