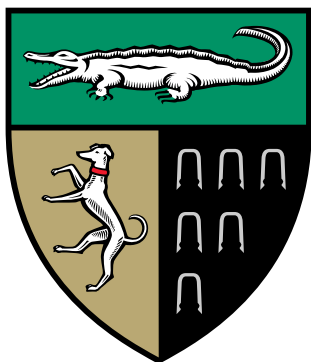


Yale Law School

2007–2008



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Contents

Calendar	5
The President and Fellows of Yale University	6
The Officers of Yale University	7
Yale Law School Administration and Faculty	8
The Study of Law at Yale University	21
Course Offerings	25
2007 Fall Term	25
2008 Spring Term	50
Lecture Programs and Other Academic Opportunities	79
Lecture Programs	79
Special Initiatives	82
The Yale Center for Environmental Law and Policy	83
The Yale Center for Law and Philosophy	84
The John M. Olin Center for Studies in Law, Economics, and Public Policy	84
The Yale Law School Center for the Study of Corporate Law	84
The China Law Center	86
The Information Society Project	87
The Arthur Liman Public Interest Program	87
The Orville H. Schell, Jr. Center for International Human Rights	88
Opportunities for Study in Legal History	90
Visiting Researchers	90
Fellowships for Post-Graduate Research	90
Grades	93
Academic Requirements and Options	93
Requirements for the Degree of Juris Doctor (J.D.)	93
Options Within the Course of Study for the Degree of Juris Doctor (J.D.)	95
Joint Degrees	102
Leaves of Absence, Extending Time for Completion of Degree, and Credit for Work Done at Another Law School	104
Bar Requirements	106
Requirements for Graduate Degrees (LL.M., J.S.D., M.S.L.)	106
Registration	109
Course Selection, Limited Enrollment, Examinations and Papers	108
Course Selection	110
Limited Enrollment	110
Examinations and Papers	111

Admissions, Expenses, and Financial Aid	113
The Degree of Juris Doctor (J.D.)	113
The Degrees of Master of Laws (LL.M.) and Doctor of the Science of Law (J.S.D.)	122
The Degree of Master of Studies in Law (M.S.L.)	125
Student Organizations and Journals, and Student Participation in Administration	127
Student Organizations and Journals	127
Student Participation in Administration	135
Career Development Office	136
Lillian Goldman Law Library	139
Living at Yale	141
Life at Yale Law School	141
Life at Yale University	143
Law School Students	156
Alumni and Endowment Funds	163
Alumni	163
Endowment Funds	164
The Work of Yale University	200

Calendar

2007

FALL

Aug. 27	Mon.	Orientation for graduate students and Visiting Researchers begins.
Aug. 29	Wed.	Orientation for new J.D. students begins.
Aug. 30	Thurs.	Registration for all new students.
Aug. 31	Fri.	Orientation for all new students.
Sept. 4	Tues.	Registration for returning students. First-term small groups meet.
Sept. 5	Wed.	<i>Fall term begins, 8.10 A.M.</i> Classes begin, 8.10 A.M.
Oct. 19	Fri.	Fall recess begins, 6 P.M.
Oct. 29	Mon.	Fall recess ends; classes resume, 8.10 A.M.
Nov. 21	Wed.	Only Friday classes will meet; Thanksgiving recess begins, 6 P.M.
Nov. 26	Mon.	Classes resume, 8.10 A.M.
Dec. 20	Thurs.	Classes end; winter vacation begins, 6 P.M.

2008

Jan. 9	Wed.	Vacation ends; examination period begins, 9 A.M.
Jan. 23	Wed.	<i>Fall term ends, 5 P.M.</i>

SPRING

Jan. 28	Mon.	<i>Spring term begins, 8.10 A.M.</i> Registration for all students.
Mar. 14	Fri.	Spring recess begins, 6 P.M.
Mar. 24	Mon.	Spring recess ends; classes resume, 8.10 A.M.
May 9	Fri.	Classes end.
May 12	Mon.	Examination period begins, 9 A.M.
May 23	Fri.	<i>Spring term ends, 5 P.M.</i>
May 26	Mon.	<i>University Commencement.</i>
June 4	Wed.	Degrees voted by faculty.

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 David X. Sullivan, J.D., LL.M.
 James E. Swaine, B.A., J.D.

CLINICAL FELLOWS

Elizabeth W. Brundige, J.D., M.PHIL., *Robert M. Cover/Allard K. Lowenstein Fellow in International Human Rights.*
 Camille Carey, B.A., J.D., *Robert M. Cover Clinical Teaching Fellow.*
 Sameera Fazili, A.B., J.D., *Legal Services Organization Community Development Fellow.*
 Ramzi Kassem, J.D., MAÎTRISE EN DROIT, *Robert M. Cover Clinical Teaching Fellow.*
 Christopher Lasch, B.A., J.D., *Robert M. Cover Clinical Teaching Fellow.*
 Hope R. Metcalf, B.A., J.D., *Robert M. Cover Clinical Teaching Fellow.*
 Terri-Lei O'Malley, M.A., J.D., *Robert M. Cover/Supreme Court Clinical Teaching Fellow.*

TUTORS IN LAW

Neysun A. Mahboubi, A.B., J.D.

Viviane Meunier, LL.M., DEA (Droit privé général), DESS (Droit notarial).

ASSISTANTS IN INSTRUCTION

Coker Fellows

Emma Andersson, B.A.

Brian Logan Beirne, B.S.

Sarah Bishop, A.B.

Yiling Chen-Josephson, A.B.

Alicyn Cooley, B.A.

Justin Cox, A.B.

Kate Desormeau, M.ST., M.SC.

Tyler Francis, B.A.

Giulia C.S. Good Stefani, A.B.

Denise Grab, B.S.

Max Helveston, B.A.

Bob Hemm, B.A.

Vivek Krishnamurthy, B.A., M.PHIL.

Tuongvy Le, B.A.

Caroline Lopez, B.A.

Chris Mandernach, B.S., M.A.

Jonathan Manes, B.A., M.SC.

Saumya Manohara, A.B.

Jennifer Nou, B.A., M.PHIL.

P. Casey Pitts, B.A.

Mary Pyrdum, A.B., A.B.

Natalie Ram, A.B.

Benjamin Siracusa, A.B.

Lucy Wang, B.A.

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‡S. Blair Kauffman, J.D., LL.M., M.L.L., *Law Librarian and Professor of Law.*

Margaret Chisholm, M.L.S., J.D., *Reference Librarian.*

Martha Clark, B.S., M.L.S., *Information Access Manager.*

Bonnie Collier, M.A., M.L.S., *Associate Librarian for Administration.*

Mark Engsberg, J.D., M.L.S., PH.D., *Head of Reference.*

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Susan Karpuk, M.A., M.S., *Catalog Librarian.*

‡On leave of absence, spring term, 2008.

Mary Jane Kelsey, M.B.A., M.L.S., *Associate Librarian for Technical Services.*
 Evelyn Ma, J.D., M.L.S., *Reference Librarian for Foreign and International Law.*
 Anne K. Myers, B.A., M.L.S., *Manager of Serials Service.*
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 John B. Nann, M.S., J.D., *Associate Librarian for Reference and Instructional Services.*
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 Michelle E. Sullivan, B.A., M.L.S., *Principal Catalog Librarian.*
 Camilla Tubbs, J.D., M.L.S., *Reference Librarian.*
 Daniel Wade, M.S., J.D., *Associate Librarian for Foreign and International Law.*
 Michael Widener, B.A., M.L.S., *Rare Books Librarian.*
 Cesar Zapata, B.A., *Access and Collections Coordinator.*

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Stephen Ackley-Ortiz, B.A., J.D., *Director of Planned Giving and Associate Director of Major Gifts, Development Office.*
 Karen Alderman, B.A., J.D., *Director of Human Resources.*
 Dawn Alicandro, *User Support Specialist, Information Technology Services.*
 Sarah Arimoto-Mercer, B.A., J.D., *Associate Director of Admissions.*
 Gerard Armoogam, B.A., *Laptop Support Specialist, Information Technology Services.*
 Kevin J. Bailey, B.A., M.A.R., *Senior Windows System Administrator, Information Technology Services.*
 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.*
 Cynthia J. Breault, *Assistant Director of Finance and Administration.*
 Theresa J. Bryant, B.S., J.D., *Executive Director and Director of Public Interest Counseling and Programs, Career Development Office.*
 Judith Calvert, M.A., PH.D., *Registrar.*
 Kathleen Colello, B.A., *News Director, Public Affairs.*
 Jan Conroy, B.S., M.S., *Director of Public Affairs.*
 Renee DeMatteo, *Senior Coordinator for Grants and Centers.*
 Marianne Dietz, *Deputy Executive Assistant to the Dean.*
 Maria Z. Dino, LL.B., M.A., *Director of Graduate Programs.*
 Marilyn F. Drees, B.A., J.D., *Director of Judicial Clerkships and Fellowships, Career Development Office.*
 William C. Fray, B.A., M.L.S., *Deputy Director and Manager of Network Services, Information Technology Services.*
 Concetta Fusco, *Senior Administrative Coordinator, The China Law Center.*

Daniel Griffin, B.A., *Manager, Instructional Technologies, Information Technology Services.*

Keith J. Hand, B.A., J.D., *Beijing Director, The China Law Center.*

Jamie P. Horsley, M.A., J.D., *Deputy Director, The China Law Center.*

Craig L. Janecek, B.A., *Director of Admissions.*

Kathy Jannke, B.S., M.S., *Office Manager, Legal Services Organization.*

Greg Kader, *Assistant Dining Hall Manager.*

Eddan Katz, B.A., J.D., *Executive Director, Information Society Project.*

John A. Lahtinen, B.A., M.A., *Director of Publications, Public Affairs.*

Donna A. Lee, B.A., *Systems Programmer, Information Technology Services.*

Pascale C. Mathieu, B.S., M.A., *Coordinator, International Programs.*

Sue McDonald, B.A., M.P.P.M., *Director of Finance and Administration.*

Rebekah Melville, B.A., M.A.T., *Associate Registrar.*

Susan Monsen, B.S., M.S., *Director of Information Technology Services.*

John Morley, B.S., J.D., *Executive Director, Center for the Study of Corporate Law.*

Tracey G. Parr, B.A., J.D., *Dean's Fellow.*

Brian Pauze, B.A., *Audiovisual Support Specialist, Information Technology Services.*

Jeffrey M. Prescott, B.A., J.D., *Deputy Director, The China Law Center.*

Grace Profatillov, B.A., *Web Manager.*

Sachi Rodgers, B.A., M.B.A., *Special Projects Coordinator.*

Georganne Rogers, *Executive Assistant to the Dean.*

Kevin D. Rose, B.A., *Supervisor of Building Services.*

Abigail Roth, B.A., J.D., *Assistant Director, Alumni Affairs.*

Sarah F. Russell, B.A., J.D., *Director, Arthur Liman Program.*

Robyn Schultz, B.S., M.P.A., *Pro Bono and Information Manager, Career Development Office.*

Christine B. Severson, B.A., *Director of Recruitment Programs, Career Development Office.*

Maura Sichel-Sprague, B.A., J.D., *Student Life Coordinator.*

James J. Silk, M.A., J.D., *Executive Director, The Orville H. Schell, Jr. Center for International Human Rights.*

Pamela E. Sims, B.A., *Alumni Affairs Coordinator.*

Kathleen Slater, B.A., *Assistant Director of Human Resources.*

Eric D. Stoddard, B.A., *Director, Annual Giving Programs.*

Kaitlin Thomas, B.A., M.F.A., *Editorial Director, Public Affairs.*

Amanda Tian, M.A., M.P.H., *Administrative Coordinator, The China Law Center.*

Barbara A. Tracy, *Endowment Funds Coordinator.*

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Roger Watson, *Supervisor of Custodial Services.*

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John Zito, B.S., *Manager of Faculty and Staff User Support Services, Information Technology Services.*



The Study of Law at Yale University

A BRIEF HISTORY OF YALE LAW SCHOOL

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

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

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

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

In the last decades of the nineteenth century Yale began to take the mission of university legal education seriously, and to articulate for Yale Law School two

traits that would come to be hallmarks of the School. First, Yale Law School would be small and humane; it would resist the pressures that were emerging in university law schools elsewhere toward large enrollments and impersonal faculty-student relations.

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

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

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

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

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

In the 1930s Yale Law School spawned the movement known as legal realism, which has reshaped the way American lawyers understand the function of legal rules and the work of courts and judges. The realists directed attention to factors

not captured in the rules, ranging from the attitudes of judges and jurors to the nuances of the facts of particular cases. Under the influence of realism, American legal doctrine has become less conceptual and more empirical. Under Dean Charles Clark (1929–1939), the School built a faculty that included such legendary figures as Thurman Arnold, Edwin Borchard, future U.S. Supreme Court Justice William O. Douglas, Jerome Frank, Underhill Moore, Walton Hamilton, and Wesley Sturges. Clark was the moving figure during these years in crafting the Federal Rules of Civil Procedure, the foundation of modern American procedure.

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

Deans of Yale Law School, 1873–2007

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), J.M. Balkin (Group 1), W.N. Eskridge, Jr. (Group 2), R.C. Post (Group 3), J. Rubinfeld (Group 4), R. Siegel (Group 5), P.W. Kahn (Group 6)

Contracts I (11001). 4 units. L. Brilmayer (Section A), A. Schwartz (Section B), R.W. Brooks (Group 1), Y. Listokin (Group 2), A. Chua (Group 3), R. Gordon (Group 4), H. Hansmann (Group 5), D. Markovits (Group 6)

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

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

Advanced Courses

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

Access to Knowledge Practicum (20428). 2 units, credit/fail. Students in this course will work on projects that promote innovation and distributive justice through the reform of intellectual property and telecommunications laws, treaties, and policies both internationally and in specific countries. These laws, treaties, and policies shape the delivery of health care services, technology, telecommunications access, education, and culture around the globe. Students will supplement their projects with theoretical readings and frequent contact with Information Society Project Fellows. Permission of the instructor required. Paper required. Enrollment limited to eight. E. Katz.

Accountability (20438). 2 units. Lack of “accountability” seems to be the catchiest complaint available to institutional critics of every stripe. Concerns about failing schools, distrust of multi-national entities, and opposition to privatized public service delivery are all packaged as problems of accountability. What exactly is meant by this ubiquitous and apparently desirable feature of public institutions? How can institutions be designed to have the “right” accountability characteristics? These are the questions to be explored in this seminar. The first seven weeks of the term will be devoted to readings and class discussion. Each student will develop a suitable paper topic by the beginning of the fall break. Following break, one-on-one meetings will be held to discuss papers. The group will reconvene during the final weeks of the term to present each paper in a workshop format. All papers must be completed by the last day of the fall-term examination period. Paper required. Enrollment limited. J.L. Mashaw.

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 seventy-five. J.L. Mashaw.

Advanced Advocacy for Children and Youth (20327). 1 to 3 units, credit/fail, with a graded option. Limited to students who have taken Advocacy for Children and Youth in previous terms. Permission of the instructor required. Enrollment limited. R. Solomon and S. Wizner.

Advanced Community Lawyering (20404). 1 to 3 units, credit/fail, with a graded option. Open only to students who have completed Community Lawyering Clinic. Permission of the instructor required. R.A. Solomon.

Advanced Immigration Legal Services (20382). 1 to 3 units, credit/fail. Only open to students who have taken Immigration Legal Services. Permission of the 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 analytical as well as writing skills. The goal of the course will be to take students beyond basic competence to excellence in legal writing. Enrollment limited to ten. R.D. Harrison.

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

Anglo-American Legal History: Directed Research. (20009). 2 or 3 units. An opportunity for supervised research and writing on topics to be agreed. The object will be to produce work of publishable quality. Papers normally go through several drafts. Prerequisite: History of the Common Law or evidence of comparable background in legal history. Paper required. Permission of the instructor required. J.H. Langbein.

Antitrust: Directed Research (20466). Units to be arranged. This seminar will provide an opportunity for discussion among students interested in writing Substantial or Supervised Analytic Writing papers on current (or historical) antitrust topics. Permission of the instructor required. G.L. Priest.

***Balancing Civil Liberties and National Security after September 11 (20343).** 3 units, credit/fail. This course will be a hybrid between 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 the instructor required. Enrollment limited. H.H. Koh, M. Wishnie, J.M. Freiman, and H.R. Metcalf.

Business Organizations (20219). 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: Experience in Advocacy (20251). 4 units (2 fall, 2 spring), credit/fail. Students will assist members of the Capital Trial Unit of the Connecticut Public Defender Office in representing people facing the death penalty. Students will make practical use of research and analytical skills, and may participate in conferences with clients, witnesses and experts, and investigations; and observe court proceedings. Students must complete a Substantial Writing assignment, such as a portion of a motion, brief, or memorandum of law. The course is limited to students who have or intend to take Capital Punishment: Race, Poverty, and Disadvantage in spring 2008. Permission of the instructor required. Enrollment limited to eight. S.B. Bright.

***Community and Economic Development (20023).** 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 twelve. *Also MGT 694a.* R.A. Solomon.

Community Development Financial Institutions (20405). 3 units, credit/fail. This clinic represents a local foundation seeking to start a community development bank. 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 underserved 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 the instructor required; priority given to students who have previously taken Community and Economic Development. Enrollment limited to twelve. R.A. Solomon and C.F. Muckenfuss.

***Community Lawyering Clinic [Domestic Violence/JUNTA] (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. Students may choose to conduct outreach sessions at one of two local non-profits in the New Haven area: JUNTA for Progressive Action and the Coordinating Council for Children in Crisis (CCCC) and the Yale Child Study Center (CSC).

Domestic Violence: Students working with CCCC and CSC provide comprehensive legal services for survivors of domestic violence, including (but not limited to) assisting clients with divorce, child custody, visitation, support, landlord-tenant, special education, and consumer issues. Students should expect to appear in state court on behalf of clients.

JUNTA: Students working with JUNTA provide comprehensive legal services to residents of Fair Haven, a predominantly Latino and immigrant neighborhood of New Haven. Clients come to JUNTA with a wide variety of legal issues, and students' cases often include (but are not limited to) immigration law, employment law, benefits, landlord-tenant law, and consumer fraud. Enrollment limited to twelve. C.L. Lucht, R.A. Solomon, and S. Wizner.

Comparative Constitutional Law: Selective Topics (20440). 2 units. This seminar will analyze, on a comparative basis, some major topics of constitutional law (e.g., separation of powers; the rule of law; the independence of the judiciary; and human rights). Special attention will be focused on the courts that adjudicate constitutional questions: a Supreme Court or a Constitutional Court. This seminar will meet in the first half of the term. Paper required. Enrollment limited. A. Barak and D. Grimm.

Comparative Indigenous People's Rights: Of Constitutions, Cultures, and Claims (20441). 2 units. Claims to, and reactions against, indigenous peoples' rights raise fundamental questions in philosophy, law, and politics. How far should collective rights based on ethnic identity go when unbolstered by the edifice of national sovereignty? How, if at all, should national constitutions recognize claims by indigenous peoples? Are there universal principles underlying these questions that apply to all peoples and nations? Or is the *realpolitik* of history and force the primary driver of laws, constitutions, and rights? The first part of this seminar will examine the legal and constitutional place of indigenous peoples in principle and practice in four comparable postcolonial societies: the United States, Canada, Australia, and New Zealand. In the second half of the course, each student will prepare a paper for distribution and presentation to the class. Students may, if they choose, submit a statement of interest during the limited enrollment bidding period. Paper required. Enrollment limited to fifteen. M.S.R. Palmer.

Comparative Law (20410). 4 units. An introduction to the comparative study of different legal systems. The course will focus primarily on differences between the ways that law and order are maintained, and justice pursued, in the United States, on the one hand, and in Germany and France, on the other. There will also be attention to some non-Western traditions, such as those of China, Japan, and Islam. The overarching aim of the course will be to explore the extent to which differences in legal doctrine and legal practice reflect larger differences in social structure. The course will explore a variety of issues, among them differences in the French, German, and American concepts of "human dignity" and its protection; differences in civil and criminal procedure; differences in punishment practice; differences in the maintenance of everyday order in the streets; differences in the law of consumer protection; differences in welfare and unemployment law; and differences in the structure and regulation of business

and banking enterprises. It is hoped that students will come away from the course both with some knowledge of foreign law and with a heightened sensitivity to some of the ways in which foreign societies differ from our own. Self-scheduled examination or paper option. J.Q. Whitman.

***Complex Civil Litigation (20286).** 4 units. A casebook course in jurisdiction, joinder, discovery, complex litigation, and related topics. Emphasis on the management and reform of discovery and on complex mass tort litigation. Special focus on legal ethics. Scheduled examination. E.D. Elliott and R.T. Shepard.

Complex Federal Litigation (20298). 3 units, credit/fail. The clinic will focus primarily on ongoing civil rights litigation on behalf of state and federal prisoners housed in Connecticut. Cases include Eighth Amendment claims alleging deliberate indifference to serious medical needs, and First Amendment religious freedom claims on behalf of a Muslim woman prisoner. The course will provide exposure to the substantive law of federal prison litigation, including claims and defenses under Section 1983 and *Bivens* and the requirements of the Prison Litigation Reform Act. We will also work on developing clinical skills, including taking depositions and negotiating settlements. The classroom component of the course will meet every week, although supervision meetings will also be scheduled in addition to the classroom discussions. B. Dignam, M. Gohara, and H. Zonana.

Constitutional Interpretation: Seminar (20442). 2 or 3 units. This seminar will explore the ways in which the Constitution is interpreted, taking as its basic inquiry the question of whether it is possible to interpret with integrity. The seminar will survey defenses of the canonical modalities of interpretation, including those that look primarily to text, intent, structure, doctrine, or national ethos. Guest speakers will elaborate and defend their views. Students may satisfy the writing requirement by writing either a longer paper or a series of short papers. Substantial Paper or Supervised Analytic Writing credit available. Paper required. Enrollment limited. K. Yoshino.

[The] Constitution: Philosophy, History, and Law (20190). 4 units. An inquiry into the foundations of the American Constitution, at its founding and at critical moments in its historical transformation – most notably in response to the Civil War, the Great Depression, and the Civil Rights Movement. Philosophically speaking, do we still live under the Constitution founded by the Federalists, or are we inhabitants of the Second or Third or Nth Republic? Institutionally, in what ways are the patterns of modern American government similar to, and different from, those in post-Revolutionary (1787–1860) and post-Civil War (1868–1932) America? Legally, what is or was the role of constitutional law in the organization of each of these historical regimes? Through asking and answering these questions, the course will try to gain a critical perspective on the effort by the present Supreme Court to create a new constitutional regime for the twenty-first century. Self-scheduled examination or paper option. *Also PLSC 842a.* B. Ackerman.

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. L. Brilmayer and D. Wade.

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

Corporate Governance: Seminar (20206). 3 units. This seminar will examine the idea of corporate governance in the large publicly held corporation. The purpose of corporate governance is to control corporate deviance. As a practical matter, corporate governance is effectuated by a number of public and private institutions and mechanisms. These corporate governance devices consist of a variety of government institutions, like states and the Securities and Exchange Commission, as well as market mechanism such as the market for corporate control, and social devices, including societal norms and whistle-blowing. While these various institutions and mechanisms of corporate governance vary enormously in terms of their organizational forms and existential motivations, they share the common characteristic of contributing to the control of agency costs faced by investors in public companies. Each week we will consider one or more of the following topics: (1) What is Corporate Governance and What is it Supposed to Accomplish? (2) Institutions and Mechanisms of Corporate Governance; (3) Political Theories of Corporate Law; (4) The Production of Legal Rules at the State Level; (5) The Securities and Exchange Commission; (6) The Organized Stock Exchanges; (7) Boards of Directors; (8) The Market for Corporate Control; (9) The Accounting Rules and the Accounting Industry; (10) Insider Trading, Short Selling and Whistle-Blowing; (12) Shareholder Voting; (13) Credit Rating Agencies; (14) Stock Market Analysts. Students will be required to write one shorter paper, which must be turned in during the term,

and one longer paper due by the end of the term on topics related to corporate governance. The shorter paper will be the basis for an in-class presentation which each student will be expected to make on the subject of the readings for a particular week. The shorter paper will be due prior to the in-class presentation. Prerequisite: Business Organizations. Paper required. Enrollment limited. J.R. Macey and H. Pitt.

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

Criminal Law and Administration (20443). 4 units. This course is offered in several sections; it must be taken before graduation. This section will primarily address foundational issues in substantive criminal law, including the justifications of punishment, the requisites of criminal responsibility, defenses to liability, and inchoate and group crimes. In addition, this section will critically explore the roles of legislatures and of prosecutorial discretion (as well as courts) in the United States. Scheduled examination. K. Stith.

Criminal Procedure I: Police Practices and Investigations (20444). 3 units. The course will focus on the constitutional law that governs searches, seizures, and confessions. The course will consider in detail the evolution of the exclusionary rule and the development and administration of the probable cause and warrant requirements. It will also examine stop and frisk, administrative searches, searches incident to arrest, vehicle searches, consent searches, and the admissibility of confessions. Scheduled examination. T. Meares.

Democratic Constitutionalism (20373). 2 or 3 units. This seminar will explore the relationship of constitutional law and constitutional politics. It will situate the institution of judicial review within the rapidly growing body of literature in law, political science, and history that explores the life of the Constitution outside the courts. The seminar will address such topics as the interpretation of the Constitution in the executive branch and in Congress, the development of federal norms in state constitutional decisions, comparative judicial review, transnational human rights law, and the citation of foreign law. Using several case histories, including on abortion and same-sex marriage, the course will examine the roles that political mobilization and backlash can play in the development of constitutional meaning. Paper required. Enrollment limited. R.C. Post and R. Siegel.

***[The] Education Adequacy Project (20403).** 3 units, credit/fail. This highly focused clinical course will represent public school parents and the Connecticut Coalition for Justice in Education Funding (CJEF). 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. Enrollment limited to two new students, in addition to returning students. R.A. Solomon and A. Knopp.

Employment Law (20445). 3 units. The primary source of legal rights for most American workers today is the body of statutory and common law employment protections. This course will comprehensively cover that body of law. The course will address all of the major legal issues about the employment relationship except those involving unions, which are covered in labor law courses. Among the issues to be considered in this course are legal rules governing job conditions, including workplace safety and health; the "employment at will" doctrine; legal issues related to major employee "fringe benefit" programs, especially pensions and health insurance; free speech rights of employees; legal rules governing genetic screening, drug testing, and personality testing of employees; mandatory arbitration of employment disputes; unemployment insurance; the legal treatment of employee non-compete agreements; the Fair Labor Standards Act;

the Family and Medical Leave Act; and prohibitions on employment discrimination on the basis of race, sex, age, disability, sexual orientation, national origin, and other protected traits. Scheduled examination. C. Jolls.

Environmental Protection Clinic (20316). 3 units, credit/fail. A clinical seminar in which students will be engaged with actual environmental law or policy problems on behalf of client organizations (environmental groups, government agencies, international bodies, etc.). The class will meet weekly, and students will work eight to ten hours per week in interdisciplinary groups (with students from the School of Forestry & Environmental Studies and other departments or schools at Yale) on projects with a specific legal or policy product (e.g., draft legislation or regulations, hearing testimony, analytic studies, policy proposals) to be produced by the end of the term. Students may propose projects and client organizations, subject to approval by the instructor. Enrollment limited. *Also F&ES 80034a.* D.S. Bryk.

***Ethics in the Practice of Law (20239).** 3 units. This course will focus on one facet of professional ethics—the representation of clients, with particular emphasis upon the relationship between zealous advocacy and the public interest. Every kind of practice generates serious tensions among attorneys’ and their clients, their own moral and social commitments, obligations to third parties (including adversaries), and responsibilities as officers of the court and citizens of the larger community. A second and related concern of the course will be to examine the practice of law in the public interest, whether as lawyers in firms through pro bono activities or as attorneys in public interest organizations. The goal will be to understand the continuities and distinctions among various kinds of practices in coming to grips with the tensions described above. Students who plan to practice in law firms will be encouraged and assisted in developing pro bono projects to take with them to their firms. Students who are seeking jobs in public interest organizations will be expected to assist in cases or projects developed by public interest organizations. A final paper is required and can be co-authored. Enrollment limited to twenty-four. D.E. Curtis and S. Wizner.

Evidence (20166). 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 for three credits; paper optional for one additional credit. D.M. Kahan.

Family Law (20447). 4 units. This course will examine legal and theoretical approaches to defining and regulating the family. Using materials drawn from law, political theory, and social science, the course will consider the state’s current role, and its ideal role, in regulating the creation and dissolution of family relationships and in setting family members’ rights and responsibilities. Topics will include same-sex marriage, divorce and spousal support, child custody and support, and child welfare. The course will also consider the relationship

between family law, usually understood as private law governing domestic relations, and the welfare state, usually understood as public law governing income support and social insurance. While the course will cover current doctrine, its major aim will be theoretical and normative: it will examine the justifications for current law and will ask how theory might motivate alternative approaches to reform. Open-book, take-home exam, self-scheduled. No third-year preference. Graded credit only; no credit/fail option available. Self-scheduled examination. Enrollment capped at fifty. A.L. Alstott.

Federal Courts (20448). 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.

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

Financial Accounting for Lawyers (20471). 3 units. Contemporary accounting and corporate financial reporting. Preparation, interpretation, and analysis of the earnings statement; the statement of financial position; and the statement of cash flows. Scheduled examination. L. Schiffres.

[The] First Amendment (20450). 2 units. This course will study the constitutional right of freedom of expression guaranteed by the First Amendment. Topics will include seditious advocacy; conflicts between freedom of speech and national security; defamation and privacy; offensive and racist speech; obscenity and pornography; symbolic expression; commercial speech; regulation of campaign finance; Internet and broadcast regulation; restrictions on time, place, and manner of expression; freedom of the press; and freedom of association. Self-scheduled examination or paper option. J.M. Balkin.

Groups, Diversity, and Law (20451). 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 religious, 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. P.H. Schuck.

Happiness and Morality: Seminar (20452). 3 units. A large literature in social science attempts to measure people's "happiness" in various ways. Are these measures valid? Convincing? How useful are they in studying the effects of law on citizens' well-being? Most fundamentally, what is the proper normative role (if any) of happiness measures in formulating law? This seminar will draw on material from psychology, economics, and moral philosophy in tackling these questions. The course materials will consist of a photocopied course reader and possibly one or two books. Paper required. Enrollment limited. C. Jolls.

Health Law and Regulation (20467). 3 units. This course will provide an overview of the legal rules and policy considerations that apply to the provision of medical care and the regulation of public health in the United States. The relevant legal rules derive from principles of tort law, contract law, criminal law, constitutional law, and state and federal regulations, most of which are adapted in important ways to reflect the unique characteristics of the provision of medical care. The course will be structured to move from the foundational building blocks of health care law toward more specific legal and regulatory topics that reflect the increasing complexity of the health care industry and the government's role in securing public health priorities. The units of study will include topics such as the structure of the provider-patient relationship; prevention of and compensation for adverse medical outcomes (malpractice and related topics); private and government provision of medical care; constitutional law and patient autonomy; and issues relating to government regulation of the public's health. Self-scheduled examination with limited paper option. T. Ruger.

The History of Legal Literature (20453). 2 units. The forms of legal literature have undergone ceaseless change from the Middle Ages to the present. This seminar will explore the origin and development of the main genres of Anglo-American legal literature: (1) law reports: yearbooks, nominate reports, official reports, the West system, Westlaw and Lexis; (2) law finders: abridgments,

encyclopedias, digests, dictionaries, electronic media; (3) institutional writers: the Roman models Gaius and Justinian's *Institutes*; Glanvill, Bracton, Fortescue, Smith, Coke, Hale, Blackstone, and Kent; (4) the treatise; (5) practice manuals and form books; (5) legal periodical literature with particular attention to American student-edited journals; and (6) scholarly monographs. Attention will be directed to how the forms of legal literature have changed in response to changes in legal theory, legal education, the practice of law, and the technology and economics of publishing. The seminar will meet in the Paskus-Danziger Rare Book Room in order to make use of the Law School's holdings of manuscript and early printed literature. Paper required. J.H. Langbein.

Human Rights Workshop: Current Issues and Events (20134). 1 unit, credit/fail. Conducted in workshop format, the course will consist of discussions with guest speakers about their recent writings in the field, their human rights advocacy work, or newsworthy events in the human rights arena. Students may enroll and receive one unit of ungraded credit for meeting the participation requirements of the workshop. 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 and procedural law, the legal and ethical issues arising in the context of casework, and the development of lawyering skills. Classes will be heavily concentrated in the first half of the term, with additional sessions supplementing the weekly class time. Students will also attend weekly supervisions on their casework. Enrollment limited. C.L. Lucht, S. Wizner, and H.V. Zonana.

Information Privacy Law (20454). 2 units. Controversy over information privacy has grown dramatically in recent years. Information that many individuals view as private is gathered using a growing number of new technologies – RFID tags, spyware, genetic testing, and much more. Statutory and common law, both new and old, have sought to respond to rapid changes in information gathering, storage, and dissemination. This course will examine information privacy law with a special emphasis on workplace privacy, drawing on Professor Jolls's experience drafting workplace privacy provisions as Reporter for the Restatement of Employment Law over 2001–2006. The course will also give coverage to consumer privacy and to information privacy as against “War on Terrorism” law enforcement demands. Students will be asked to submit short reaction papers every other week or, if preferred, may submit brief responses in lieu of the reaction papers and then a longer paper at the end of the term. Enrollment limited. C. Jolls.

Insurance and Public Policy (20367). 3 units. This course will address the wide range of public policy issues implicating insurance for those who suffer losses.

The course will first address the principles of insurance and insurance techniques that reduce societal and personal risks. It will then apply these principles to the range of insurance law issues. The course will combine both a practical and a conceptual understanding of insurance law. Self-scheduled examination or paper option. G.L. Priest.

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 Law Research and Writing: Seminar (20136). 4 units. This seminar is structured around writing a significant, publishable research paper relating to international law during the course of the year. The course will begin by providing an overview of the state of the debate in international law scholarship and then will focus on helping students contribute to that scholarship. Students will receive assistance in finding a good research topic, developing an effective argument, bringing the piece to completion, presenting the finished work to fellow students, and preparing the piece for publication. The class will meet intensively at the beginning and end of the academic year, with a few classes in between. Supervised Analytic Writing and Substantial Paper credit are available. A year-long commitment is required; one term of credit will be awarded for the fall term. Paper required. Enrollment limited to eight. O.A. Hathaway.

Introduction to the Philosophy of Law (20141). 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. Self-scheduled examination. J.L. Coleman.

Just War Theory (20455). 3 units. A study of the moral, theological, and legal theories governing the waging of war. Much of the course will deal with history, because one must understand warfare in order to reason about it sensibly. The course will largely shy away from current events. An examination is required, but a limited number of students will be permitted to write papers instead. Students interested in earning a fourth unit for the class should consult with the instructor about additional research work. Self-scheduled examination, with limited paper option. S.L. Carter.

Landlord/Tenant Law (20004). 3 units, credit/fail. Students in this clinical seminar will provide legal assistance, under the supervision of clinical faculty, to

low-income tenants facing eviction in the New Haven Housing Court. Topics to be covered in discussions and class materials will include the substantive law of landlord-tenant relations, the Connecticut Rules of Practice and Procedure, ethical issues arising in the representation of clients, social and housing policy, and the development of lawyering skills, particularly in interviewing, litigation, negotiation, and mediation. Weekly class sessions and supervision sessions, plus eight to twelve hours per week of casework. Enrollment limited. F.X. Dineen.

Law and Finance Seminar (20463). 3 units. This reading seminar will focus on current issues in law and finance, which will be selected in accordance with the writing interests of enrolled students. Enrollment is limited to students either in the joint J.D.-Ph.D. in Finance degree program or with a comparable background. R. Romano.

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. J.J. Donohue, H. Hansmann, Y. Listokin, J.R. Macey, R. Romano, A. Schwartz, 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 involving lawyers charged with violating ethical obligations to clients or other interested persons. The clinic's goals are to help students understand the disciplinary process in Connecticut, and to think about how legal education should engage with the ethical issues facing lawyers. Under faculty supervision, students work with the Connecticut Office of Disciplinary Counsel, the body charged with prosecuting claims of lawyer misconduct, and are assigned to handle specific grievance cases. Students will 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 eight. D.E. Curtis and C. Lasch.

[The] Law of the European Union (20456). 3 units. This course will introduce students to the law and institutions of the European Union. It will examine the composition, organization, functions, and powers of the Union's governing bodies; analyze the Union's governing treaties and constitutional law; and study the Union's decision-making processes. The course will also explore broader

questions of political, economic, and legal integration, such as the proper relation between the Union's law and the domestic law of the Union's member states, and the desirability and feasibility of using the EU as a model on which to pattern other transnational agreements. Self-scheduled examination. M. Lasser.

The Law of Private Equity Funds (20475). 2 units. This seminar will examine the economic and legal relationships between financial sponsors and fund investors, and among the individual fund principals in privately offered investment funds. Though the focus will be on private equity funds, the course will also cover venture capital, real estate, infrastructure and hedge funds. This course will be taught from the practitioner's viewpoint, though conceptual and normative issues will be considered. The goal of the seminar is to give students a practical and in-depth look at private investment funds and their operation, as well as the legal practice of private equity fund formation. A significant portion of the required reading will be the documentation used in an actual fund; guest speakers will include representatives of a leading private equity firm. Students will participate in a case study of the firm and a negotiation exercise involving the terms of the fund sponsored by the firm. In addition, the course will include at least two drafting exercises designed to illustrate how to convert term sheets into agreements and how to provide legal comments on a draft private placement memorandum. Ideally, students enrolled in this seminar will have some background in finance, accounting, economics, taxation, and/or securities law. Students who wish to enroll are asked to submit a brief paragraph explaining their interest in the course and their background. Scheduled examination. Enrollment limited. S. Caplan.

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

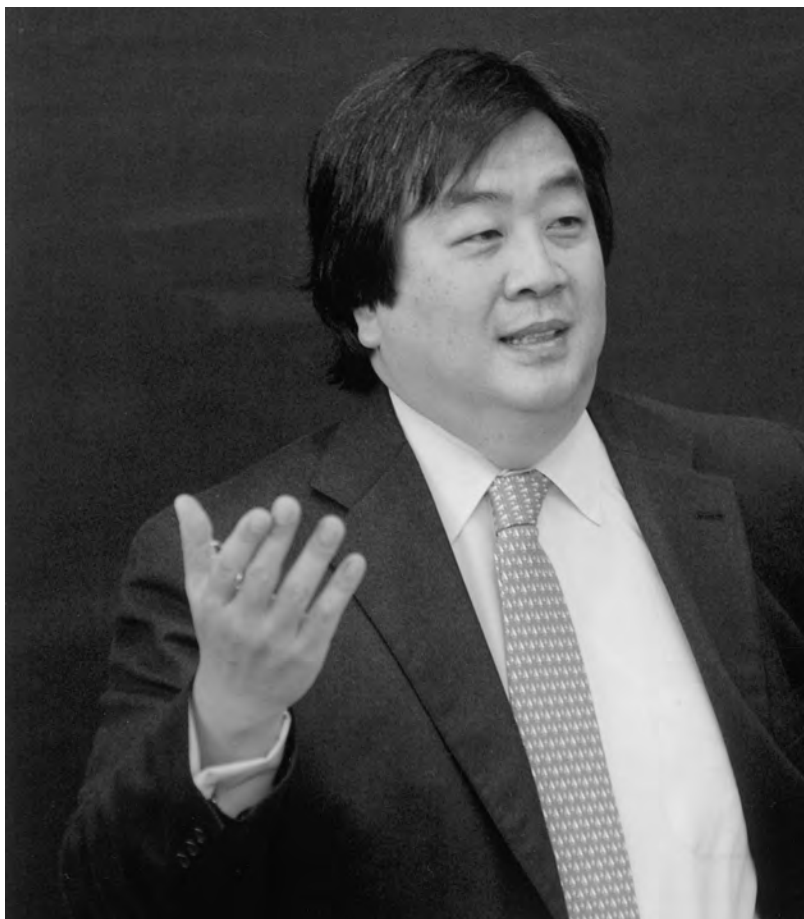
Legal Practicum (20008). ½ unit, credit/fail. Each student enrolled in this independent writing seminar will be required to prepare a 5- to 15-page essay that reflectively evaluates how her or his experiences in legal employment or other practical professional training, acquired during the immediately 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. J.R. Macey.

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 120. W.N. Eskridge, Jr. and T. Ruger.

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 primary client (Voices for Connecticut's Children and Youth) is a key player on a broad spectrum of policy issues. Recently the clinic has focused on public education, juvenile justice, health and tax policy. The clinic's work will include both affirmative legislative initiatives and defensive efforts to respond to proposed legislation deemed inimical to the interests of its clients. The clinic will also serve as a legislative liaison for other LSO clinics, keeping them informed of legislative developments affecting their clients' interests. Issues of ethics and professional responsibility for lawyers working in the legislative arena will be an important focus of this clinic. In the fall term, students will participate in training sessions led by some of Connecticut's most experienced lobbyists, meet with state legislators, and work with their client organizations to 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. R. A. Solomon, S.D. Geballe, M. Glassman, and 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 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 along with instruction in and development of human rights research and writing skills. The clinic will have one or more student directors. Permission of the instructor required. Enrollment limited to eighteen. J.J. Silk.

Military Justice (20030). 2 units. This course will explore the nature and function of military justice today. Topics will include constitutional rights of military personnel; court-martial jurisdiction and offenses; trial and appellate structure

and procedure; collateral review; the roles of commanders, Congress, the Supreme Court, and the President; command influence; the role of custom; and punishment. Current issues such as those involving military commissions, command accountability, military justice on the battlefield, judicial independence, transparency, homosexuality, adultery, and fraternization will be addressed. The course will consider how the military justice system can be improved and what, if anything, can be learned from the experience of other countries. Course materials will include decisions of the Supreme Court, Court of Appeals for the Armed Forces, European Court of Human Rights, and other foreign courts; the Manual for Courts-Martial; and *Evolving Military Justice* (Fidell & Sullivan eds., 2002). Paper required. E.R. Fidell.

Natural Resources Law (20446). 4 units. This course will examine the legal regimes that govern the acquisition and control of natural resources. The course will begin with the history of the federal public domain, including statehood grants, homestead acts, and the creation of the national forests, the national parks, and the Bureau of Land Management system. This will be followed by a brief exploration of constitutional and statutory issues raised by the division of authority between the federal government and the states in the control of natural resources, as well as the division of authority among Congress, agencies, and courts in the ongoing management of resources under statutes such as the National Environmental Policy Act. The course will then turn to specific resources that present unique challenges for legal regulation, such as wildlife (including endangered species), fisheries, water, minerals on public lands, and forests. Scheduled examination. T. Merrill.

Negotiated Mergers and Acquisitions (20237). 2 units. This course will examine the issues and problems that confront lawyers and their clients in business acquisition transactions involving the acquisition of privately held entities. Topics will include structuring the deal, allocating liabilities and risks of the business being acquired, valuation of the business and pricing the deal, the duties of directors and controlling shareholders to minority shareholders and other investors, and other issues related to the acquisition of privately held business. Students will engage in an exercise involving the negotiation, drafting, and interpretation of selected provisions of an acquisition agreement. Prerequisite: Business Organizations (may be taken concurrently) or equivalent. Self-scheduled examination. J.T. Hirschhoff.

Nonprofit Organizations Clinic (20051). 1 or 2 units, credit/fail. This transactional clinic assists nonprofit groups—those that cannot afford paid counsel—to organize, incorporate, obtain tax exemption, comply with fundraising regulations, and take other steps to become operational. The clients are diverse, both geographically (ranging, in recent years, from New Haven to Iraq, Indonesia,

and Tanzania) and in terms of mission (e.g., housing for the elderly, medical care for the rural poor, encouragement of fair trade, and the rescue of raptors). The entire clinic meets as a group five or six times for briefing sessions and case discussion and also self-scheduled team sessions throughout the term. *Also MGT 695a*. J.G. Simon, L.N. Davis, and B.B. Lindsay.

***[The] Practice of Corporate and Securities Law (20199)**. 2 units. What is it corporate and securities lawyers do that justifies the fees they charge? This course will attempt to answer that question by analyzing what the judicial decisions that constitute corporate and securities law are attempting to do. Dealing with these opinions involves knowledge of basic corporate and securities statutory and regulatory regimens and terminology; and this course assumes such knowledge or a willingness to acquire the same. Paper optional. J.G. Deutsch and W.C. Baskin, Jr.

Preparing Law Teachers (20473). 4 units (2 fall, 2 spring). This class is designed to prepare students for a career in legal academia. The focus of the fall term will be on interdisciplinary approaches to legal scholarship, and will have two key objectives. The first will be to expose students to various disciplinary approaches to legal scholarship, with the objective of making them methodologically aware, both as consumers of scholarship drawing on different disciplinary approaches, and as potential producers of scholarship within a particular tradition. The second will be to help socialize students into the life of legal scholarship, with a focus on how legal scholars choose subjects for research, select appropriate methods for analysis, situate themselves within scholarly communities (both in law and academic disciplines), and maneuver between the different standards of law schools and the social science and historical fields. The spring term will focus on designing research and the preparation of publishable-quality papers, and familiarizing students with how to both give and receive serious feedback on their work. Students who are admitted to this course and who accept the place in the course may not drop the course during the add/drop period at the beginning of the term. Paper required. Permission of the instructor required. S. Teles, S. Rose-Ackerman, A.L. Alstott, J.M. Balkin, R.W. Brooks, D.M. Kahan, T. Meares, R.C. Post, R. Siegel.

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, character evidence, 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 (20207). 4 units. This course will inquire into a pervasive set of human institutions – the arrangements for getting, controlling, using, transferring, and forfeiting resources in the world around us. The course will begin by exploring what property regimes are and the range of purposes they might serve, and then move through the topics of acquisition, transfer, shared interests, and limitations on property. While the main focus will be property in land, the class will discuss the implications of property in other resources, such as wild animals, body parts, water, and information. The course will also examine recording and other notice-giving devices, interests in land over time, easements and deed restrictions, planned communities and “private government,” landlord-tenant relations, issues of differential wealth and civil rights, and public land-use regulation. Scheduled examination. H.E. Smith.

Property: Individual Research (20457). 3 units. The instructor will separately supervise up to six students who wish to write a paper on a property topic. To receive credit for satisfying the Supervised Analytic Writing requirement, a student must devote two terms of work to the paper. Enrollment limited to six. R.C. Ellickson.

Property and Public Rights: Seminar (20458). 2 or 3 units. This seminar will explore the variety of ways in which private property interacts with and is constrained by different concepts of public rights. The issues to be considered will include, among others, the public use doctrine as a restraint on the power of eminent domain, the public trust doctrine as a limit on the disposition of public assets, the concept of the police power as an overriding constraint on the use of private property, the doctrines of implied dedication, customary rights, and public easements, the idea of the public domain in the history of American land law, and the idea of the public domain in intellectual property. The seminar will begin with discussion of readings in these areas and selected secondary literature. It will conclude with students presenting drafts or outlines of papers on topics of their choice. Paper required. Enrollment limited to twenty. T. Merrill.

Property, Social Justice, and the Environment (20202). 2 or 3 units. This seminar will explore the relationship of property to social and environmental concerns in the context of several past and present controversies over property rights. Topics on the “social justice” side will include some or all of the following: racially restrictive covenants; privated and especially “gated” communities; land titling programs in less developed areas; and (time permitting) the expansion of intellectual property, particularly as this affects indigenous peoples or persons in less developed countries. Issues on the “environmental” side may include the free-market environmental movement; the so-called takings question in relationship to the environment; private wildlife rights; conservation easements; governmentally created private rights such as appropriate water rights, tradeable emission permits, and habitat trading programs; and community ownership of forests and other natural resource bases. While this seminar will search for common themes about the range, capacities, and limitations of property regimes, theoretical purity should not be expected in this overview; moreover, topics may change in response to particular student interest. The class will meet twice weekly during the first six weeks of the term. Take-home exam essay for 2 credits; research paper for 3. Enrollment limited to sixteen. C.M. Rose.

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

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.

Reading the Constitution: Method and Substance (20459). 4 units. An advanced constitutional law course focusing intently on the Constitution itself (as distinct from the case law interpreting it). The course will begin by studying the document in detail, article by article, and amendment by amendment. The main text for this segment of the course will be Amar, *America's Constitution: A Biography* (2005). The course will canvass various methods of constitutional interpretation (associated, for example, with writings by Ackerman, Amar, Balkin, Black, Bobbitt, Ely, Tribe, Rubinfeld, Siegel, and Strauss). Permission of the instructor required. Self-scheduled examination or paper option. A.R. Amar.

Reconstruction from the Right (20460). 2 or 3 units. Centering on the 1970s, an examination of changes in policy and society that moved the United States from the liberalism of the Kennedy-Johnson years to the conservatism of the Reagan era. Topics to be considered include the backlash against the women's and the civil rights movements, deregulation, tax, and economic policies, the rise of the religious right, the federalization of crime, the new immigration and regional migrations, the emergence of the personal computer, biotechnology and reproductive technologies industries, and energy, environment, and globalization. Enrollment limited to eighteen, of which ten places are for Law students. Also AMST 778a, HIST 778a, PLSC 814a. M.J. Graetz and D.J. Kevles.

Regulating Love, Sex, and Marriage: Seminar (20379). 3 units. The current controversy about state recognition of same-sex marriage implicates broader issues of the justification for any state role in regulating the entry by adults into intimate, consensual relationships. In some contexts, state criminal sanctions have been used to prohibit such relationships—for example, prostitution, pornography exchanged between willing sellers and buyers, polygamous relationships, same-sex intercourse. In other contexts, state authority has been deployed to encourage some formats for such relationships without criminally prohibiting alternative arrangements—for example, restricting marriage licenses on various grounds (no same-sex, no mixed-race, no incest, no bigamy), or providing such financial incentives as tax benefits for preferred relationships. The seminar will explore and evaluate the justifications advanced, both in the past and today, for such state regulations. Paper required. Enrollment limited to twenty. R.A. Burt.

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. M.L. Cohen and J. Nann.

Rights in Comparative Perspectives (20461). 2 units. This research seminar will deal – on a comparative basis – with human rights: their historical origins, their jurisprudential analysis, and their analytical structure. The course will consider specific rights (e.g., freedom of speech, dignity, social, economic, and cultural); positive rights and negative rights; rights under national constitutions and international documents; and rights and the battle on terror. Paper required. Students will meet individually with the professor during the term to discuss their papers. Enrollment limited. A. Barak.

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. The course will also consider the treatment of security interests in bankruptcy proceedings and the rise of securitizations as an alternative to traditional methods of secured lending. Prior courses in commercial transactions, corporate finance, and bankruptcy, although helpful, are not required. Relevant commercial concepts will be explained as they arise. Students will discuss 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 (20288). 4 units. A comprehensive examination of federal laws and regulations relating to the issuance of securities, fraud, insider trading, control transactions, brokers and dealers, investment companies, and private and public enforcement mechanisms. 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, even “advisory” guidelines, and mandatory penalties, fact-finding judges may continue to individualize sen-

tences 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 among 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.

Specialized Legal Research (20470). 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 over seven weeks. 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 the instructors required. M. Cohen and M. Chisholm.

***Supreme Court Advocacy (20431).** 6 units (3 fall, 3 spring). This course will furnish the opportunity to combine hands-on clinical work with seminar discussion of Supreme Court decision making and advocacy. It will begin with several sessions analyzing the Court as an institution, focusing on the practicalities of how the Court makes its decisions and how lawyers present their cases. Students will then work on a variety of actual cases before the Court, preparing petitions for certiorari and merits briefs, which will constitute the bulk of the course, under the supervision of Yale faculty and experienced Supreme Court practitioners. The course will be a two-term offering and will satisfy the Substantial Writing requirement. The course demands a significant time investment. Permission of instructors required. Enrollment limited to twelve. B. Dignam, D.M. Kahan, A. Pincus, C. Rothfeld, and T. O’Malley.

Taxation of Executive Compensation (20474). 2 units. Barely a day goes by without an executive compensation headline. From Grasso to Google, these headlines give life to the materials in this course. The income tax consequences of executive compensation are explored through the study of arrangements in effect at major corporations or headlined in the “news of the day.” The course will cover nonqualified deferred compensation; rabbi and secular trusts; restricted stock and restricted stock units; incentive and nonqualified stock options; SARs; the deduction limits of Section 162(m); and golden parachute payments. This course will also provide a guide through the maze that confronts the executive compensation practitioner, including financial accounting, ERISA, securities laws, stock exchange requirements, shareholder activism, Congressional responses to perceived compensation “excesses” and corporate law. Mock presentations to the class as the Board of Directors of real life cases will permit the

student to test his or her vote against the triumphs and tragedies of others. No prerequisites. Scheduled examination. A.R. Susko.

[The] Two Bibles and Injustice: Seminar (20464). 3 units. The central event of the Christian Bible is an unjust act—the crucifixion of Jesus. Responding to injustice as such is thus a more explicit and pressing concern in the Christian than in the Hebrew Bible. For this very reason, it is instructive to explore contrasts between the treatments of injustice in the two texts. The differing emphasis on retribution versus forgiveness for wrongdoing is an especially rewarding subject for inquiry. The seminar will review some portions of the Hebrew Bible which have been explored in much greater depth in the seminar, The Book of Job and Injustice. (Participation in that seminar is not a prerequisite for enrollment though it will be a basis for preference in filling the limited slots.) The seminar will focus on close reading of the Christian Bible. It will explore the contrasting responses to injustice of the two Bibles (and, in particular, the competing roles of retribution and forgiveness) as applied to such contemporary issues as the application of the death penalty in the U.S. criminal justice system and the processes for transition from dictatorial to democratic regimes in Latin America and South Africa. Paper required. Enrollment limited. R.A. Burt and J.E. Ponet.

Worker and Immigrant Rights Advocacy Clinic (20465) and Fieldwork (20468). 2 units, credit/fail, with a graded option, for each part (4 units total). Open only to students who took the first half of WIRAC in spring 2007. See spring course listings for full description. The clinic and fieldwork must be taken simultaneously in both terms. Permission of the instructors required. M. Wishnie and C. Lasch.

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, J.P. Horsley, T. Kellogg, and J. M. Prescott.

SPRING TERM

Advanced Courses

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

Access to Knowledge Practicum (21264). 2 units, credit/fail. Students in this course will work on projects that promote innovation and distributive justice through the reform of intellectual property and telecommunications laws, treaties, and policies both internationally and in specific countries. These laws, treaties, and policies shape the delivery of health care services, technology, telecommunications access, education, and culture around the globe. Students will supplement their projects with theoretical readings and frequent contact

with Information Society Project Fellows. Permission of the instructor required. Paper required. Enrollment limited to eight. E. Katz.

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

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

Advanced Contracts and the Principal-Agent Problem (21514). 2 units. This course will apply economic principles to an analysis of contract law. It will critically examine economic and non-economic rationales behind various areas of contract law, interrogating the degree to which legal doctrines and philosophies comport with economic efficiency and critiquing economic models that fail to account for important legal principles. After developing a basic understanding of the law and economics of contracts in the first half of the course, the course will build up models of incomplete contracts and principal-agent relationships. These models will be explored in the context of fiduciary law. The second half of the course will aim to (1) provide students with a rich institutional understanding of fiduciary law, (2) show how economic analysis may refine our understanding of that topic, and (3) demonstrate how fiduciary law can usefully inform the economics of contracts. *Prerequisite:* Contracts; Business Organizations suggested but not required. Supervised Analytic Writing or Substantial Paper credit available. Paper and examination required. Self-scheduled examination. Enrollment limited. R.W. Brooks.

Advanced Immigration Legal Services (21168). 1 to 3 units, credit/fail, with a graded option. Open only to students who have completed Immigration Legal Services. Permission of an instructor required. C.L. Lucht, J.K. Peters, and S. Wizner.

Advanced Legal Research: Methods and Sources (21027). 3 units. An advanced exploration of the specialized methods and sources of legal research in some of the following areas: administrative law; case finding; computer-assisted research; constitutional law and history; court rules and practice materials;

international law; legislative history; and statutory research. Class sessions will integrate the use of online, print, and other research sources. Notebook computer recommended. Research problems and paper required. R.D. Harrison and J.B. Nann.

Advanced Legal Writing (21343). 3 units. This course will provide practice in writing legal memoranda and briefs. Students will have the opportunity to refine analytical and 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 Comparative Law (21515). 2 units. This seminar is intended for students who wish to do research and writing on a topic in comparative law. Students will read and discuss a variety of texts on comparative law, as well as host guest scholars, who will present research to the class. The goal of the seminar will be to encourage and train students to do publishable work in comparative law, without prejudice to 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. Paper required. Enrollment limited. M. Lasser and J.Q. Whitman.

Advanced Trial Practice (21516). 2 units. Open only to students who have taken the basic Trial Practice course. Permission of the instructor required. Enrollment limited to twelve. S. Wizner.

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

American Legal History, 1880–1980 (21063). 3 units. This course will deal with selected topics in the modern history of American law, legal thought, legal institutions, and the legal profession. Among topics expected to be covered: the law and regulation of corporate organizations and labor relations in the age of enterprise; the law of race relations in the Jim Crow South and urban North; the

development of “classical” legalism in the private law of contract and tort and the public law of constitutional limitations; the Progressive and legal-realist critiques of “classical” legalism; the rise of the modern administrative state; the regulation of public order and perceived threats to it—political dissent, deviant sexuality, immorality, alcohol, and immigration; the construction of law schools, law firms, the organized legal profession, the personal-injury bar, and public-interest law; the legal thought of O.W. Holmes, Jr. and Louis Brandeis; New Deal legal thought and legislation; the legal order of the 1950s; expansion of enterprise liability and rise of the mass tort class action; civil rights movements and enforcement from the 1940s through 1980s; the “rights revolution” of the Warren Court and Great Society and the ensuing backlash. 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 Thought in the Twentieth Century (21517). 2 units. In this course students will read and discuss a series of leading scholarly articles in twentieth-century American legal thought and will seek to understand these central works both in their own right and as pieces of broader intellectual movements. The course will cover how and why these scholarly works came to play a role in American legal thought. Works to be read include “Some Fundamental Legal Conceptions as Applied in Judicial Reasoning” by Wesley Hohfeld; “Coercion and Distribution in a Supposedly Noncoercive State” by Robert Hale; “Toward Neutral Principles of Constitutional Law” by Herbert Wechsler; “Hard Cases” by Ronald Dworkin; “Form and Substance in Private Law Adjudication” by Duncan Kennedy; “Violence and the Word” by Robert Cover; “Law’s Republic” by Frank Michelman; “The Problem of Social Cost” by Ronald Coase; and “Property Rules, Liability Rules, and Inalienability: One View of the Cathedral” by Guido Calabresi and Douglas Melamed. Students will be asked to submit short reaction papers every other week. C. Jolls.

Antitrust (21068). 4 units. This course will survey a range of issues in the law and economics of antitrust, including horizontal agreements, monopolization, and vertical arrangements. The course will presume students have no training in economics, but it will aspire to remain of interest to students with substantial economics backgrounds. Self-scheduled examination. G.L. Priest.

Antitrust: Directed Research (21212). Units to be arranged. This seminar will provide an opportunity for discussion among students interested in writing Substantial or Supervised Analytic Writing papers on current (or historical) antitrust topics. Permission of the instructor required. G.L. Priest.

Antitrust and Regulation: Research Seminar (21518). 3 or 4 units. Research and writing on current problems in antitrust and regulation. Topics to be arranged with the instructor. *Prerequisite:* the basic antitrust course or its equivalent. Permission of the instructor required. Enrollment limited. A.K. Klevorick.

***Balancing Civil Liberties and National Security after September 11 (21391).**

3 units, credit/fail. This course will be a hybrid between 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. 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 the instructor required. Enrollment limited. H.H. Koh, M. Wishnie, J.M. Freiman, and H.R. Metcalf.

Bankruptcy (21204). 3 units. This course will provide a comprehensive survey of basic bankruptcy law with emphasis on the structure and process of business reorganizations under Chapter 11 of the Bankruptcy Code. Discussion will focus on the basic elements of liquidations and reorganizations, as well as contemporary issues of interest and importance. Significant portions of the course will be devoted to examining the use of the reorganization laws to solve a variety of corporate ills, from product liability disasters to labor difficulties to over-leveraging. Consideration will also be given to some of the grand issues of bankruptcy including issues that arise as a result of the impact insolvent enterprises may have on their competitors, and the essential interplay between bankruptcy and other substantive bodies of law. In addition, time will be devoted to discussion of the current debate over bankruptcy reform. Self-scheduled examination or paper option. G.E. Brunstad, Jr.

[The] Book of Job and Injustice: Seminar (21123). 3 units. The Book of Job is a template for thinking about the unjustifiable sufferings inflicted during this past destructive century. The Nazi Holocaust, for example, provokes the same questions that Job posed: "Where was God that this was permitted to occur?" "What justice is there in the universe that this could occur?" "In the face of this occurrence, how, if at all, can belief in the ideal of justice based on faith in the goodness of the universe be rekindled?" The seminar will consider such questions in three principal ways: by a close study of the perspectives offered in the Book of Job; by a comparison of the conceptions of justice and the possibility of its vindication treated elsewhere in the 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 (21241). 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.

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.

Capitalism (21308). 3 units. This seminar will survey the theory, practice, and moral foundations of capitalism. It will use major works describing and explaining capitalist methods and institutions, such as works by Adam Smith and Hayek, as well as those of modern economists. The seminar will address the major criticisms of capitalism, including those by Marx, as well as modern welfare economists criticizing income inequality. This course will also review the success or failure of efforts to introduce capitalism to Eastern Europe, South America, and Africa. Paper required. G.L. Priest.

Capital Punishment: Experience in Advocacy (21082). 4 units (2 fall, 2 spring), credit/fail. Students will assist members of the Capital Trial Unit of the Connecticut Public Defender Office in representing people facing the death penalty. Students will make practical use of research and analytical skills, and may participate in conferences with clients, witnesses and experts, and investigations, and observe court proceedings. Students must complete a substantial writing assignment, such as a portion of a motion, brief, or memorandum of law. The course is limited to students who have taken Capital Punishment: Race, Poverty, and Disadvantage or intend to take it in spring 2008. Permission of the instructor required. Enrollment limited to eight. S.B. Bright.

Capital Punishment: Race, Poverty, and Disadvantage (21426). 3 units, credit/fail option. This course will examine issues of poverty and race in the criminal justice system, particularly with regard to the imposition of the death penalty. Topics will include the right to counsel for people who cannot afford lawyers, racial discrimination, prosecutorial discretion, judicial independence, and mental health issues. Paper required. Permission of the instructor required. Enrollment limited. S.B. Bright.

[The] Changing Nature of the Private Firm and Entrepreneurship (21519). 2 units. Most economic activity in the United States is outside the scope of public markets. In the aftermath of the technology bubble, a variety of public market dynamics have fed back through the value chain and significantly changed the very nature of the private firm and the economic ecosystem surrounding it (capital providers, law firms, government, and universities). As always, many of the innovations in financial and legal structuring reflect evolving assessments of risk

allocation and game strategies among stakeholders from the beginning of the value chain such as entrepreneurs and angel investors all the way through private equity funds seeking to control deal flow from earlier stages of corporate development. This course will explore the continuum of private company development from set-up and governance to the influence of corporate structure on product roadmap and innovation policy, as well as the financial, legal, and policy implications of changing private markets. Topics will include (I) Steering Away from Regulation and Public Markets; (II) Changing Nature of the Private Firm; (III) Financing Strategies and Incentives; (IV) Legal Strategies and Incentives; (V) Innovation Policy, Private Capital Expenditure, and the University; (VI) Economic Policy. The class will include real problem-solving cases from a variety of companies including Plain Sight Systems located in New Haven. Paper required. W.M. Reisman and P. DeSouza.

Child Development and the Law: Current Issues (21266). 1 or 2 units. This course will discuss current issues related to legal institutions that affect child development. Topics may include child welfare, special education, the transition to adulthood for vulnerable children (e.g., children in foster care and children with disabilities), grandparent visitation statutes, bilingual education, and parent education programs. The course will focus on efforts to improve developmental conditions, including discussions of policy and proposals for reform. Class participation and short papers are required. With the permission of the instructor, students may write longer papers for a second unit of credit. Permission of the instructor required. Students should submit a statement of interest during the limited enrollment bidding period. Enrollment limited to ten. A.L. Alstott.

***Colloquium on Contemporary Issues in Law and Business (21502).** 2 units. This course will bring leading members of the corporate bar, business, and investment communities, judges, and regulators, to the Law School to discuss emerging practice and regulatory issues, as well as scholars from other institutions to present their ongoing research on corporate governance and finance. An aim of the colloquium will be to provide a realistic sense of the varieties of business law practice. Short papers required during the term. *Prerequisite:* Business Organizations. 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. Students will be involved in all aspects of bank start-up, with the purpose of supporting community development activities (primarily affordable housing development, home ownership, small business, and banking the unbanked) in New Haven's underserved 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 the instructors

required; priority given to students who have previously taken Community and Economic Development. Enrollment limited to twelve. R.A. Solomon and C. Muckenfuss.

***Community and Economic Development (21016).** 3 units, credit/fail. A multidisciplinary workshop involving students from the Schools of Law, Management, Divinity, Forestry & Environmental Studies, Epidemiology and 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. 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 twelve. *Also MGT 694b.* R.A. Solomon.

***Community Lawyering Clinic [Domestic Violence/JUNTA] (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. Students may choose to conduct outreach sessions at one of two local nonprofits in the New Haven area: JUNTA for Progressive Action and the Coordinating Council for Children in Crisis (CCCC) and the Yale Child Study Center (CSC).

Domestic Violence: Students working with CCCC and CSC provide comprehensive legal services for survivors of domestic violence, including (but not limited to) assisting clients with divorce, child custody, visitation, support, landlord-tenant, special education, and consumer issues. Students should expect to appear in state court on behalf of clients.

JUNTA: Students working with JUNTA provide comprehensive legal services to residents of Fair Haven, a predominantly Latino and immigrant neighborhood of New Haven. Clients come to JUNTA with a wide variety of legal issues, and students' cases often include (but are not limited to) immigration law, employment law, benefits, landlord-tenant law, and consumer fraud. Enrollment limited to twelve. R.A. Solomon, and S. Wizner.

Comparative Constitutional Law (21520). 2 or 3 units. This course, a seminar in comparative law, will focus on systems of constitutional justice. The first part of

the seminar will be devoted to structural issues, including the contrast between the “American Model” of judicial review and the “European Model” of constitutional review, while the second part will focus on rights adjudication. Themes will include balancing and proportionality, the horizontal effect of rights, and the relationship between constitutional adjudication and legislative authority. We will read and discuss a combination of legal theory, empirical research, and selected rulings of supreme and constitutional courts. Students will be evaluated on the basis of (1) a research paper, (2) three short (one- to two-page) “response papers” on the weekly readings of their choice, and (3) attendance and participation. Students may also take the course as a 3-unit option, in which case a major paper would be required. Enrollment limited. A. Stone Sweet.

Comparative Law: The Civil Law Tradition (21521). 3 units. This course will introduce students to the institutional and conceptual organization of “civil law” legal systems (which govern almost all of Western and Eastern Europe and Latin America, as well as significant portions of Africa and Asia). The course will provide a broad overview of “civilian” private law and procedure, criminal procedure, administrative law, and constitutional law. The course will be particularly focused on the differences between common law and civil law understandings of the relationship between law and politics; it will focus simultaneously on forms of bureaucratic and professional organization and on the relationship between law-making, interpretation, and the judiciary. Self-scheduled examination. M. Lasser.

Comparative Sentencing Law: Research Seminar (21258). 3 units. This seminar will examine criminal sentencing, within the larger context of the criminal law regime and punishment practices, of various countries and regions throughout the world, drawing parallels where appropriate with sentencing laws, procedures, and practices in the United States. Particular attention will be given to recent changes in law or recent reform movements (such as sentencing guidelines). The focus will be on sentencing of routine and serious crimes, *not* on the issue of capital punishment. This is an advanced research seminar. Students who enroll should already have some experience with or other demonstrated knowledge of sentencing law in the United States and/or of comparative criminal law. Each student will examine and be expected to write a publishable paper on criminal sentencing in another country. The seminar will provide an opportunity for students to present their ongoing research to other seminar participants, and outside guests where appropriate, throughout the term. Our focus will include common law and civil code countries such as Great Britain, Canada, Australia, and Scotland; France, Germany, and Italy; Israel, South Africa, and Japan. We also hope to study systems whose sentencing law and practices derive from very different political and criminal law traditions, such as China. Permission of the instructors required. Enrollment limited. D.E. Curtis, N. Gertner, and K. Stith.

Conflict of Laws (21522). 2 units. This seminar will deal with theoretical topics regarding choice of law, as it has developed over the last century. No prior knowledge of choice of law is required. Paper required. Enrollment limited to fifteen. L. Brilmayer.

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.

[The] Constitution of American Empire (21523). 4 units. This course will examine the development of American law as the three branches of the U.S. government, especially the judiciary, sought to construct a normative framework to guide the process of U.S. territorial expansion from the nineteenth century onward. It will analyze the legal doctrines fashioned to justify the acquisition of new territories, to define their constitutional relationship with the United States, and to govern their inhabitants. Attention will be given to the Northwest Ordinance and the Louisiana Purchase as relevant antecedents. However, the course will focus mainly on the acquisition of Alaska, Hawaii, the U.S. Virgin Islands, and the territories acquired after the Spanish American War: the Philippines, Guam, and Puerto Rico. This will include a thorough review of the Insular Cases, a series of decisions handed down by the U.S. Supreme Court from 1901 to 1922 that established the basic constitutional structure of U.S. territorial relations at the beginning of the twentieth century. The discussion will address not only the legal doctrine developed by the Court, but also its historical, social, political, and cultural underpinnings and the vision of power inherent in the decisions. The course will also look at the colonial responsibilities adopted by the United States after World War II. It will look at U.S. efforts during the past century to redress the grievances of the diverse communities living in its territories as well as their current condition. Finally, some time will be devoted to explore the relevance of the legal doctrines developed to govern the territories to other contemporary issues, such as extraterritorial law enforcement activities by U.S. federal agents, the invasion of Iraq, and the situation of detainees in Guantánamo Base. Efforts will be made to identify common threads in all of these developments and to try to understand the forces, vision, consequences, and normative and political implications of what some have described as the emergence of a true American Empire. Scheduled examination. E. Rivera Ramos.

[The] Constitution of the Modern Republic: Seminar (21541). 2 units. An intensive consideration of the distinctive shape that the American Constitution has assumed since the New Deal. Preference will be given to students who have taken the course on the Constitution in the fall, or the fall 2007 introductory course in constitutional law. Self-scheduled examination or paper option. Enrollment limited. *Also PLSC 850b.* B. Ackerman.

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. L. Brilmayer and D. Wade.

Corporate Taxation (21524). 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 problematic because its policy rationale is thin and its implementation is tricky. This course will focus on both the policy and the technical aspects of taxing corporations. On the policy side, it will consider current and past proposals to integrate the corporate tax with the individual income tax. On the technical side, it will consider the tax problems that arise when corporations engage in transactions with their shareholders or with other corporations, including contributions, distributions, and reorganizations. *Prerequisite:* Federal Income Taxation. Self-scheduled examination. A.L. Alstott.

Criminal Law and Administration (21525). 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. T. Meares.

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

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

[The] Development of the Western Legal Tradition (21220). 4 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 a period of American history 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, welfare reform, and the criminal justice system, the seminar 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 public school parents and the Connecticut Coalition for Justice in Education Funding (CJEF). 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 two new students, in addition to returning students. R.A. Solomon and A. Knopp.

Emerging Trends in Labor Law (21526). 3 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. B.I. Sachs.

Empirical Law and Economics (21527). 2 units. The goal of this course will be to develop an understanding of the major tools of statistics and econometrics that are used to empirically investigate causal claims about law and public policy. Through a careful examination of some of the major empirical debates in the area of criminal law and criminal justice policy, the course will hope to convey a sense of the difficulties of establishing causal relationships and the attendant uncertainty associated with econometric evaluation of complex social phenomena. The goal is to develop both substantive understanding of particular academic debates, and the ability to evaluate other empirical debates. Open to any law student who has not yet take an Empirical Law and Economics course from the instructor. For the final examination, students will write a "referee report" on an assigned empirical paper. Enrollment limited to twenty. J.J. Donohue.

Employment Discrimination Law (21436). 4 units. This course will examine the federal legal regimes designed to achieve and maintain equality in the workplace. Its principal focus will be on jurisprudence developed with respect to Title VII of the Civil Rights Act of 1964 (as amended), which prohibits discrimination based on grounds of race, color, religion, sex, or national origin. Attention will also be given to enforcement and remedial structures established pursuant to the Fifth and Fourteenth Amendments to the Constitution, Reconstruction Era legislation, the Equal Pay Act of 1963 (prohibiting discrimination in wages on the basis of sex between workers performing equal work), the Age Discrimination in Employment Act of 1967, and the Americans with Disabilities Act of 1990 (ADA). Examination. D.S. Days, III.

[The] Engineering and Ownership of Life (21441). 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. Permission of the instructor required. This course will meet according to the Yale College calendar. Also HIST 938a^u, HSHM 676a^u. Enrollment limited to ten Law students. D.J. Kevles.



Environmental Protection Clinic (21321). 3 units, credit/fail. A clinical seminar in which students will be engaged with actual environmental law or policy problems on behalf of client organizations (environmental groups, government agencies, international bodies, etc.). The class will meet weekly and students will work eight to ten hours per week in interdisciplinary groups (with students from the School of Forestry & Environmental Studies and other departments or schools at Yale) on projects with a specific legal or policy product (e.g., draft legislation or regulations, hearing testimony, analytic studies, policy proposals) to be produced by the end of the term. Students may propose projects and client organizations, subject to approval by the instructor. Enrollment limited. *Also F&ES 80064b.* D.S. Bryk.

***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's intent on testifying 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 twenty. J. Katz and R.N. Palmer.

Federal Courts in a Federal System (21124). 4 units. The Federal Courts play a central role in today's political debates. This class will focus on these courts, examining 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 state "sovereignty" will be addressed. Beneath the discussions of jurisdictional rules and doctrines of comity lie conflicts about such issues as race, religion, the beginning and end of life, abortion, Indian tribal rights, and gender equality. In addition to considering the political and historical context of the doctrinal developments, the class will examine the institutional structures that have evolved in the federal courts, 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. Scheduled examination. K. Stith and D.B. Fein.

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

Financial Institutions and Capital Markets (21529). 2 or 3 units. Financial institutions of all kinds invest money in a wide variety of investment vehicles on behalf of clients. This course will examine these financial institutions and the capital markets in which they sometimes operate, with particular focus on banks, investment banks, and equity markets (stock exchanges). The course will consider the distinctive features of the U.S. financial system, focusing on comparisons with Germany and Japan. This course will study these financial institutions treated from a contemporary economic and legal perspective as well as from a historical perspective. Emphasis will be placed on the intersections between modern financial theory and legal analysis, but the historical evolution of financial institutions also will be discussed. Particular attention will be paid to regulation (both legal regulation and the historical regulation of institutions prior to external regulation via private ordering). Topics will include (1) commercial banking; (2) investment banking; (3) insurance; (4) stock markets and self-regulation; (5) central banks, monetary policy, and the regulation of money; (6) distinctive features of the U.S. bank; and (7) universal banking. Each class meeting will be devoted to discussion of two or three readings. Students do not need any formal economics background. The seminar is intended to serve as an introduction to basic financial economics. No prerequisites. Requirements: three reaction papers and one in-class presentation (2 units of credit) or one longer paper and one in-class presentation (3 units of credit). Enrollment limited. J.R. Macey.

From Natural Law to Natural Right (21530). 3 units. The belief that the world has a normative natural order that shapes and directs the laws of human society is as old as the tradition of reflection on the sources of legal authority. The idea that human beings have certain inalienable natural rights is the premise of the modern legal order. This course will examine the movement, in Western thought, from the first idea (of natural law) to the second (of natural right). Special emphasis will be placed on the work of Aristotle, Augustine, Aquinas, Hobbes, and Kant, with secondary attention to Cicero, Duns Scotus, Luther, Calvin, Suarez, Grotius, Locke, and Spinoza. An attempt will be made to locate

each writer's jurisprudential ideas in a larger context of metaphysics and theology, and to understand how the system of Christian belief shaped the emergence of the modern doctrine of natural rights from the tradition of classical natural law. Scheduled examination or paper option. A.T. Kronman.

History of the Common Law: Procedure and Institutions (21531). 3 units. This course provides 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 include (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; and (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 (21193). 1 unit, credit/fail. Conducted in workshop format, the course will consist of discussions with guest speakers about their recent writings in the field, their human rights advocacy work, or newsworthy events in the human rights arena. Students may enroll and receive one unit of ungraded credit for meeting the participation requirements of the workshop. J.J. Silk.

***Immigration Legal Services (21012).** 3 units, credit/fail. A clinical seminar involving class sessions and casework. The clinic will specialize in the representation of persons who are seeking asylum through affirmative procedures or in removal proceedings or post-asylum relief. Class sessions will focus on the substantive and procedural law, the legal and ethical issues arising in the context of casework, and the development of lawyering skills. Classes will be heavily concentrated in the first half of the term, with additional sessions supplementing the weekly class time. Students will also attend weekly supervisions on their casework. Enrollment limited. C.L. Lucht, J.K. Peters, S. Wizner, and H.V. Zonana.

International Criminal Law (21404). 2 or 3 units. After a brief historical survey of the development of international criminal law, the seminar will examine

events leading to the creation of the International Criminal Court for the former Yugoslavia. Following the examination of this *ad hoc* international forum, the seminar will consider the newly created permanent International Criminal Court. Considerable attention will be given throughout to alternatives to international criminal jurisdiction, such as the jurisdiction of national courts under the universality principle, or the establishment of “truth commissions.” The seminar will end with a discussion of the likely future of international criminal jurisdiction. Scheduled examination or paper option. Enrollment limited to twenty-five. M.R. Damaška.

Introduction to Microeconomic Theory for Law Students (21532). 3 units. This course will develop the essential microeconomic principles of resource allocation. Topics will include consumer choice, firm production, market behavior – i.e., price and wage determination in different market structures – and the economics of uncertainty and information. This is not a law and economics course, although some legal applications will be presented to explore strengths and limitations of the theoretical models. Problem sets and examination required. No prerequisites. Not recommended for students who have already taken an intermediate microeconomics course. Self-scheduled examination. R.W. Brooks.

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 intended to provide 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 (including transnational litigation and transnational arbitration) and issues of “transnational legal substance,” including the Constitution and foreign affairs; the law of treaties; customary international law; trade law; international environmental law; international criminal law; international business transactions; and the law on the use of force. Scheduled examination. H.H. Koh.

Justice (21260). 4 units. An examination of contemporary theories, together with an effort to assess their practical implications. Authors this year will include Peter Singer, Richard Posner, John Rawls, Robert Nozick, Michael Walzer, Marian Young, and Roberto Unger. Topics: animal rights, the status of children and the principles of educational policy, the relation of market justice to distributive justice, the status of affirmative action. Self-scheduled examination or paper option. *Also PLSC 553a.* B. Ackerman.

Kant: Moral, Legal, and Theological Writings (21533). 3 units. An examination of Kant’s main writings on the central problems of morality, law, and religion.

Readings will include *Grounding for the Metaphysics of Morals*; *The Critique of Practical Reason*; *The Metaphysics of Morals*; and *Religion Within the Boundaries of Mere Reason*. Paper required. Enrollment limited. A.T. Kronman.

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

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.

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. J.J. Donohue, H. Hansmann, Y. Listokin, J.R. Macey, R. Romano, and A. Schwartz.

[The] Law and Economics of Corporate Control (21234). 3 units. This course will be taught jointly by a professor and an attorney with a very large acquisitions and corporate governance practice. Its objectives will be to explore positive theories of why changes of control occur and the forms they take and to explore normative theories of how the state should respond to these changes. Topics include negotiated acquisitions, hostile takeovers, hedge fund participation in proxy contests and firm strategy, state and federal regulation of acquisitions activity, and corporate governance issues. Readings range from current cases to scholarly articles. The theoretical and legal treatments will be tested in the analysis of three

recent deals, each of which will be presented by an actual participant in the deal. Students will be asked to critique the conduct of the deals in light of the legal and commercial options available to the parties. The course grade will be based on the critique and on an examination, or a paper option with permission of the instructors. Self-scheduled examination or paper option. *Also MGT 664b*. A. Schwartz and S. Fraidin.

Law and Globalization (21508). 2 units. The progress of globalization is often said to pose a threat to the state's role as a distinctive and even central locus of political solidarity and obligation. International law—in substantive areas as diverse as trade and human-rights law—is increasingly encroaching on states from above, as it were, asserting forms of legal and political obligation that claim to rest on a higher authority than any individual state. Transnational ethical associations—including, for example, mass movements in support of fair trade or environmental conservation—are increasingly encroaching on states from the sides, promoting the collective pursuit of political ideals apart from (although sometimes parallel to) any domestic policy or politics. And transnational organizations—in particular transnational corporations—are increasingly encroaching on the state from below, by regulating the conduct of stakeholders, and in particular employees, more extensively and intensively than many states are able to do. This seminar considers the implications of these developments, as they are understood by law, political science, and philosophy. 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. D. Markovits and A. Stone Sweet.

Law, Secrets, and Lying (21111). 2 or 3 units. An examination of circumstances in which law both rewards and penalizes truth and lies. Readings will be drawn from law, theology, philosophy, and game theory. Examples will range from national security to invasion of privacy, from patent disclosure to the federal False Statements Act, from confirmation hearings to campaign promises. Paper required. Permission of the instructor required. S.L. Carter.

***Lawyering Ethics Clinic (21309).** 3 units, credit/fail. This is a clinical course in which students participate in the disciplinary process involving lawyers charged with violating ethical obligations to clients or other interested persons. The goals are to help students understand the disciplinary process in Connecticut and to think about how legal education should engage with the ethical issues facing lawyers. Under faculty supervision, students work with the Connecticut Office of Disciplinary Counsel, the body charged with prosecuting claims of lawyer misconduct, and are assigned to handle specific grievance cases. Students will 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 eight. D.E. Curtis and C. Lasch.

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

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 primary client (Voices for Connecticut's Children and Youth) is a key player on a broad spectrum of policy issues. Recently the clinic has focused on public education, juvenile justice, health and tax policy. The clinic's work will include both affirmative legislative initiatives and defensive efforts to respond to proposed legislation deemed inimical to the interests of its clients. The clinic will also serve as a legislative liaison for other LSO clinics, keeping them informed of legislative developments affecting their clients' interests. Issues of ethics and professional responsibility for lawyers working in the legislative arena will be an important focus of this clinic. In the fall term, students will participate in training sessions led by some of Connecticut's most experienced lobbyists, meet with state legislators, and work with their client organizations to 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. R.A. Solomon, S.D. Geballe, M. Glassman, and C. Staples.

Localism: Public Interest Lawyering in Cities and States (21534). 1 unit, credit/fail. The Liman Public Interest reading group will consider emerging issues of public interest law. J. Resnik and S. Russell.

***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 along with instruction in and development of human rights research and writing skills. The clinic will have one or more student directors. Permission of the instructor required. Enrollment limited to eighteen. J.J. Silk.

Medicine, Ethics, and Law (21176). 3 units. A wide range of issues in contemporary medicine challenge common ethical values in ways that appear to invite new legal regulatory responses. There are scientific developments – such as new possibilities for genetic manipulations, for extending the life span so that most people will die only after prolonged disability, for extending viability earlier in fetal development with attendant risks of significant lifelong disability. There are organizational changes in the delivery of medical care that promote rationing of care in the service of goals inconsistent with individual patient welfare. There are research practices that also appear inconsistent with conventional conceptions of physicians' individualized commitment to patients. There are conventional exercises of physicians' authority, such as discretion to withhold therapies regarded by physicians as "futile," or of legislative regulatory authority, such as withholding authorization to use drugs regarded by regulators as socially harmful because they promote addiction or hasten death – all of which are now being contested as inconsistent with the values of individual autonomy (as in the physician-assisted suicide litigation in the Supreme Court). This course will examine such issues, evaluate the individual and social ethical questions raised by them, and explore the justifications for undoing customary legal regulations and/or adding new ones. Self-scheduled examination or paper option. R.A. Burt.

Nonprofit Organizations Clinic (21056). 1 or 2 units, credit/fail. This transactional clinic assists nonprofit groups – those that cannot afford paid counsel – to organize, incorporate, obtain tax exemption, comply with fundraising regulations and take other steps to become operational. The clients are diverse, both geographically (ranging, in recent years, from New Haven to Iraq, Indonesia, and Tanzania) and in terms of mission (e.g., housing for the elderly, medical care for the rural poor, encouragement of fair trade, and the rescue of raptors). The

entire clinic meets as a group five or six times for briefing sessions and case discussion and also self-scheduled team sessions throughout the term. *Also MGT 695a*. J.G. Simon, L.N. Davis, and B.B. Lindsay.

Peace Making (21535). 2 units. Over the course of the past century, bilateral and internal conflicts have evolved from matters concerning only the parties and for which outside intervention was impermissible to matters of general international concern for which various forms of outside intervention are now deemed obligatory. Much attention has been given to prescriptions about the right to initiate the use of force (*jus ad bellum*) and prescriptions about the conduct of violence (*jus in bello*), yet far less attention has been given to international responsibilities and modalities for stopping wars and making peace and to the fundamental differences between these activities. This seminar will explore the changes in perspectives and practices in these areas. A paper detailing and analyzing an instance of stopping war or making peace is required. W.M. Reisman.

Preparing Law Teachers (21542). 4 units (2 fall, 2 spring). This class is designed to prepare students for a career in legal academia. The focus of the fall term will be on interdisciplinary approaches to legal scholarship, and will have two key objectives. The first will be to expose students to various disciplinary approaches to legal scholarship, with the objective of making them methodologically aware, both as consumers of scholarship drawing on different disciplinary approaches and as potential producers of scholarship within a particular tradition. The second will be to help socialize students into the life of legal scholarship, with a focus on how legal scholars choose subjects for research, select appropriate methods for analysis, situate themselves within scholarly communities (both in law and academic disciplines), and maneuver between the different standards of law schools and the social science and historical fields. The spring term will focus on designing research and the preparation of publishable-quality papers, and familiarizing students with how to both give and receive serious feedback on their work. Students who are admitted to this course and who accept the place in the course may not drop the course during the add/drop period at the beginning of the term. Paper required. Permission of the instructor required. S. Teles, S. Rose-Ackerman, A.L. Alstott, J.M. Balkin, R.W. Brooks, D.M. Kahan, T. Meares, R.C. Post, R. Siegel.

Property (21017). 4 units. This course will begin with an inquiry into how members of a society allocate, and should allocate, formal or informal entitlements to control scarce resources such as wild animals, labor, water, ideas, and land. It will explore various forms of private property and also alternative regimes such as communal and public property. The principal focus will be entitlements in land. Topics will include limitations on the rights of landowners to exclude others; estates in land; co-ownership; landlord-tenant law and the slum-housing problem; nuisance law; easements and covenants as means to cooperation among

neighbors; and eminent domain, zoning, and other tools of public land-use regulation. Scheduled examination. R.C. Ellickson.

Property: Individual Research (21018). 3 units. The instructor will separately supervise up to six students who wish to write a paper on a property topic. To receive credit for satisfying the Supervised Analytic Writing requirement, students must devote two terms of work to the paper. Enrollment limited to six. R.C. Ellickson.

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

Reading and Interpretation in Law and the Humanities (21537). 2 or 3 units. This seminar will address questions of interpretation in the law and in the humanities, particularly literary studies. Law and literature depend on consistent and convincing interpretations. Yet practices of reading, including "rules" for the construal of meaning, seem to diverge widely from one field to the other. Why is this? Upon examination, are these rules as fixed as they might at first seem? Do the different fields have insights to offer each other? Can and should they be maintained in separate compartments, or is that a vain effort? The seminar will address such issues through a series of juxtapositions of legal and literary texts and will include discussion of writers and readers; textual and statutory interpretation; rhetoric; narrative; evidence; law and its cultural study. Active class participation, including oral presentations, and a term paper required. The final grade will be based on both the paper and class participation. Paper required. *Also CPLT 869b.* P. Brooks and R. Post.

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. M. Cohen, T. Miguel, 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 and J.B. Nann.

***[The] Social Organization of Law (21368).** 2 units. This seminar will treat the “sociological vision” as an oppositional discourse which reads law from an external perspective, seeks to connect law to the world beyond doctrine, and makes law legible in terms of its power and effects. What challenges does this vision pose for lawyers? What opportunities does it open up? Does/should it influence the kind of clients lawyers represent, the kind of cases they take, the kind of arguments they make? This seminar will analyze the ways in which modern law both repels and depends on sociological vision. Consideration will be given to where and how law attends to social difference—race, gender, sexuality, class—as well as how law responds to the difficulties judges and other officials encounter in translating legal rules into practice and controlling the violence of law itself. Cases discussed will include self-defense, the use of lethal force by police, violence in prison, and the death penalty. Throughout, the seminar will try to account for the persistence of formalism as a legitimizing discourse in law, as well as what it would mean for law were the sociological vision to become more important in legal theory, legal education, and legal practice. Self-scheduled examination or paper option. Enrollment limited. A.D. Sarat.

Social Science and the Law: A Philosophical Investigation (21536). 1 to 3 units. This course will treat the writing of a paper as a Socratic exercise. Students who plan to take this course should read the essay on Blackboard. J.G. Deutsch.

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. Pre-requisite: Research Methods in American Law. Permission of the instructors required. M. Cohen, J.B. Nann, and C. Tubbs.

***Supreme Court Advocacy (21262).** 6 units (3 fall, 3 spring). This course will furnish the opportunity to combine hands-on clinical work with seminar discussion of Supreme Court decision making and advocacy. It will begin with several sessions analyzing the Court as an institution, focusing on the practicalities of how the Court makes its decisions and how lawyers present their cases. Students will then work on a variety of actual cases before the Court, preparing petitions for certiorari and merits briefs, which will constitute the bulk of the course, under the supervision of Yale faculty and experienced Supreme Court practitioners. The course will be a two-term offering and will satisfy the Substantial Writing requirement. The course demands a significant time investment that is not recommended for students with other time-intensive commitments. Permission of the instructors required. Enrollment limited. D.M. Kahan, A. Pincus, C. Rothfeld, and T. O'Malley.

Theories of Statutory Interpretation: Seminar (21464). 2 or 3 units. This course will be a seminar for reading various articles on statutory interpretation theory, including theories drawn from hermeneutics, historiography, public choice theory, positive political theory, political theory, and so forth. Paper required. Pre-requisite: Legislation. Enrollment limited to nine. W.N. Eskridge, Jr.

Trademarks and Unfair Competition (21466). 3 units. This course will cover the law of "unprotected ideas," the common and statutory law of unfair competition in marketing, and federal and state laws concerning trademarks and service marks. The course will also cover rules, both informal and formal, regulating competition online. Finally, the course will include a brief introduction to laws governing advertising more generally, including truth and falsity, puffery, and, if time permits, advertising aimed at children. In addition to the final examination, each student will complete a short (four- to six-page) reflective paper. Students interested in earning a fourth unit for the class should consult with the instructor about additional research work. Self-scheduled examination. S.L. Carter.

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.

Trusts and Estates (21276). 4 units. This course will present the law governing (1) the disposition of property under state statutes of succession and by will (including the preparation, execution, and revocation of wills; testamentary

capacity; fraud; fiduciary duties; and select topics in estate administration); (2) the theory and practice of trust law (including types of trusts; the creation, alteration, and termination of trusts; the trustee's standard of care; and trust accountings); and (3) future interests and the rule against perpetuities. Estate and gift tax matters may be covered where appropriate. Self-scheduled examination. W.P. LaPiana.

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

[The] War Against Terrorism and the Rule of Law (21538). 4 units. This seminar starts with the events of September 11, 2001, and seeks to analyze the many practices that evolved over the last five years and are sometimes defended as part of a war against terrorism—the military invasion and occupation of Afghanistan and Iraq, the detention without trial of alleged enemy combatants, the use of military commissions to try prisoners at Guantánamo for war crimes, new systems of surveillance as allowed by the U.S.A. Patriot Act, domestic wiretapping by the NSA without court authorization, restrictions on the writ of habeas, the closing of selective deportation proceedings to the public, alleged racial profiling against young men of apparent Middle East origin, and efforts to narrow the definition of torture to permit aggressive interrogation techniques. It has been charged that these developments have put into question the most elementary understanding of the rule of law. The purpose of this seminar will be to determine what substance, if any, there is to this charge and, even more, to reflect on the role of law in our society. Paper required. Enrollment limited to twenty. O.M. Fiss.

Worker and Immigrant Rights Advocacy Clinic (21324) and Fieldwork (21540). 2 units, credit/fail, with a graded option for each part (4 units total). Students will represent immigrants and low-wage workers in Connecticut in labor, immigration, trafficking, and other civil rights areas, through litigation for individuals and non-litigation advocacy for community-based organizations. In litigation matters, students will handle cases at all stages of legal proceedings in

Immigration Court, U.S. District Court, and other forums. The non-litigation work will include representation of grassroots organizations in regulatory and legislative reform efforts, media advocacy, strategic planning, and other matters. The seminar portion is a practice-oriented examination of advocacy on behalf of workers and non-citizens and of social justice lawyering generally. The course will be a two-term offering (four credits each term). The clinical course and fieldwork must be taken simultaneously in both terms. Enrollment limited. M. Wishnie and C. Lasch.

WTO Dispute Settlement (21539). 2 units. This course will explore how the WTO dispute settlement system operates. The first part of the course will introduce the basic legal principles and obligations under the GATT/WTO, and then examine how the rules and procedures governing the WTO dispute settlement apply in practice. The second part of the course will discuss several hypothetical cases as well as actual representative cases under the WTO dispute settlement system, including *Japan–Alcoholic Beverages* and *EC–Asbestos* (National Treatment), *Japan–Films* (Trade and Competition), *US–Section 301* (WTO and Unilateralism), *US–FSC* (Subsidies), and, last, *EC–GIs* (Intellectual Property). During this part, the instructor will also bring to the class seven WTO panel proceedings for which he served as a WTO panelist. In the final part, students will participate in a moot panel proceeding to represent either a complainant or a respondent. Students will be required to submit legal briefs before and after a moot panel proceeding. Two briefs and class participation are required. This class will meet from the last week in January through the first week in March. Enrollment limited to twenty. S.W. Chang.



2006-2007 PREISKEL-SILVERMAN LECTURE

Law and Leadership



Ben W. Heineman, Jr. '71

- Former GE Senior Vice President and General Counsel
- Distinguished Senior Fellow at Harvard Law School's Program on the Legal Profession
- Senior Fellow at the Belfer Center for Science and International Affairs at Harvard's Kennedy School of Government
- Senior Counsel, WilmerHale

Monday, November 27, 2006

4:30 PM

Yale Law School

Room 127

Reception to Follow in the Alumni Reading Room

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 2006–2007 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. The Right Honorable Lord Woolf of Barnes, the former Lord Chief Justice of England and Wales, gave the Anderson Memorial Lecture this year, speaking on “How to Change the Litigation Culture.”

The *Fowler Harper Memorial Fund* brings to Yale Law School a prominent person who has made a distinguished contribution to the public life of the nation. Lani Guinier ’74, Bennett Boskey Professor of Law, Harvard Law School, gave the 2006–2007 Fowler Harper Lecture on the topic “The Political Representative as Powerful Stranger: Challenges for Democracy.”

The *Kronman-Postol Lectureship* supports lectures related to law and the humanities. Gerhard Casper ’62 LL.M., President Emeritus and Peter and Helen Bing Professor in Undergraduate Education, Stanford University, delivered the inaugural lecture in 2006 entitled “Caesarism in Democratic Politics: Reflections on Max Weber.”

The *Arthur Allen Leff Fellowship* brings to Yale Law School individuals whose work in other disciplines illuminates the study of law and legal institutions. Dr. Harold Varmus, president and CEO, Memorial Sloan-Kettering Cancer Center, delivered the 2006–2007 Leff Lectures. He discussed “Freeing Scientific Culture: The Fight to Provide Public Access to Results the Public Finances” and “How the Law Affects Contemporary Cancer Research: A Personal View.”

The *Robert H. Preiskel and Leon Silverman Program on the Practicing Lawyer and the Public Interest* sponsors lectures and other events celebrating private lawyers' contributions to public service. The 2006–2007 Preiskel-Silverman Lecture was delivered by Ben W. Heineman, Jr., '71, Senior Counsel at WilmerHale, who spoke on "Law and Leadership."

The *John R. Raben Fellowship* brings to the Law School a leading expert in securities law or accounting for business enterprises, who delivers a public lecture at the School. Bengt Holmstrom, Paul A. Samuelson Professor of Economics and Management, Massachusetts Institute of Technology, gave the 2006–2007 Raben Lecture entitled "Corporate Governance in Context."

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 in law and jurisprudence. The 2006–2007 Storrs Lecturer was Alicia H. Munnell, Peter F. Drucker Professor of Management Sciences, Boston College Carroll School of Management. Her two-part lecture was entitled "The Declining Number of Players in the Retirement Income Game," with part one discussing "The Withdrawal of Business" and part two, "The Implications for the Individual and Government."

The *Judge Ralph Winter Lectureship on Corporate Law and Governance* was established by former law clerks and students of Judge Winter to support lectures on corporate law and governance and related topics. Daniel Fischel, Professor of Law and Business, Northwestern University School of Law, delivered the 2006–2007 Winter Lecture entitled "Markets and Scandals: Enron and Beyond."

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*, inaugurated in 1998 by Wei Jingsheng, a political prisoner released in 1997 after 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 *Ralph Gregory Elliot First Amendment Lectureship*, established in 1990 to provide for lectures on some aspect of the First Amendment.

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.

The *James A. Thomas Lecture Series*, 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.

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 2006–2007 academic year were Associate Supreme Court Justice Antonin Scalia, who participated in a question-and-answer session with the Law School community; U.S. Senator Arlen Specter '56, who discussed “The Senate’s Hot-Button Issues”; Mark Malloch Brown, Deputy Secretary-General of the United Nations, who addressed the challenge of managing global change; Christopher Sallon QC, British barrister and member of the Queen’s Counsel, who talked about justice and human rights; and Theodore Sorensen, former special counsel and adviser to President John F. Kennedy, who gave a lecture entitled “A World of Law—Then and Now.” Newark, New Jersey Mayor Cory Booker '97 gave the keynote speech, “An Urban Mayor’s Perspective on Public Interest Advocacy,” to open the tenth annual Arthur Liman Public Interest Law Colloquium.

In addition, many student organizations and Law School centers sponsored lectures and conferences throughout the academic year, including *The Yale Journal of International Law* and the Information Society Project. Other notable conferences held this year included “Legally Female: What Does It Mean To Be Ms. JD?” sponsored by Yale Law Women; the 13th Annual Rebellious Lawyering Conference; and a Works-in-Progress Symposium sponsored by the Graduate Programs at Yale Law School.

During the 2006–2007 academic year, students 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 with William F. Lee, co-managing partner of WilmerHale; and alumni such as Floyd Abrams '60, partner in the law firm of Cahill Gordon & Reindel and William J. Brennan Jr. Visiting Professor of First Amendment Law at the Columbia Graduate School of Journalism; and Michael Solender '89, General Counsel of The Bear Stearns Companies.

Two Yale Law School professors gave their inaugural lectures this year. John M. Duff, Jr. Professor of Law Amy Chua spoke on “Empire and Tolerance: The Rise and Fall of World Dominant Powers,” and Sam Harris Professor of Corporate Law, Corporate Finance, and Securities Law Jonathan R. Macey '82 delivered a lecture entitled “Where’s the Theory in Corporate Governance?”

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, in which U.S. and Chinese scholars present papers on Chinese legal and policy developments. The Legal Theory Workshop brings to the Law School provocative new scholarship from law and affiliated disciplines in the humanities and social sciences. The Legal History Forum brings together law students, graduate students, and scholars from a variety of disciplines with 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. 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 189–92. Lectures and other public events are listed in the online Calendar of Events, which is updated daily during the academic year (www.law.yale.edu/calendar).

SPECIAL INITIATIVES

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, ten 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 two in Brazil. Now in its fifteenth year, this program permits up to six Yale students to spend the month of June in Chile or Argentina, and four 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 Middle East or nearby venue. It was created to provide a forum in which influential scholars and opinion leaders from the legal communities of the Middle East could exchange ideas and form a productive working relationship. Every year, roughly thirty-five lawyers, judges, and academics from the region meet with Yale professors and students to discuss an agreed-upon topic of common importance. Past topics have included the concept of legal authority, the basic rights and remedies available to individuals, and the challenges of religious pluralism in the Middle East. The proceedings are structured around a series of papers that are distributed in advance. Many Law School faculty are active participants, including Owen Fiss, Alvin Klevorick, Anthony Kronman, Robert Post, George Priest, Carol Rose, Peter Schuck, Reva Siegel, and James Whitman.

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 seeks to advance fresh thinking and analytically rigorous approaches to environmental decision making – across disciplines, sectors, and boundaries. The center supports a variety of research projects, including the Global Environmental Governance Project, which examines strengths and weaknesses of the international environmental regime, including the role of globalizing administrative law; the Environmental Performance Measurement Project, which aims to strengthen the foundations for policymaking by developing pollution control and natural resource management metrics and indicators; the Corporate Environmental Strategy Project, which explores the business-environment interface; 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 Issues Lecture Series, which provides a forum for visiting scholars, environmental professionals, business leaders, and government officials. The director of the center is Professor Daniel C. Esty, who is the Hillhouse Professor of Environmental Law and Policy, with a joint appointment in the Law School and the School of Forestry & Environmental Studies.

THE YALE CENTER FOR LAW AND PHILOSOPHY

The Yale Center for Law and Philosophy was founded in 2005 as a joint venture with the Law School and the Yale Philosophy department. It aims to encourage advanced work, including research degrees, at the interface of philosophy and law. Members of both faculties are affiliated with the center, as are a number of visitors. The center's programs include regular workshops and conferences, attracting leading philosophers of law from around the world. The center also helps to coordinate courses across the Law School and the Philosophy department. A selection of conference papers is available on the center's Web site at www.law.yale.edu/yclp.

THE JOHN M. OLIN CENTER FOR STUDIES IN LAW, ECONOMICS, AND PUBLIC POLICY

The 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, Jolls, Klevorick, Kronman, Listokin, 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 co-directors 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



is wide-ranging, covering corporate law and the law of other nongovernmental organizations; the regulation of financial markets and intermediaries; the legal framework of finance, including the law of bankruptcy, corporate reorganization, and secured transactions; antitrust law and the law of regulated industries.

The center hosts annually the Weil, Gotshal & Manges Roundtable, which is a one-day event that seeks 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 Lecture and the Judge Ralph Winter Lecture on Corporate Law and Governance. Each brings to the Law School a distinguished scholar, jurist, or practitioner for a public lecture. The center also organizes a luncheon lecture series and symposiums on pressing issues of the day, academic conferences, and a breakfast program for alumni in New York City. In the spring term, the center sponsors the Marvin A. Chirelstein Colloquium on Contemporary Issues in Law and Business. The colloquium is a limited-enrollment seminar which invites distinguished law school graduates to the Law

School on a weekly basis to discuss emerging practice, regulatory, and policy issues. All of the center's activities are open to the Law School community.

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, Christine Jolls, Alvin Klevorick, Harold Hongju Koh, Anthony Kronman, John Langbein, Yair Listokin, Jonathan Macey, George Priest, Alan Schwartz, Henry Smith, and Mark Templeton.

For additional information on the center's upcoming and past activities, the business law curriculum, and joint-degree programs with the School of Management, visit the center's Web site at www.law.yale.edu/ccl.

THE CHINA LAW CENTER

The China Law Center at Yale Law School is a unique institution dedicated to helping promote China's legal reforms and increasing understanding of China in the United States. In interaction with research and teaching, the core of the Center's work is designing and carrying out sustained, in-depth cooperative projects between U.S. and Chinese experts on key issues in Chinese law and policy reform. These projects involve a range of activities, including workshops and seminars in the United States and China, research visits to Yale and to China, and publications. Projects often result in input into China's law reform process or in books or articles by Chinese or U.S. scholars. The center also works to strengthen the capacity of reformers in China through cooperative projects in both China and the U.S. Its focus is on issues critical to China's ongoing reform process, especially judicial reform, criminal justice reform, administrative and regulatory reform, constitutional law, and public interest law.

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

Each semester, the center hosts the Workshop on Chinese Legal Reform. The Workshop provides students and faculty an opportunity to learn about the Chinese legal system through discussions of papers presented by center staff, visiting Chinese scholars, and distinguished guest speakers (both Chinese and American). The workshop has come to serve as a focal point within Yale Law School – and increasingly within Yale University as a whole – for faculty and students with an interest in China and in exploring issues related to Chinese legal reform.

More information about the center is available on its Web site, www.yale.edu/chinalaw.

THE INFORMATION SOCIETY PROJECT

The Information Society Project (ISP) at Yale Law School was created in 1997 to study the implications of the Internet, telecommunications, and the new information technologies on law and society. Much of its work has focused on issues of freedom of speech, democracy, globalization, and the growth and spread of cultures on the Internet. In past years ISP has studied access to knowledge questions and the effects of intellectual property and new communications technologies on globalization and development, the free speech implications of filtering and rating systems, legal protections for sensitive information on the Internet, civic participation in cyberspace, the civil liberties implications of intellectual property protection, and memetics and the evolution of cultures and ideologies. ISP has held scholarly conferences on a range of subjects including access to knowledge, the Internet, and globalization; democracy in cyberspace; blogging and Internet journalism; the law of virtual worlds; and emerging issues in cybercrime and cybersecurity. The project embraces a variety of activities, including fellowships for young scholars 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,” “Public Interest Lawyering in an Era of High Anxiety,” and “Organizing and Reorganizing: Public Interest in Individual and Global Contexts.”

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 Sarah Russell.

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 97). The center also sponsors frequent lectures, panels, symposia, and informal discussions on a wide range of human rights issues. During 2006–2007, speakers at the center’s weekly Human Rights Workshop: Current Issues and Events included a justice of the Constitutional Court of South Africa, advocates from human rights organizations, scholars, and journalists. They spoke on such topics as “The Right to Political Participation in South Africa,” “How to Write the Historical Origins of Human Rights,” “Fairness to Rightness: Jurisdiction, Legality, and the Legitimacy of International

Criminal Law,” “Extraordinary Crimes at Ordinary Times: International Justice Beyond Crisis Situations,” and “Protecting Iraqi Refugees: See No Evil, Hear No Evil?”

The Schell Center also sponsored “Defending Rights Through Law in China: Progress and Challenges,” the annual Robert L. Bernstein International Human Rights Fellowship Symposium. Talks by human rights lawyers, a judge of the Extraordinary Chambers in the Courts of Cambodia, activists, artists, former students, and scholars included “Enforcing International Law in U.S. Death Penalty Cases: From the Hague to Houston,” “Cambodia Khmer Rouge Trials: Ownership of Justice,” “Timap [Stand up] for Justice Sierra Leone: Developing a Model for Advancing Justice in Post-Conflict West Africa,” “Conflict and Justice in Burundi and Rwanda,” “China’s Growing Global Role: Looking at the PRC’s Engagement with Africa,” “On the Trail of the CIA’s Rendition Flights: Dark Spaces, Disappeared People, and the War on Terror,” and “Using Video for Change: WITNESS’ Model for Human Rights Advocacy.” As it does each year, the Schell Center held a human rights career panel and sponsored several panels of Kirby Simon 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 2006–2007, Bernstein Fellows worked in Argentina developing legal strategies to challenge human rights violations in prisons, and with Human Rights Watch, documenting sexual violence against women in the civil war in the Ivory Coast. 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 2006, Kirby Simon Summer Human Rights Fellowships allowed forty-four students to spend all or part of the summer engaged in human rights internships or research in twenty-four countries 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 Elizabeth W. Brundige. The Schell Center’s e-mail address is schell.law@yale.edu.

OPPORTUNITIES FOR STUDY IN LEGAL HISTORY

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

VISITING RESEARCHERS

Each year the Law School has in residence a few visiting researchers engaged in nondegree research. Visiting researchers may audit one or two courses per term (with the consent of individual instructors) and make use of library facilities for their work. There are no set requirements for admission; most visiting researchers 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 researcher is charged a minimum accommodation fee of \$3,500 per term, or \$7,000 per academic year. No financial aid from the Law School is available for participants in this program.

The visiting researcher application is available on the Law School Web site at www.law.yale.edu in the Admissions section. Applications must include a résumé or c.v.; a description of the proposed research, including a statement explaining why Yale Law School is a particularly appropriate affiliation for the proposed work; two letters of recommendation; official transcript(s) of the applicant's academic record; and the proposed length and dates of stay. Official transcripts must be submitted in a sealed envelope, signed across the seal. All documents must be in English or accompanied by certified English translation.

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

FELLOWSHIPS FOR POST-GRADUATE RESEARCH

Yale Law School offers a number of fellowships each year for post-graduate research, including the Irving S. Ribicoff Fellowship and two Ruebhausen Fellowships. These fellowships prepare individuals with law degrees for teaching careers in law. The Ribicoff Fellowship has a one-year term, while the Ruebhausen Fellowships have two-year terms. The fellows are in residence at the Law

School and have access to the University research facilities and inclusion in the School's intellectual community. They also receive a yearly stipend (\$40,600 in 2007–2008), 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 2008 is January 10, 2008. For more information, e-mail *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 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. A minimum of 64 of the 83 units must be Yale Law School faculty-supervised credits. No degree will be awarded with incomplete work remaining on a student's record.

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 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 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 her or his penultimate term at the Law School. Specifically, the Law School requires that the professor supervising one of those writing projects must certify the student's completion of the project before the student can register for her or his penultimate term (see page 109); the faculty certification must include a final grade for the paper. For most J.D. students, the penultimate term is the fifth term; however, for joint-degree students, the penultimate term is the fourth term.

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

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

Supervised Analytic Writing papers or Substantial Papers may be prepared in connection with (1) seminars or courses, (2) research and writing under faculty supervision (see pages 95–96), (3) the Intensive Semester Research Program (see pages 99–101), 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 93).
2. Research and writing in a clinical program (see pages 96–98).
3. Research and writing in connection with seminars or courses.

4. Individual research and writing under faculty supervision (see pages 98–99).
5. Research and writing in connection with the Intensive Semester Research Program (see pages 99–101).
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 192–96).

Clinical Programs

The Jerome N. Frank Legal Services Organization (LSO) provides legal representation to individuals and organizations in need of legal services but unable to afford private attorneys. Students, supervised by Law School faculty members and participating attorneys, interview clients, write briefs, prepare witnesses, try cases, negotiate settlements, draft documents, participate in commercial transactions, draft legislation, and argue appeals in state and federal courts, including the U.S. Court of Appeals for the Second Circuit and the Connecticut Supreme Court.*

LSO's work is divided into fifteen 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 services 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, repre-

*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.

senting 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 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; (12) Community Development Financial Institutions, representing a foundation seeking to establish a community development bank to support community development activities in greater New Haven; (13) Advocacy for Detained Refugees, representing foreign nationals who are seeking asylum and who are detained by U.S. Immigration and Customs Enforcement; (14) Worker and Immigrant Rights Advocacy Clinic, representing immigrants and low-wage workers in Connecticut in labor, immigration, trafficking, and other civil rights areas; and (15) Lawyering Ethics Clinic, working with the Connecticut Office of Disciplinary Counsel, the body charged with prosecuting claims of lawyer misconduct, to handle specific grievance cases against lawyers.

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

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

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

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.

Balancing Civil Liberties and National Security after September 11 is a clinic/seminar that focuses on civil liberties cases arising from new government policies after September 11, 2001.

Student-Directed Forensic, Clinical, and Editorial Programs

In the second term, students may begin participating in programs managed primarily by students under the general supervision of a faculty adviser. These programs are described on pages 127–35. 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 Supervised Reading and Research Programs

After the first term and with the approval of a faculty member, students may undertake reading or research programs for credit. There are two types of programs: (1) supervised reading and/or research with a faculty member, and (2) faculty-sponsored reading groups. No more than 10 units of credit for reading or research programs may be counted toward the 83 units required for graduation. No more than 4 of these 10 units may be for participation in reading groups.

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



In the case of an approved reading group, each participating student may receive no more than 1 unit of credit, which must be ungraded. In order to obtain approval for a reading group, the student(s) organizing the group must submit a written proposal to the registrar within the first three days of the term. The proposal must (1) describe the law-related topic to be examined, (2) provide a tentative reading syllabus, and (3) be signed by the sponsoring faculty member. As noted above, ordinarily no more than 4 units of credit for reading groups may be counted toward the 83 units required for graduation.

Intensive Semester Research Program

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

Under the program, students may devote an entire term to supervised and specialized research overseen by both a member of the Yale Law School faculty and, if away from the Law School, an on-site supervisor. A research project



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

To apply for the program a student must submit a comprehensive written research proposal to the registrar. The proposal should describe in detail (1) the student's qualifications to undertake the proposed research; (2) the nature and significance of the research to be undertaken; (3) the expected product of the

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

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

Proposals for Intensive Semester Research are reviewed twice during the academic year, once in the fall term and again in the spring term. The specific deadlines for submitting Intensive Semester Research proposals can be found on the Important Dates calendar published by the registrar's office each year. An Intensive Semester Research application will not be accepted by the registrar if any of a student's work in courses previously taken is incomplete. A student whose application has been approved by the Intensive Semester Research Program Committee may register for the Intensive Semester Research Program only if all prior course work is complete. A student may not take an Intensive Semester Research during the final term, nor take more than one Intensive Semester Research while at the Law School. A student who carries out an Intensive Semester Research away from the Law School will be expected to complete the balance of his or her legal education in residence at the Law School. Full tuition is charged during the Intensive Semester Research regardless of where the project is pursued. Financial aid from the Law School will be awarded under the same circumstances and in the same manner as to students in residence. A student may have financial aid budgets adjusted to reflect the extra, 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 dean. Joint-degree students must satisfy one of the two writing requirements before they can register for their penultimate term at the Law School (see page 95).

Master of Arts

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

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

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

J.D./PH.D. IN FINANCE

This joint-degree program with the School of Management is intended for students wishing to pursue a career in business law teaching. The program is structured to permit course requirements to be completed in four years. The expectation is that law students will apply for admission to the School of Management graduate program in their first year of law school, but they may apply at any time. Law students interested in applying to the program should contact the director of the Yale Law School Center for the Study of Corporate Law. More detailed information about program requirements is available on the center's Web site at www.law.yale.edu/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 individual 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.

LL.M. candidates are expected to complete all degree requirements by the end of the spring term. On the rare occasion when extensions are warranted, LL.M. work must be completed by December 1 of the year in which the student was to have graduated. LL.M. candidates who have not completed their work by this deadline will be withdrawn from the program.

For information on admission procedures for the LL.M., please see pages 122–24.

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.)

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.

To qualify for the J.S.D. degree, an admitted candidate must submit a dissertation that is a substantial contribution to legal scholarship. If the dissertation or any portion of it is thereafter published, it shall state that it has been submitted in partial fulfillment of the requirements for a graduate law degree at Yale Law School. The J.S.D. dissertation must be completed within five years from the date of J.S.D. admission; otherwise, the candidate will be withdrawn. Only under extraordinary circumstances will an extension be granted.

Students from abroad should see pages 152–53 for information about international students at Yale.

For information on admission procedures for the J.S.D. program, please see page 122–24.

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 researcher 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 93). 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.

M.S.L. candidates are expected to complete all degree requirements by the end of the spring term. On the rare occasion when extensions are warranted, M.S.L. work must be completed by December 1 of the year in which the student was to have graduated. M.S.L. candidates who have not completed their work by this deadline will be withdrawn from the program.

For information on admission procedures for the M.S.L. program, please see page 125.

Registration

All new J.D. students and all graduate students are required to register in person on August 30, 2007, at the Law School.

All returning J.D. students are required to register in person on September 4, 2007, at the Law School. *Students may not register for their penultimate term unless they have completed one of the two writing requirements* (see page 95).

All students must register in person for the spring term on January 26, 2008.

A fee of \$50 will be charged for late registration. This fee will be waived only with written permission to register late from the appropriate dean. Written permission must be received prior to the designated registration day. First-year J.D. students will not be allowed to register for the first time unless they have provided the registrar with two passport-sized photographs and an official transcript confirming the award of a bachelor's degree. Transfer students must provide the School with two passport-sized photographs and official transcripts of a bachelor's degree and the first year of law school. Individual classes commence on the date announced in the schedule of classes as published by the registrar's office of the Law School.

Course Selection, Limited Enrollment, Examinations and Papers

COURSE SELECTION

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 appropriate dean and the registrar.

Forms for adding and dropping courses must be signed by a member of the faculty and filed with the registrar's office. A course in which an examination is required must be added or dropped by the final day of classes. In fall 2007, the deadline for adding or dropping such a course will be Thursday, December 20; in spring 2008, the deadline will be Friday, May 9. A fee of \$15, \$30, or \$75 will be charged for each late course change, depending on the time of the change. A fee of \$150 will be charged for any course change that occurs in a term subsequent to the term in which the course was offered. In the absence of written permission, a course or individual work elected but not completed will, at the close of the term, be deemed a Failure. No degree will be awarded with incomplete work remaining on a student's record.

LIMITED ENROLLMENT

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

A student applying for more than one course in which enrollment is limited must indicate preferences among these courses by designating a first choice, a second choice, and up to three third choices. This ranking may be used by faculty in making selections among students. A student who is accepted in such a limited enrollment course will be enrolled in that course during the first online enrollment period. A student who declines a place in such a limited enrollment course must remove that course from her or his schedule during the open enrollment period and notify both the professor and the registrar, so that the student's place in the course may be offered to someone else.

EXAMINATIONS AND PAPERS

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

The registrar may, for good cause shown, permit students to take an examination at a time different from that indicated on the official examination schedule. Requests for such permission may only be made during the last week of classes, except in case of sudden emergencies, such as illness. In fall 2007, requests for rescheduled examinations must be made between December 13 and 20; in spring 2008, between May 5 and 9.

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

For good cause, instructors may authorize extensions of time for the completion of papers. The authorization must be in writing, and extensions will be permitted for no more than sixty days after the close of the term in which the paper is assigned.

Approval for extensions of time beyond these limits shall be given only where the student obtains, in writing, permission from both the instructor and the registrar. Such permission must include a specific due date and must be filed with the registrar. If the student does not meet regular or extended deadlines for papers and examinations, the 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 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 2008, 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 2007.
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 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 subscription. Please visit www.lsac.org for instructions for using this service. If a recommender wishes to write specifically about the applicant's qualifications for study at Yale Law School, rather than for the study of law in general, the letter may be sent through LSAC or directly to Yale. All other letters should be sent through LSAC.
5. Complete and submit an admissions application form electronically using the LSAC electronic application service, which is available online at www.lsac.org as part of the applicant's LSDAS subscription. The application must be submitted by February 15, 2008. It is the applicant's responsibility to make certain all items arrive at Yale in a timely fashion.
6. Pay the nonrefundable application fee of \$75.

A completed file consists of the application form, a 250-word essay, a personal statement, two letters of recommendation, and 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), transcripts should be sent to the LSAC Credential Assembly Service.

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

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

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

Upon notification of acceptance, an applicant must deposit \$250 before the acceptance will be deemed final and a place held for the applicant in the next class. The deposit is fully refundable if the Law School is notified by June 1 that the admitted student intends to withdraw; after that date, the deposit will not be refunded. In placing a deposit, an applicant agrees that he or she is not holding a seat at any other law school via a deposit or other type of enrollment commitment.

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

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

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

No student may commence studies as a first-year student in the J.D. program in the spring term; all new J.D. students must start in the fall term. The Law

School does not have an evening division, nor is there a summer session. Yale Law School offers no online or correspondence courses.

Any requests for exceptions to the admissions and application requirements stated above should be addressed in writing to the Office of Admissions, Yale Law School, PO Box 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 LSAC information brochure, 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 obtained by e-mailing admissions.law@yale.edu, or by writing to the Office of Admissions, 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, a personal statement, 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." Application forms for visiting may be obtained by e-mailing admissions.law@yale.edu, or by writing to the Office of Admissions, Yale Law School, PO Box 208329, New Haven CT 06520-8329. 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 \$21,875 per term, including mandatory fees. The total yearly bill is \$43,750, not including other necessary expenses such as books, food, housing, hospitalization insurance fees, etc. Information on housing costs can be found on page 141. 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 114) 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

On the basis of the federal regulations governing the return of federal student aid (Title IV) funds for withdrawn students, the rebate and refund of tuition is subject to the following policy.

1. For purposes of determining the refund of federal student aid funds, any student who withdraws from the Law School for any reason during the first 60% 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% point has earned 100% of the Title IV funds. In 2007–2008, the last days for refunding federal student aid funds will be November 20, 2007, in the fall term and April 10, 2008, 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% of tuition will be rebated for withdrawals which occur on or before the end of the first 10% of the term (September 15, 2007, in the fall term and February 7, 2008, in the spring term).
 - b. A rebate of one-half (50%) of tuition will be granted for withdrawals which occur after the first 10% but on or before the last day of the first quarter of the term (October 2, 2007, in the fall term and February 23, 2008, in the spring term).
 - c. A rebate of one-quarter (25%) 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 9, 2007, in the fall term and March 30, 2008, 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; Federal Graduate Plus 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 YSL) 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 (pages 120–21).

STUDENT ACCOUNTS AND BILLS

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

Bills

Yale University’s official means of communicating monthly financial account statements is electronically through the University’s Internet-based system for electronic billing and payment, *Yale University eBill-ePay*.

Student account statements are prepared and made available twelve times a year at the beginning of each month. Payment is due in full by 4 P.M. Eastern Standard Time on the first business day of the following month. E-mail notifications that the account statement is available on the University eBill-ePay Web site (www.yale.edu/sis/ebep) are sent to all students who have activated their official Yale e-mail accounts and to all student-designated authorized payers. It is imperative that all students activate and monitor their Yale e-mail accounts on an ongoing basis.

Bills for tuition, room, and board are available to the student during the first week of July, due and payable by August 1 for the fall term; and during the first week of November, due and payable by December 1 for the spring term. The Office of Student Financial Services will impose a late charge if any part of the term bill, less Yale-administered loans and scholarships that have been applied for on a timely basis, is not paid when due. The late charge will be imposed as follows:

<i>If fall-term payment in full is not received</i>	<i>Late charge</i>
by August 1	\$110
by September 1	an additional 110
by October 1	an additional 110
<i>If spring-term payment in full is not received</i>	<i>Late charge</i>
by December 1	\$110
by January 2	an additional 110
by February 1	an additional 110

Nonpayment of bills and failure to complete and submit financial aid application packages on a timely basis may result in the student’s involuntary withdrawal from the University.

No degrees will be conferred and no transcripts will be furnished until all bills due the University are paid in full. In addition, transcripts will not be furnished to any student or former student who is in default on the payment of a student loan.



The University may withhold registration and certain University privileges from students who have not paid their term bills or made satisfactory payment arrangements by the day of registration. To avoid delay at registration, students must ensure that payments reach Student Financial Services by the due dates.

Charge for Rejected Payments

A processing charge of \$25 will be assessed for payments rejected for any reason by the bank on which they were drawn. In addition, the following penalties may apply if a payment is rejected:

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

Yale University eBill-ePay

There are a variety of options offered for making payments. *Yale University eBill-ePay* is the preferred means for payment of bills. It can be found at www.yale.edu/sis/ebep. Electronic payments are easy and convenient—no checks to write, no stamps, no envelopes, no hassle. Payments are immediately posted to the student's account. There is no charge to use this service. Bank information is password protected and secure, and there is a printable confirmation receipt.

Payments can be made twenty-four hours a day, seven days a week, up to 4 P.M. Eastern Standard Time on the due date to avoid late fees. (The eBill-ePay system will not be available when the system is undergoing upgrade, maintenance, or repair.) Students can authorize up to three authorized payers to make payments electronically from their own computers to the student's account using Yale's system.

Use of the student's own bank payment service is not authorized by the University because it has no direct link to the student's Yale account. Payments made through such services arrive without proper account identification and always require manual processing that results in delayed crediting of the student's account, late fees, and anxiety. Students should use Yale eBill-ePay to pay online. For those who choose to pay by check, a remittance advice with mailing instructions is available on the Web site.

Yale Payment Plan

The Yale Payment Plan (YPP) is administered by the University's Office of Student Financial Services and enables students and families to pay all or a portion of the term bill in ten monthly installments beginning at the end of May preceding the academic year. The only fee associated with YPP is a yearly administration fee of \$100.

If you are participating in the Yale Payment Plan, your Yale student account will be credited with one-half the annual contract amount each term. If your YPP account becomes delinquent (not paid by the payment plan due date), the unpaid contract balance may be charged to your regular Yale student account, and be subject to applicable late payment fees.

Yale Charge Account Plan

If you enroll in the Yale Charge Account Plan, you will be able to charge designated optional items and services to your student account, including toll calls made through the University's telephone system. Go to www.yale.edu/sis/. Select the *Login* option. After logging in, select *Billing and Student Accounts* and select *Charge 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 Student Financial Services Center at sfs@yale.edu, 203.432.2700 or fax at 203.432.7557.

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 2007–2008 is \$16,100. 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 2007–2008 students are expected to meet \$32,000–\$34,000 (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. The Law School expects students who receive grants to help provide stewardship through letters, reports, or meetings with donors.

In calculating individual financial aid awards, the student's financial resources—including student assets, summer and term-time employment, and spouse's and parents' contribution—are taken into account. The Law School treats students who are twenty-nine years old or older at the time they enter the Law School as financially independent from their parents. For students twenty-seven and twenty-eight years old at entrance, only one-half of the calculated parental contribution will be treated as a resource.

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

SUMMER PUBLIC INTEREST FELLOWSHIP

The Summer Public Interest Fellowship (SPIF) program provides funds to Yale students working at public interest, government, and nonprofit organizations. In the summer of 2006, the Law School provided fellowships for 146 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 2007, 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 \$22 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 (\$45,000 in 2007), COAP covers the entire calculated repayment for qualified educational loans. Those with adjusted incomes over \$45,000 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 November 15, 2007:
 - (a) a completed application form from Yale Law School and the additional materials requested in the paper or online application;
 - (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 taken no later than November 1, 2007. The admissions committee looks for a minimum score of 600 on the paper-based TOEFL, 250 on the computer-based TOEFL, and 100 on the iBT TOEFL.
4. Pay a nonrefundable application fee of \$75 or submit a note requesting a waiver of the application fee and the reason(s) why payment of the fee would pose a financial hardship.

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 the LL.M. program 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 J.S.D. application.
2. Submit:
 - (a) a completed application form from Yale Law School, plus a letter of application;
 - (b) a dissertation proposal;
 - (c) a statement of the contingent approval by a member of the Yale Law School faculty who is willing to supervise the candidate and of two Yale Law School faculty who are willing to serve as 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 19, 2008.

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 116–18). Tuition for resident J.S.D. candidates will be \$8,000 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. 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 February 15, 2008.

Expenses and Financial Aid

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



Student Organizations and Journals, and Student Participation in Administration

STUDENT ORGANIZATIONS AND JOURNALS

The *American Constitution Society for Law and Policy* is a national organization of law students, law professors, practicing lawyers, judges, and policy makers. Its goal is to revitalize and transform the legal debate, from law school classrooms to courtrooms and legislatures, by restoring the fundamental principles of respect for human dignity, protection of individual rights and liberties, genuine equality, and access to justice, to their rightful and traditionally central place in American law.

Americans for Informed Democracy (AID) at Yale is a nonpartisan 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 *Animal Legal Defense* is an animal protection organization at Yale Law School whose members work to reduce animal suffering by fostering a community of concerned students, hosting speakers on current issues in animal law, and advocating for anti-cruelty legislation, among other projects. The organization welcomes the participation of all those interested in developing legal strategies to protect animals.

The *Association of Law Students with Significant Others* (ALSSO) is devoted to students balancing school and relationships and who want a healthy social life, particularly with non-law partners. The association welcomes all couples—including those with children—and hosts several events designed to help them have the most enjoyable law school experience possible.

The Yale chapter of the *Black Law Students Association* (BLSA) supports and advances the interests of students of African descent enrolled at Yale Law School. BLSA focuses on the recruitment and development of black law students, building relationships between current students and alumni, engaging in community service, and raising awareness of issues relating to African Americans and the law.

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 *Catholic Students' Association* exists to promote vigorous discussion of and growth in the Catholic faith at Yale Law School. The association meets regularly and sponsors social events, social justice projects, academic speakers, and devotional practices. The association also connects with other Catholic communities at Yale, including St. Thomas More chaplaincy and other Catholic student groups.

The *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 facilitates discussions among students, faculty, and administrators on what diversity means to different people, and how greater diversity can be achieved.

College Acceptance was created to provide low-income students exposure to college research and assistance. Working with New Haven public school students, College Acceptance creates a one-on-one mentorship between Yale students (graduate and undergraduate) and high school juniors and seniors. The mentors help students think about, prepare for, and navigate the admissions process.

The *J. Reuben Clark Law Society* is an association of law students who are members of, or are interested in, the Church of Jesus Christ of Latter-Day Saints. The group affirms the strength brought to the law by a lawyer's personal religious conviction, and seeks to provide wholesome activities and uplifting social contact for all students, regardless of religious affiliation.

The *Green Haven 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 original, coed (SATB) a cappella group. Membership is open by audition to members of the Law School community; no experience required. The group has three major performances per year, and occasionally takes trips to sing at Harvard and other venues. The Habeas repertoire emphasizes law school-themed comedy through rewritten popular music.

The *Initiative for Public Interest Law at Yale, Inc.*, is a student-run 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 Law School faculty and staff. Students and board members together review grant applications and select recipients.

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 *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.

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.

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 education policy, as well as the intersection of education and the law. Programs have featured teachers and school administrators, lawyers representing students, schools, and education-oriented nonprofit organizations. PLEY also sponsors a reading group exploring current developments in education law and policy.

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

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

The *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."

Students United Against Genocide in Darfur was founded in 2006 to bring students together in efforts to raise awareness and engage in advocacy on Darfur. The organization launched the "24 Hours for Darfur" project, which solicits thirty-second video submissions in an online advocacy campaign that will culminate with the screening of twenty-four hours of footage in Washington and New York.

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 pre-participation 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.

Women and Youth Supporting Each Other (WYSE) is a mentorship program that is dedicated to strengthening the lives and communities of women and girls through curriculum-based group activities, as well as one-on-one mentoring relationships. The program has sites in Chicago, New Haven, New York, and



Boston. Mentors from Yale Law School work with high school students 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 Civil Rights Project* (YCRP) designs programs to spark dialogue about the scope of civil rights problems today and how best to utilize the law to challenge these inequalities.

The *Yale Entertainment and Sports Law Association* (YESLA) is an organization for law students interested in 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 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 from many regions of the world 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.

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 and the Tutor in Law of the Graduate Programs. These sessions focus on subjects such as teaching methodology, scholarship, and legal topics in both international and American law. Workshops on dissertations in progress are offered throughout the year.

The *Yale Human Rights and Development Law Journal* (www.yale.edu/yhrdlj) promotes original legal scholarship that contributes to an understanding of the relationship between human rights and development. The journal is edited by students and advised by members of the Law School faculty. The journal publishes articles by recognized and rising legal scholars and practitioners, in addition to student notes and book reviews.

YIPPIE! (Yale Incentive Program for Public Interest Employment) strives to encourage YLS students to do public interest work by helping to fund students who spend their summers working in the public interest and to draw together the Law School community around YLS's public interest mission. YIPPIE! coordinates events including the Small Group Olympics, Speed Dating, and the Day's Pay Initiative.

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

The *Yale Journal of Health Policy, Law, and Ethics* is an interdisciplinary journal whose staff members come from all of Yale's graduate and professional schools. The journal publishes pieces on many topics, ranging from 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 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* publishes works concerning a broad range of legal issues as they pertain to gender, sexuality, or feminist theory. Com-

binning theoretical and practical perspectives, the editors encourage submissions of articles, essays, and reviews, and also consider submissions of other genres. To reflect feminist values, the journal is nonhierarchical – all members can participate fully in editing, screening, and administrative decision making.

The *Yale Journal of Law & the Humanities* is a biannual publication edited by students and advised by a board of distinguished scholars. Editors include students from the Law School and several graduate departments in the University. Founded on the conviction that interdisciplinary scholarship is crucial to an understanding of both law and culture, the journal explores the intersections among law, the humanities, and the humanistic social sciences.

The *Yale Journal of Law & Technology* (www.yjolt.org) is a student-run journal that offers its readers a cutting-edge, dynamic environment in which to acquire and produce knowledge about the interface between law and technology. The journal publishes a wide variety of material, including full scholarly articles, short pieces, student notes, and working papers. No technical or scientific background is necessary.

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

The *Yale Law and Business Society* provides a venue for students to explore the opportunities offered by the private sector for positive social change and unconventional careers in business and law. The society brings in speakers, interfaces with the School of Management, hosts educational programs, and puts together social events.

The *Yale Law & Policy Review* (YLPR) 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 Christian Fellowship* is a non-denominational organization whose mission is to include a spiritual component in the busy life of the Law School. Internally, the fellowship seeks to provide a space for members to encourage and learn from one another. Publicly, the fellowship seeks to engage the broader Law School community on matters of faith, service, and justice through collaborative service projects and open lectures.

The *Yale Law Democrats* is dedicated to fostering student engagement in the American political process and to promoting the ideals of the Democratic Party. It hosts a yearly speaker series, organizes panels and debates, provides policy advice to candidates and elected members of government, and organizes social events that facilitate informal conversations among members. The group is dedicated to extending its network, supporting the political aspirations of law school Democrat alumni, and building relationships between alumni and current students.

The *Yale Law International Association* (YLIA) was established to provide an opportunity for the international presence at Yale Law School to be acknowledged, furthered, and celebrated. The association organizes many activities, including the Language Exchange Program, the International Pal Program, and other general social events. Through the association, international students at Yale Law School are recognized and can interact more fully with the rest of the community.

The Yale Law Journal publishes articles, essays, book reviews, and student notes and comments on a broad range of legal topics. In addition, the journal publishes an online companion magazine, *The Pocket Part*, and regularly hosts live symposia. A board of student editors manages and produces eight issues of the journal per year. Students are selected for membership on the journal and for positions on the editorial board through procedures established by the current board.

The *Yale Law Republicans* promote conservative values, explore and discuss Republican Party philosophies, provide members with exposure to local, state, and national party officials, 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 Students for Life is a non-partisan, secular organization dedicated to promoting the dignity of human life at every stage. The organization's goals are to raise awareness of practices that threaten that dignity, to engage in thoughtful debate, and to instigate for policies that affirm and protect life.

The *Yale Veterans Association* (Yale Vets) brings together students with experience serving their nation's armed forces and national security community. The organization seeks to foster in Yale Law School a deeper understanding of national security; to allow students to interact with established actors within the national security community; and to provide an associational network for future leaders of America's national security community.

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.

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

STUDENT PARTICIPATION IN ADMINISTRATION

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

1. There are 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, fellowships, and law teaching.
- Sponsoring more than sixty programs each year, including panels, lectures, and informal discussions on various employment options, self-assessment, job search and interviewing skills, and quality of life issues.
- Hosting a recruitment program every fall for second- and third-year students. More than 250 legal employers register, from all parts of the country and abroad, to interview students for summer and permanent positions. Approximately twenty 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 guides and brochures on career development topics and specific employment sectors. CDO also manages an online job posting system where hundreds of employers post opportunities for Yale Law students and graduates, available on CDO's Web site at www.law.yale.edu/cdo.
- Coordinating, with the Office of Alumni Affairs, YLS Career Connections (formerly the Alumni Mentoring Network) where students and alumni have access to more than 1,400 graduates who have offered to serve as career advisers. CDO also invites graduates to serve as mentors in residence where they meet individually with students seeking information about particular careers.

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 2006 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, or public interest organizations. Through Summer Public Interest Fellowships, the Law School ensures that everyone who needs funding for summer public interest or government work—in the United States or abroad—receives it.

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 \$45,000 or less a year and partial repayment for many alumni earning above that amount. See pages 121–22 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 during daytime hours on weekends. In addition, professional librarians offer a wide array of legal research training programs throughout the year.

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

Living at Yale

LIFE AT YALE LAW SCHOOL

Rules of Discipline

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

Housing

The University seeks to assist in locating housing for students. Students should seek housing well before matriculation, since there is limited University housing for Law School students. The Graduate Housing Department has dormitory and apartment units for a small number of graduate and professional students. The Graduate Dormitory Office provides dormitory rooms of varying sizes and prices for single occupancy only. The Graduate Apartment Office provides unfurnished apartments consisting of efficiencies and one-, two-, and three-bedroom apartments for singles and families. Both offices are located in Helen Hadley Hall, a graduate dormitory at 420 Temple Street, and have office hours from 9 A.M. to 4 P.M., Monday through Friday.

Applications for 2007–2008 are available as of April 1 online and can be submitted directly from the Web site (www.yale.edu/graduatehousing). For new students at the University, a copy of the letter of acceptance from Yale will need to be submitted to the address on the application form. The Web site is the venue for graduate housing information and includes procedures, facility descriptions, floor plans, and rates. For more dormitory information, contact grad.dorms@yale.edu, tel. 203.432.2167, fax 203.432.4578. For more apartment information, contact grad.apts@yale.edu, tel. 203.432.8270, fax 203.432.4578.

The University's Off-Campus Housing service, limited to current or incoming members of the Yale community, is located at 155 Whitney Avenue, 3d floor, and is open from 8.30 A.M. to 3.30 P.M., Monday through Friday. The listings may also be accessed from any computer at Yale at www.yale.edu/offcampushousing.

Dining Hall

The Law School Dining Hall offers a salad and sandwich bar, a wrap station, an expanded grill menu, pizza, hot food bar, daily specials, snacks, and beverages. The dining hall also offers a selection of all-natural and organic products. The Law School offers several meal plans, or items may be purchased with cash or charged to a bursar account. The Law School Dining Hall also provides catering

services for the Law School community. The dining hall is closed on Saturday and Sunday; alternative facilities are available nearby on those days.

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, Adobe Acrobat, Stata, and SPSS. Print accounts are available for each student and printing to the networked printers costs \$0.07 per page for black-and-white printing; \$0.50 per page for color.

E-mail accounts are established in July 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.

Immediate evacuation must commence whenever the siren is activated. Doors are locked using a system that discourages key duplication, and campus police regularly patrol the Law School area.

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



Class Cancellations

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

Special Events

Numerous lectures are given by distinguished visitors invited to the Law School by faculty and students (see pages 79–82). From time to time faculty members present informal talks on their current research interests. Lectures and other public events are described in the online Calendar of Events (www.law.yale.edu/calendar).

LIFE AT YALE UNIVERSITY

A Global University

In a speech entitled “The Global University,” Yale President Richard C. Levin declared that as Yale enters its fourth century, its goal is to become a truly global university—educating leaders and advancing the frontiers of knowledge not simply for the United States, but for the entire world:

The globalization of the University is in part an evolutionary development. Yale has drawn students from outside the United States for nearly two centuries, and international issues have been represented in its curriculum for

the past hundred years and more. But creating the global university is also a revolutionary development—signaling distinct changes in the substance of teaching and research, the demographic characteristics of students, the scope and breadth of external collaborations, and the engagement of the University with new audiences.

Yale University's goals and strategies for internationalization are described in "The Internationalization of Yale: The Emerging Framework," a document that embraces the activity of all parts of the University. The report is available online at www.world.yale.edu/pdf/Internationalization_of_Yale.pdf.

International activity is focused and coordinated in several University organizations.

Inaugurated in 2003–2004, the *Office of International Affairs* 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 *Whitney and Betty MacMillan Center for International and Area Studies* is the University's principal agency for encouraging and coordinating teaching and research on international affairs, societies, and cultures; www.yale.edu/macmillan.

Yale Center for the Study of Globalization 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 152–53.

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

For additional information, the "Yale and the World" Web site is a compilation 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 celebrated the fiftieth anniversary of the opening of the Louis I. Kahn building with a complete renovation, reopened in late 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, New Music New Haven, Yale Opera performances and public master classes, and the Faculty Artist Series. The Institute of Sacred Music sponsors Great Organ Music at Yale, the Yale Camerata, the Yale Schola Cantorum, and numerous special events.

For theatergoers, Yale and New Haven offer a wide range of dramatic productions at the University Theatre, Yale Repertory Theatre, Yale Cabaret, Long Wharf Theatre, 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 Yale University Church at Battell Chapel, an open and affirming church; and Yale Religious Ministry, the on-campus association of clergy and nonordained representatives of various religious faiths. The ministry includes the Chapel of St. Thomas More, the parish church for all Roman Catholic students at the University; the Joseph Slifka Center for Jewish Life at Yale, a religious and cultural center for students of the Jewish faith; Indigo Blue: A Center for Buddhist Life at Yale; several Protestant denominational ministries and nondenominational ministries; and student religious groups such as the Baha'i Association, the Yale Hindu Council, and the Muslim Student Association. Additional information is available at www.yale.edu/chaplain.



The Payne Whitney Gymnasium is one of the most elaborate and extensive indoor athletic facilities in the world. This complex includes the 3,100-seat John J. Lee Amphitheater, the site for many indoor varsity sports contests; the Robert J.H. Kipphuth 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 (ballet, jazz, modern, and ballroom), martial arts, yoga and pilates, aerobic exercise, and sport skills are offered throughout the year. Yale undergraduates and graduate and professional school students may use the gym at no charge throughout the year. Academic term and summer memberships at reasonable fees are available for faculty, employees, postdoctoral and visiting fellows, alumni, and student spouses.

During the year various recreational opportunities are available at the David S. Ingalls Rink, the McNay Family Sailing Center in Branford, the Yale Outdoor Education Center in East Lyme, the Yale Tennis Complex, the Yale Polo and Equestrian Center, and the Golf Course at Yale. Students, faculty, employees, students' spouses, and guests of the University may participate at each of

these venues for a modest fee. Up-to-date information on hours and specific costs at all these recreational facilities can be obtained from the Sport and Recreation Office (203.432.1431). Please check the Yale Athletics Web site (<http://yalebulldogs.collegesports.com>) for more information concerning any of these recreational facilities and programs.

Approximately fifty-five club sports and outdoor activities come under the jurisdiction of the Office of Outdoor Education and Club Sports. Many of these activities are open to graduate and professional school students. Yale faculty, staff, and alumni, and nonaffiliated groups may use the Yale Outdoor Education Center (OEC). The center consists of two thousand acres in East Lyme, Connecticut, and includes overnight cabins and campsites, a pavilion and dining hall, and a waterfront area with a supervised swimming area, rowboats, canoes, and kayaks. Adjacent to the lake, a shaded picnic grove and gazebo are available to visitors. In another area of the property, hiking trails surround a wildlife marsh. The OEC 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/yhp.

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 register 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*, which is available online at www.yale.edu/yhp/pdf/studenthb.pdf.

Students are automatically enrolled and charged a fee each term on their Student Financial Services bill for 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-gender 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/yhp) and must be renewed annually. Applications must be received by September 15 for full-year or fall-term coverage, or by January 31 for spring-term coverage only.

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/yhp) 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 a leave 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. Premiums paid for YHP Hospitalization/Specialty Coverage will be applied toward the cost of Affiliate 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/yhp). Premiums will not be prorated or refunded.

Extended Study or Reduced Tuition: Students who are granted extended study status or pay less than half tuition are not eligible for 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/yhp). Students must complete an enrollment application for the plan prior to September 15 for the full year or fall term, or by January 31 for the spring term only.

For a full description of the services and benefits provided by 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, 2007. 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

30. Special requests for University housing need to be made in the housing application. Returning students must contact the Resource Office at the beginning of each term to arrange for course and exam accommodations.

The Resource Office also provides assistance to students with temporary disabilities. General informational inquiries are welcome from students and members of the Yale community and from the public. The mailing address is Resource Office on Disabilities, Yale University, PO Box 208305, New Haven CT 06520-8305. The Resource Office is located in William L. Harkness Hall (WLH), Rooms 102 and 103. Access to the Resource Office is through the Cross Campus 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, issues the visa documents needed to request entry into the U.S. under Yale's immigration sponsorship, and processes requests for extensions of authorized periods of stay, school transfers, and employment authorization. All international students and scholars must register with OISS as soon as they arrive at Yale, at which time OISS will provide information about orientation activities for newly arrived students, scholars, and family members. OISS programs, like the international coffee hours, Community Friends hosting program, daily English conversation groups and conversation partners program, U.S. culture workshops, and receptions for newly arrived graduate students, 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 welcomes volunteers from the Yale community to serve as hosts and as English conversation partners. Interested individuals should contact OISS at 203.432.2305.

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 3,000 international students and scholars connect to find roommates, rent apartments, sell cars and household goods, find companions, and keep each other informed about events in the area. Spouses and partners of international students and scholars will want to get involved with the organization called International Spouses and Partners at Yale (ISPY), which organizes a variety of programs for the spouse and partner community. 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.

Housed in the International Center for Yale Students and Scholars at 421 Temple Street, the Office of International Students and Scholars is open Monday through Friday from 8.30 A.M. to 5 P.M., except Tuesday, when the office is open from 10 A.M. to 5 P.M.

International Center for Yale Students and Scholars

The International Center for Yale Students and Scholars, located at 421 Temple Street, across the street from Helen Hadley Hall, offers a central location for programs that both support the international community and promote cross-cultural understanding on campus. The center, home to OISS, provides a welcoming venue for students and scholars who want to peruse resource materials, check their e-mail, and meet up with a friend or colleague. Open until 9 P.M. on weekdays, the center also provides office and meeting space for student groups, and a space for events organized by both student groups and University departments. In addition, the center has nine library carrels that can be reserved by academic departments for short-term international visitors. For more information, call 432.2305 or visit the center at 421 Temple Street.



Law School Students

DEGREES CONFERRED

Juris Doctor, September 28, 2006

Ian Michael Bassin

Mary Ellen Bess

Nusrat Jahan Choudhury

Dennis Michael Clare, Jr.

David Solomon Harris

Paul Kendall Nitze

Christine Trent Parker

Stefan Ian Pryor

Katherine Marie Scharf

Carine Michelle Williams

Master of Laws, September 28, 2006

Ximena S. Benavides

Leonardo Gabriel Filippini

Nartnirun Junngam

Doctor of the Science of Law,

September 28, 2006

Qian Hao

Charles H. Norchi III

Master of Laws, December 10, 2006

Jacklin Marie Tabar

Doctor of the Science of Law,

December 10, 2006

Lucas Grossman

Juris Doctor, February 24, 2007

Susannah Claire Camic

Juris Doctor, April 14, 2007

Rashad Hussain

Neerav Singh Kingsland

Adam R. Lioz

Master of Laws, April 14, 2007

Veronica Aoki Santarosa

Doctor of the Science of Law,

April 14, 2007

Santiago Montt

Lisa M. Schenck

Juris Doctor, June 7, 2007

Patricia Noriko Adura-Miranda

Roy Altman

Daniel Thor Alvarez

Aviva Aminova

Robert Reeves Anderson

Andrea Craig Armstrong

Oliver D. Babson

Lauren Elizabeth Baer

Ashley Sara Baker

Shirin S. Bakhshay

Faraz Bakhtiari

Shyamkrishna Balganes

Alicia Lorraine Bannon

Kyle C. Barry

William Baude

David Matthew Baugh

Alvaro Martin Bedoya

Joshua Aries Berman

Stephanie Anneliese von Biedermann

Benjamin S. Billa

Brandon A. Birdwell

Zachary F. Bookman

Rebecca Kearns Borné

William D. Bowen

Marie Carla Boyd

Erin Marie Bradrick

Liam B. Brennan

Jessica Bulman-Pozen

Arudra Venkata Burra

Elvira Castillo

Nicholas Turner Caton

Megan Marie Ceronsky

Joshua Aaron Chafetz
Hannah Chang
Elaine Mahnwen Chao
Sabrina Martha Charles
Geoffrey Rogers Chepiga
Eric Franklin Citron
Lindsay Laurie Clayton
Heather Lynn Coleman
José Ricardo Coleman-Davis Tió
Davon Michael Collins
Elyse Jones Cowgill
Melissa A. Cox
Kevin Allen Cyrulnik
Anne Orelind Decker
Chinelo E. Dike
Priam Dutta
David Owain Meyric Ellis
Charles Elijah Ewing
Alison May Ferland
Joseph René Fisher Fishkin
Molly Ann Flanagan
Chad Webster Flanders
Arianna Julia Freeman
Daniel Joshua Freeman
Lisa Michelle Freeman
Kimberly Ann Gahan
George Stephanov Georgiev
Christina L.M. Geraci
Leo Goldbard
Robert Alexander Gomez
Seth Jacob Green
Casey Carmichael Greenfield
Jed Adam Gross
Meron Ayele Hadero
Joshua G. Hafetz
Michael A. Heidler
Michael Avi Helfand
Richard W. Herbst
Raquiba Ismat Huq
Murad Shahpoor Hussain
Talia Rachel Inlender
Hannah Margaret Jacobs
Valerie Faye Jaffee

Eisha Jain
Nicholas Michael Janof
Shruti Ravikumar Jayaraman
Vijay Krishna Jayaraman
Brian Hunter Jenn
Nicole L. Johnson
Stacie Leigh Jonas
Joseph Kevin Kanada
Adam Kyle Kaufman
Stephen McAllister Kerr
Abha Khanna
Aarti Khanolkar
John B. King, Jr.
William Rudolph Arthur
Kleysteuber, IV
Mark A. Kressel
Krissa Marie Lanham
Hans Benjamin Leaman
Nicole Erin LeFrancois
David I. Lenzi
Lawrence Adam Levendosky
Marin Katherine Levy
Ji Li
Henry Ben-Heng Liu
Alicia Consuelo Lopez
Jacob Robert Loshin
Carlos Gerard Madrid
Jonathan Louis Marcus
Julia Katherine Martinez
Lucian Charles Martinez, Jr.
Julie Anne Maupin
Michelle Messer
Lesley García Mitchell
Laura Kristin Moranchek
Richard Owen William Morgan
Danielle Marie Morris
Jeffrey Paul Mueller
Justin George Muzinich
Ali U. Nardali
Eugene Nardelli
Joseph Michael Nathan
Jason D. Navarino
Ngozi Vivian Ndulue

Katherine Xixi Ng
 Elizabeth Margaret Markey
 O'Connor
 Jane Adaeze Okpala
 David M. Olasky
 Terri-Lei O'Malley
 Sue Kyon Paik
 Wendy Marjorie Phillips
 Jason Scott Pielemeier
 Michael VanManen Pinkel
 Rosa Alina Pizzi
 Adam Grant Porsch
 David Emanuel Pozen
 Aditi Ashok Prabhu
 Henry Clay Quillen
 Bharat Ravi Ramamurti
 Michael Christopher Riley
 Adam Phillip Romero
 Rizwan Mohammad Sabar
 Stephen Edward Sachs
 Sia Manta Sanneh
 Kelly Ann Sarabyn
 Katherine Felice Schulte
 Rahael Seifu
 Theresa Clorinda Sgobba
 Bijal Shah
 Steven Moffat Shepard
 Christine S. Shin
 Tegan Sarah Shohet
 Johanna Margaret Spellman
 Matthew J. Splittek
 Sudarsana Srinivasan
 Keri Rae Steffes
 Jonathan Glenn Steitz
 Adam David Strait
 Zachariah Bo Summers
 Elinor Catherine Sutton
 Elijah W. Swiney
 Eric S. Tam
 Janice Sze Wan Tam
 David Tannenbaum
 Emily Teplin
 Angela W. Thompson

Katherine Welch Wiltenburg Todrys
 Martin Mason Tomlinson
 Viola Trebicka
 Samantha Kay Trepel
 Emma Kumari Vadehra
 Sam I. Valverde
 Blair Christine Warner
 Rebecca Ruth Webber
 Marlynn H. Wei
 Aryeh Weinstein
 Thomas Charles White
 Julie Hayden Wilensky
 Andre Damian Williams, Jr.
 James Lindley Wilson
 Samuel Robert Wiseman
 Elisa Talora Wiygul
 Brian James Wong
 Mark Wu
 Nels W. Ylitalo
 Gregory Stephen Zeck

Master of Laws, June 7, 2007
 Aparna Chandra
 Jinhua Cheng
 Eun Chang Choi
 Ying Du
 Patricia K. Egli
 Matteo Alessandro Giovanni
 Fornasier
 Galia Goya Ostos
 Abrham Tesfay Haile
 Michael Hyman
 Jessica Anne Knouse
 Nelcy López Cuéllar
 Toni Petteri Malminen
 Grzegorz Kamil Markiewicz
 Cherie Maureen Metcalf
 Joshua David Rosensweig
 Nicole Catherine Roughan
 Katherine Alice Sanders
 Mrinal Seekay Satish
 Jingxia Shi
 Júlia Sonnevend
 Etsuko Sugiyama

Matteo Maria Winkler	<i>Doctor of the Science of Law,</i>
Claus D. Zimmermann	<i>June 7, 2007</i>
<i>Master of Studies in Law, June 7, 2007</i>	Hanoch Sheinman
Stephan Douglas McBride	Tal Tirosh
R. Owen Williams	Shlomit Wagman

SUMMARY OF ENROLLMENT, 2006–2007

Juris Doctor Candidates		Doctor of the Science of Law	11
Class of 2007	174	Master of Laws	30
Class of 2008	204	Master of Studies in Law	3
Class of 2009	190	Visiting Researchers	8
Joint Degree	22	Visiting Students	1
<i>Total Juris Doctor</i>	<i>590</i>	<i>Total Enrollment</i>	<i>643</i>

INSTITUTIONS REPRESENTED

Albertson College of Idaho	1	Columbia University	
Alma College	1	[Barnard College]	2
American University in Bulgaria		Concordia University [Canada]	1
[Bulgaria]	1	Cornell University	7
Amherst University	9	Dartmouth College	16
Arizona State University	1	Denison University	1
Austin College	1	DePauw University	1
Bates College	1	Duke University	9
Benedictine College	1	East China University of Politics	
Boston College	3	and Law [People's Republic of	
Boston University	1	China]	1
Bowdoin College	1	Emory University	5
Brandeis University	2	Eötvös Loránd Tudományegyetem	
Brigham Young University	5	[Hungary]	1
Brown University	13	Ewha Woman's University	
Cairo University [Egypt]	1	[Republic of Korea]	1
Chulalongkorn University		Fairfield University	1
[Thailand]	1	Foreign Affairs College	
City University of New York		[People's Republic of China]	1
[Brooklyn College]	1	Furman University	1
Claremont McKenna College	2	Georgetown University	6
Colgate University	2	Gettysburg College	1
College of Charleston	1	Grinnell College	1
College of the Holy Cross	1	Hampton University	1
College of William and Mary	1	Harding University	1
Columbia University	21	Harvard University	79

Haverford College	1	Pomona College	3
Hebrew University of Jerusalem [Israel]	3	Princeton University	31
Helsingin Yliopisto/Helsingfors Universitet [Finland]	1	Queen's University at Kingston [Canada]	1
Hillsdale College	1	Rice University	1
Howard University	4	Saint John's University [Minnesota]	1
Illinois Wesleyan University	1	Saint Olaf College	1
Inner Mongolia University [People's Republic of China]	1	Santa Clara University	1
Instituto Tecnológico Autónomo de México [Mexico]	1	Santa Fe Community College	1
Leopold-Franzens Universität Innsbruck [Austria]	1	Seoul National University [Republic of Korea]	1
Lewis and Clark College	1	Simon Fraser University [Canada]	1
Louisiana State University	2	Simons Rock of Bard College	1
Ludwig-Maximilians-Universität München [Germany]	1	Stanford University	37
Makerere University [Uganda]	1	State University of New York at Binghamton	1
Mary Washington College	1	State University of New York at Stony Brook	2
Massachusetts Institute of Technology	5	Swarthmore College	5
McGill University [Canada]	1	Thammasat University [Thailand]	1
McMaster University [Canada]	1	Touro College	1
Michigan State University	1	Trinity University [Texas]	2
Middlebury College	3	Tsinghua University [People's Republic of China]	1
Morehouse College	1	Tufts University	1
Mount Holyoke College	1	Tulane University	3
National Chung Hsing University [Taiwan]	1	United States Naval Academy	3
National Law School of India University [India]	3	Universidad de Buenos Aires [Argentina]	2
National Taiwan University [Taiwan]	3	Universidad de Chile [Chile]	1
New York University	5	Universidad del Rosario-Colegio Mayor de Nuestra Señora de Rosario [Colombia]	1
North Carolina State University	2	Universidad Diego Portales [Chile]	1
Northwestern University	8	Universidade Federal do Paraná [Brazil]	1
Oberlin College	2	Universidade Federal do Rio Grande do Sul [Brazil]	1
Ohio State University	3	Università Cattolica del Sacro Cuore [Italy]	1
Ohio Wesleyan University	1	Università degli Studi di Sassari [Italy]	1
Pennsylvania State University	1		
Philipps Universität Marburg [Germany]	1		

Universität St. Gallen-Hochschule für Wirtschafts-, Rechts- und Sozialwissenschaften [Switzerland]	1	University of Notre Dame [Indiana]	7
Universität Zürich [Switzerland]	3	University of Oxford [United Kingdom]	1
Université Paris I Panthéon-Sorbonne [France]	1	University of Pennsylvania	9
Universiteit Maastricht [Netherlands]	1	University of Pittsburgh	1
University of Arizona	1	University of Puget Sound	1
University of Arkansas	2	University of Richmond	1
University of Asmara [Eritrea]	1	University of South Carolina	2
University of Auckland [New Zealand]	2	University of Southern California	3
University of California at Berkeley	16	University of the South	1
University of California at Irvine	1	University of Tartu [Estonia]	1
University of California at Los Angeles	8	University of Texas at Austin	8
University of California at San Diego	3	University of Texas at El Paso	1
University of California at Santa Cruz	1	University of Tokyo [Japan]	1
University of Central Arkansas	1	University of Toronto [Canada]	4
University of Chicago	8	University of Tulsa	1
University of Cincinnati	1	University of Vermont	1
University of Delaware	2	University of Virginia	10
University of Florida	1	University of Washington	3
University of Georgia	4	University of Wisconsin at Madison	3
University of Haifa [Israel]	1	Uniwersytet Warszawski [Poland]	1
University of Hartford	1	Vanderbilt University	3
University of Illinois	1	Villanova University	1
University of Iowa	1	Wake Forest University	1
University of Maryland	3	Washington and Lee University	2
University of Massachusetts	2	Washington University [Missouri]	4
University of Michigan at Ann Arbor	8	Webster University	1
University of Minnesota	1	Wellesley College	3
University of Missouri	1	Wesleyan University	7
University of North Carolina at Asheville	1	West Virginia University	1
University of North Carolina at Chapel Hill	6	Wheeling Jesuit University	1
		Whitman College	1
		Williams College	12
		Wuhan University [People's Republic of China]	1
		Yale University	78
		Yeshiva University	2
		<i>Total Institutions, 170</i>	

GEOGRAPHICAL DISTRIBUTION

<i>United States</i>		Utah	5
Alabama	5	Vermont	6
Arizona	1	Virginia	18
Arkansas	2	Washington	9
California	77	West Virginia	2
Colorado	5	Wisconsin	8
Connecticut	94	<i>Total, 47</i>	
Delaware	3		
District of Columbia	4		
Florida	14	<i>Foreign Countries</i>	
Georgia	12	Albania	1
Hawaii	1	Argentina	1
Idaho	1	Brazil	2
Illinois	19	Bulgaria	1
Indiana	9	Canada	13
Iowa	2	Chile	1
Kansas	2	China	6
Kentucky	3	Colombia	1
Louisiana	3	Dominican Republic	1
Maine	2	Egypt	1
Maryland	21	Estonia	1
Massachusetts	30	Finland	1
Michigan	17	France	2
Minnesota	6	Germany	3
Missouri	7	Guam	1
Nebraska	1	Hungary	1
Nevada	1	India	4
New Hampshire	5	Israel	2
New Jersey	20	Italy	2
New Mexico	3	Japan	1
New York	78	Korea	4
North Carolina	5	Mexico	1
North Dakota	1	Netherlands	1
Ohio	14	New Zealand	2
Oklahoma	5	Poland	1
Oregon	6	Switzerland	4
Pennsylvania	13	Taiwan	4
Puerto Rico	1	Thailand	1
Rhode Island	4	Uganda	1
South Carolina	6	United Kingdom	2
Tennessee	3	Zimbabwe	1
Texas	21	<i>Total Countries, 31</i>	



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 seventeen 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 large group of New York City alumni enjoying the play *History Boys* (produced by Eric Falkenstein '94), a Yale in San Francisco Day featuring the dean and faculty speakers, a day of visits at the administrative and criminal French courts in Paris with international graduates, a small reception with William K. Townsend Professor of Law Ian Ayres in Kansas City, 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 alumni.law@yale.edu; 203.432.1690; www.law.yale.edu/alumni.

The Yale Law School Association is headed by an Executive Committee consisting of approximately 183 alumni. Meetings take place twice a year at the Law School, led by the present officers: chair, James Dabney Miller '75; president, Laurence T. Sorkin '67; vice presidents, Brett A. August '77, Cynthia Cwik-Martin '87, Kiang M. Ellis '98, V. Scott Killingsworth '75, Michelle M. Mello '00, W. Bradford Middlekauf '91, Peter L. Rossiter '73, Grant R. Vinik '96; secretary, Jeffrey Glekel '72; and treasurer, John R. Firestone '85.

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

All graduates of the Law School are invited to annual Alumni Weekends, which take place at the Law School in the fall for three days of events, including talks, panel discussions, class events, and festive meals. 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 2007 is "Twenty-First Century Democracy: Elections, Media, and Politics."

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

Sidley Austin–Robert D. McLean '70 Visiting Professorship (2006). Established by gifts from the law firm of Sidley Austin LLP, family, and friends to honor Robert D. McLean, LL.B. 1970, and his distinguished career in the law.

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

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

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

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

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

Guido Calabresi Professorship (2006). Established through a bequest of Ralph Gregory Elliot, B.A. 1958, LL.B. 1961, to honor Guido Calabresi, B.S. 1953, LL.B. 1958, M.A.H. 1962, former Dean of Yale Law School and respected jurist.

The George W. and Sadella D. Crawford Professorial Lectureship (1997). A fund supporting either a professorship, a fellowship, or a lectureship. Established through a generous bequest from Dr. Charlotte Crawford Watkins 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.

Maurice R. Greenberg Visiting Professorship (2006). Established by a gift from David Boies, LL.B. 1966, and Mary M. Boies, in honor of Maurice R. Greenberg.

Walton Hale Hamilton Professorship (1965). Gifts in memory of Professor Walton Hale Hamilton, M.A. Hon. 1928, a member of the faculty from 1928 to 1948.

The Sam Harris Professorship of Law (1983). A gift in memory of Sam Harris, LL.B. 1936, by the law firm of Fried, Frank, Harris, Shriver & Jacobson LLP, and by his former clients and friends, to establish a chair in corporate and securities law.

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

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

ing 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.

Oscar M. Ruebhausen Professorship of Law (2005). Established by a bequest of Oscar M. Ruebhausen, LL.B. 1937.

Oscar M. Ruebhausen Visiting Scholars (2005). Established by a bequest of Oscar M. Ruebhausen, LL.B. 1937, to support individuals invited to Yale Law School.

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

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

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

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

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

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

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

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.

Sol and Lillian Goldman Deanship at Yale Law School (2004). Established by a gift from the Sol Goldman Charitable Trust and the Lillian Goldman Charitable Trust to support the deanship.

Goldman Fund for International Initiatives at Yale Law School (2005). Established by a gift from Lloyd M. and Victoria A. Goldman to support international programming at Yale Law School.

Horace W. Goldsmith Foundation Fund for International Initiatives (2006). Established by the Horace W. Goldsmith Foundation to support globalization initiatives at the Law School.

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

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

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

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

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

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

Deborah L. Rhode Fund for Public Interest and Pro Bono Service (2005). Established by a gift from Deborah L. Rhode, B.A. 1974, J.D. 1977, for students interested in pro bono or public interest opportunities.

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

Oscar M. Ruebhausen Professor Research Support (2005). Established by a bequest of Oscar M. Ruebhausen, LL.B. 1937 to support the Oscar M. Ruebhausen Professorship.

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

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

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

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

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

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

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

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

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

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

Harry H. Wellington Dean's Discretionary Fund for Faculty Support (2005). Established by a gift from Alan L. Wurtzel, LL.B. 1959, to support the faculty of Yale Law School.

The William B. Wolf, Jr. Fund on Women and the Law (2002). Established by Susan M. Wolf, J.D. 1980, her husband 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.

Boris I. Bittker Scholarship (2006). Made possible by a bequest of Boris I. Bittker, LL.B. 1941, M.A.H. 1951, for scholarships or loan forgiveness.

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

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

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

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

Elizabeth Warke Brem Memorial Fund (2007). Established by a gift from Gibson Dunn & Crutcher in memory of Elizabeth Warke Brem, J.D. 1996, for scholarships at Yale Law School with a preference for Hispanic women students.

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

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.

John Hart Ely Fund (2005). Established by a gift from Robert Ely, son of John Hart Ely, LL.B. 1963, M.A.H. 1971, LL.D. 2003, to support Yale Law School graduates participating in the Career Options Assistance Program.

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

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

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.

Quintin Johnstone Scholarship (2006). Established by the CATIC Foundation in honor of Professor Quintin Johnstone, with a preference for students interested in real property law or property law.

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, for Jewish law students at Yale Law School.

Buckingham P. Merriman Scholarship (1953). Gift from Buckingham P. Merriman, B.A. 1910, LL.B. 1914.

Robert Clark Morris Scholarships (1958). Bequest of Robert Clark Morris, LL.B. 1890.

Milton I. Newman Scholarship Fund (1971). Gift from the estate of Milton I. Newman, B.A. 1927, LL.B. 1929. Income to be used for scholarships at the discretion of the dean of the Law School.

Quigg Newton B.A. '33, J.D. '36, M.A.H. '51 Scholarship Fund in Yale Law School (2001). Gift of Quigg Newton, 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.

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.

Rosenblum-Witt Scholarship (2007). Established by Steve Rosenblum, J.D. 1982, and Monique Witt, J.D. 1982, on the occasion of their 25th Reunion, to be used either for scholarships or support of the loan deferral and forgiveness program.

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

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

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

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

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

Bette and Ralph Saul Scholarship Fund (2006). Established by a gift from Ralph S. Saul, LL.B. 1951 and his wife Bette, for Yale Law School students.

Benjamin Scharps and David Scharps Scholarships (1955). Established by the estates of Benjamin Scharps, B.A. 1884, and David Scharps, B.A. 1890, to provide five scholarships for members of the third-year class who have done meritorious research in the second-year course of study.

Gerald Schulsinger Loan Fund (1970). Gift from Gerald Schulsinger, LL.B. 1954.

Donald E. Scott '73 Scholarship Fund (2006). Established by a gift from Donald E. Scott, J.D. 1973.

Joan Keyes Scott Memorial (1987). Established by gifts from Robert C. L. Scott, other family members, and friends, in memory of Joan Keyes Scott, LL.B. 1942; for women students.

Martin L. Senzel Scholarship Fund (1995). Student grants made possible by an endowment created by Martin L. Senzel, J.D. 1969, as a part of the Cravath, Swaine & Moore law firm's gift to the Campaign for Yale Law School. Preference is extended to residents of Rochester, New York, and next after that Monroe and Dutchess counties in New York State.

Charles Hitchcock Sherrill Memorial Loan Fund (1937). Gift from John A. Hooper, LL.B. 1891, in memory of his friend and classmate, Charles Hitchcock Sherrill, B.A. 1889, LL.B. 1891. Awarded as a loan to one or more students.

Lazelle S. Shockley Fund (1954). Bequest from Lazelle S. Shockley, LL.D. 1924. Income to be used for scholarships or fellowships, with preference to be given to veterans.

Harry Shulman Memorial Scholarship Fund (1955). Established by the faculty of the Law School with funds left to the School by Dean Shulman, and gifts from his friends.

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

Earnest Clyde Simpson Scholarship Fund (1962). Established by gifts from his family in memory of Judge Earnest Clyde Simpson, LL.B. 1899. To be used for one or more worthy and deserving students, preferably from Connecticut.

Walter T. Skallerup, Jr., Memorial Fund (1988). Established by gifts from his family and classmates in memory of Walter T. Skallerup, Jr., LL.B. 1947, general counsel of the Navy and former chairman of the Yale Law School Fund, to assist graduates in public interest careers.

J. Joseph Smith Memorial Fund (1984). Established by former law clerks, classmates, relatives, and friends in memory of J. Joseph Smith, B.A. 1925, LL.B. 1927, Senior Judge of the U.S. Court of Appeals for the Second Circuit.

Special Student Aid Fund (1998). A special program created by a gift from an anonymous donor, which makes financial aid grants which students are then encouraged, but not required, to repay upon graduation.

Senator Arlen Specter '58 Scholarship (2007). For talented and deserving students at Yale Law School.

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.

H. Stewart Tremaine Scholarship (2005). Established by a gift from H. Stewart Tremaine, LL.B. 1946, to support scholarships for students, preferably from a Western state.

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

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

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

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

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

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

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

Allen Townsend 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 J. Tanenbaum Fund (1992). A gift from Charles J. Tanenbaum, LL.B. 1937, to support exhibits from the rare book and manuscript collection.

Auguste Rhu Taylor (1983). A bequest from Auguste Rhu Taylor, LL.B. 1937, for books.

Julius J. Teller (1983). A bequest from Julius J. Teller, LL.B. 1941.

Thomas D. Thacher Memorial (1943). A gift in memory of Thomas D. Thacher, LL.D. 1930, from John A. Hooper, LL.B. 1891.

William K. Townsend Memorial (1942). A gift in memory of Professor William K. Townsend, B.A. 1871, from John A. Hooper, LL.B. 1891.

Joseph and Anne N. Trachtman Fund (1993). A bequest of Joseph Trachtman, LL.B. 1926, and his wife, Anne N. Trachtman, to support library acquisitions in honor of Dean Thomas W. Swan.

Harrison Freeman Turnbull Memorial (1981). A gift in memory of Harrison Freeman Turnbull, LL.B. 1931, from his partners at Wiggin & Dana.

Gordon Bradford Tweedy Memorial (1985). A gift in memory of Gordon Bradford Tweedy, LL.B. 1932, from Mary J. (Mrs. G. B.) Tweedy, for the purchase of books for the international law collection.

Francis Wayland Memorial (1943). A gift in memory of Dean Francis Wayland, M.A. 1881, from John A. Hooper, LL.B. 1891.

Albert S. Wheeler (1906). A bequest from Albert S. Wheeler.

John M. Woolsey (1927). A gift from John M. Woolsey, B.A. 1898.

Yale Law School Fund Parents Program (1989). Gifts from Yale Law School parents for the purchase of student texts and reference works for the library.

Lectures and Fellowships

Robert P. Anderson Memorial Fellowship (1987). Established by former law clerks and friends in memory of Robert P. Anderson, B.A. 1927, LL.B. 1929, Senior Judge of the U.S. Court of Appeals for the Second Circuit. The purpose of the fund is to provide for a visiting fellow in the area of professional responsibility, or in such other area as the Law School might designate.

Timothy B. Atkeson Environmental Practitioner in Residence (1995). Established in honor of Timothy B. Atkeson, LL.B. 1952, this program brings to the Law School practitioners from a variety of environmental law practice settings—including the government, the private bar, science and engineering firms, and environmental and international organizations—to lecture, teach seminars, and counsel students on career opportunities.

Robert L. Bernstein Fellowships in International Human Rights (1997). Established through the generous gifts of numerous individuals and organizations to honor Robert L. Bernstein, the former chairman, president, and chief executive officer of Random House, Inc., and the founder and chairman of Human Rights Watch. The Bernstein Fellowship is awarded annually to two or three Yale Law School graduates pursuing projects devoted to the advancement of human rights around the world.

Willard W. Brown Lectureship in Comparative Cultures (1988). Funded by a gift from Willard W. Brown, LL.B. 1941, to provide courses 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/alumna, and whether or not a lawyer) who has made a distinguished contribution to the public life of the nation will be designated a Harper Fellow and will spend three or four days at the Law School in informal contact with students and faculty.

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/Sullivan & Cromwell Fund for Corporate Law Studies (1975). Established in memory of John R. Raben, LL.B. 1939, by a gift from the law firm of Sullivan & Cromwell and augmented by his friends to support the study and teaching of corporate law-related issues. Provides a fellowship to a person with a mature and highly developed skill pertinent to legal problems of the issuance, distribution, and trading of securities or of accounting for business enterprises, and will bring to the 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 governance and related topics.

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

Prizes

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

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

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

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

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

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

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

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

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

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

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

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

John Currier Gallagher Prize (1917). Gift from Mrs. Gallagher in memory of her husband, John Currier Gallagher, Ph.B. 1879, LL.B. 1881, and later increased by a gift from her son, J. Roswell Gallagher, B.A. 1925, M.D. 1930. For the student

showing most proficiency in the presentation of a case on final trial in the Thomas Swan Barristers' Union.

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

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

Jerome Sayles Hess Prize for International Law (2005). Established by a bequest of Harriett Peloubet Hess, widow of Jerome Sayles Hess, B.A. 1903, to be awarded annually to a student who demonstrates excellence in the area of international law.

Jewell Prize (1928). Estate of Marshall Jewell, M.A. Hon. 1873, to capitalize the prize founded by him in 1871. For a member of the second-year class who has written an outstanding contribution to a Law School journal other than *The Yale Law Journal*.

Quintin Johnstone Prize in Real Property Law (2006). Established by the CATIC Foundation, to be awarded at Yale Law School annually to a second- or third-year student in recognition of excellence in the area of real property law.

Florence M. Kelley '37 Family Law Prize (2001). Established in memory of New York City judge Florence M. Kelley, a member of the Class of 1937, by her husband, David Worgan, to provide periodic awards to students who, in the judgment of the faculty, demonstrate exceptional interest or achievement in the area of family law.

Khosla Memorial Fund for Human Dignity (1995). Established by Dinesh Khosla, LL.M. 1977, J.S.D. 1981, to provide an annual award to a student at Yale Law School who demonstrates an active engagement in advancing the values of human dignity in the international arena.

Raphael Lemkin Prize (1989). Awarded from proceeds of the scholarship fund established in memory of the distinguished scholar and activist Raphael Lemkin, for outstanding student papers in international human rights.

Stephen J. Massey Prize (1993). Established by gifts from classmates and friends in memory of Stephen J. Massey, J.D. 1984. To be awarded to the student who best exemplifies, in work on behalf of clients and in other community service, the values of the Jerome N. Frank Legal Services Organization at Yale Law School.

Judge William E. Miller Prize (1976). Gift from Victor S. Johnson, Jr., LL.B. 1941, in memory of William E. Miller, LL.B. 1933, formerly judge of the United States

Sixth Circuit Court of Appeals. For the student writing the best paper on a subject concerning the Bill of Rights.

C. LaRue Munson Prize (1921). Gift from C. LaRue Munson, LL.B. 1875. To be divided equally between two students for excellence in the investigation, preparation, and (where permitted under the Legal Internship Rule) presentation of civil, criminal, or administrative law cases, under a law school clinical program.

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 Scharps Prize (1935). Tessie K. Scharps in honor of her brother, Benjamin Scharps, B.A. 1884. For a member of the third-year class for the most meritorious essay or research in one course on some legal subject designated by the faculty under prescribed regulations.

Potter Stewart Prize (1981). Established by the friends of Justice Stewart upon his retirement. Awarded each term to the student team that presents the best overall argument in the Moot Court trial argument. The prize is designed to recognize both oralists and "on brief" students for their cooperative efforts in researching and presenting outstanding legal arguments.

Harlan Fiske Stone Prize (1947). Gift from an anonymous donor in honor of Chief Justice Stone. For the best oral argument by a student in Moot Court.

Colby Townsend Memorial Prize (1942). Established by gifts from friends in memory of Colby Townsend, B.A. 1933, M.A. 1937, LL.B. 1938. For a member of the second-year class for the best individual research done for academic credit, if such work is of sufficiently high quality to justify the award.

William K. S. Wang Prize (1998). A gift from William K. S. Wang, J.D. 1971, to recognize superior performance in the introductory course in corporate law.

Francis Wayland Prize (1902). Gift from Francis Wayland, M.A. Hon. 1881, dean of the Law School from 1873 to 1903. For the student showing greatest proficiency in preparing and presenting a case in negotiation, arbitration, and litigation.

Yale University awards certain other prizes, in particular the John Addison Porter Prize, for which law students may compete. Announcements of competitions appear in the Yale Bulletin & Calendar.

Other

Edward R. Becker '57 Judicial Fellowship Program (2007). Established by gifts from the Becker family, former law clerks, and friends of the Honorable Edward R. Becker, LL.B. 1957. The program supports funding for Yale Law School students working during the summer in the Philadelphia area on public interest initiatives or serving local, state, or federal judges or court systems on judicial administration projects.

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 Fund (1990). A gift from Joseph M. Field, LL.B. 1955, to establish a fund to support social functions within the Law School to promote greater social interactions within the Law School community.

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.

Ludwig Community Development Program & Clinic at Yale Law School (2005). Established by a gift from Eugene Ludwig, J.D. 1973, and his wife Carol to support the work of the clinic.

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

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

Charles M. Nathan 1965 Fund for the Study of Corporate and Commercial Law at Yale Law School (2006). Established by Charles M. Nathan, LL.B. 1965, to support the study of corporate and commercial law at Yale Law School.

David Nerkle Family Scholarship Fund (1995). Established by family, classmates, and friends in memory of David Nerkle, J.D. 1979, his wife, Bibiana Hernandez, and their son David Gustavo Nerkle, to support awards to financially needy students who exhibit special interest in international law and economic development. Preference is given to second-year law students interested in summer work, and graduating students who intend to pursue a career in international law.

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

Oscar M. Ruebhausen Fund (2005). Established by a bequest of Oscar M. Ruebhausen, LL.B. 1937, to support projects or programs that will increase student access to intellectual stimulation and social perceptions beyond standard law school programs, and to support innovative legal or social policy research.

Zelia P. Ruebhausen Student Fund (2005). Established by a bequest of Oscar M. Ruebhausen, LL.B. 1937, honoring his wife Zelia, to support students' intellectual activity, social motivation, or creative interests, or to support productive interaction among the students and the Yale Law School faculty.

Charles Hitchcock Sherrill Fund (1937). Gift from John A. Hooper, LL.B. 1891, in honor of Charles H. Sherrill, B.A. 1899.

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

Larry and Joyce Stupski Public Interest Support Fund (1997). Created by 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; tel., 203.432.9300; e-mail, student.questions@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 visit www.yale.edu/graduateschool, write to graduate.admissions@yale.edu, or call the Office of Graduate Admissions at 203.432.2771. Postal correspondence should be directed to the Office of Graduate Admissions, Yale Graduate School of Arts and Sciences, PO Box 208323, New Haven CT 06520-8323.

School of Medicine: Courses for college graduates and students who have completed requisite training in approved institutions. Doctor of Medicine (M.D.). Postgraduate study in the basic sciences and clinical subjects. Combined program with the Graduate School of Arts and Sciences leading to Doctor of Medicine and Doctor of Philosophy (M.D./Ph.D.). Combined program with the Graduate School of Arts and Sciences leading to Doctor of Medicine and Master of Health Science (M.D./M.H.S.). 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 School of Medicine, 367 Cedar Street, New Haven CT 06510; tel., 203.785.2643; fax, 203.785.3234; e-mail, medical.admissions@yale.edu; Web site, <http://info.med.yale.edu/education/admissions/>

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; tel., 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; tel., 203.432.4995; e-mail, admissions.law@yale.edu; Web site, www.law.yale.edu/

Graduate Programs: Master of Laws (LL.M.), Doctor of the Science of Law (J.S.D.), Master of Studies in Law (M.S.L.). For additional information, please write to Graduate Programs, Yale Law School, PO Box 208215, New Haven CT 06520-8215; tel., 203.432.1696; e-mail, gradpro.law@yale.edu; Web site, www.law.yale.edu/

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

For additional information, please write to the Office of Academic Affairs, Yale School of Art, PO Box 208339, New Haven CT 06520-8339; tel., 203.432.2600; e-mail, artschool.info@yale.edu; Web site, <http://art.yale.edu/>

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; tel., 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; tel., 800.825.0330; e-mail, fesinfo@yale.edu; Web site, <http://environment.yale.edu/>

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; tel., 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 Philosophy (Ph.D.).

For additional information, please write to the Yale School of Nursing, PO Box 9740, New Haven CT 06536-0740; tel., 203.785.2389; Web site, <http://nursing.yale.edu/>

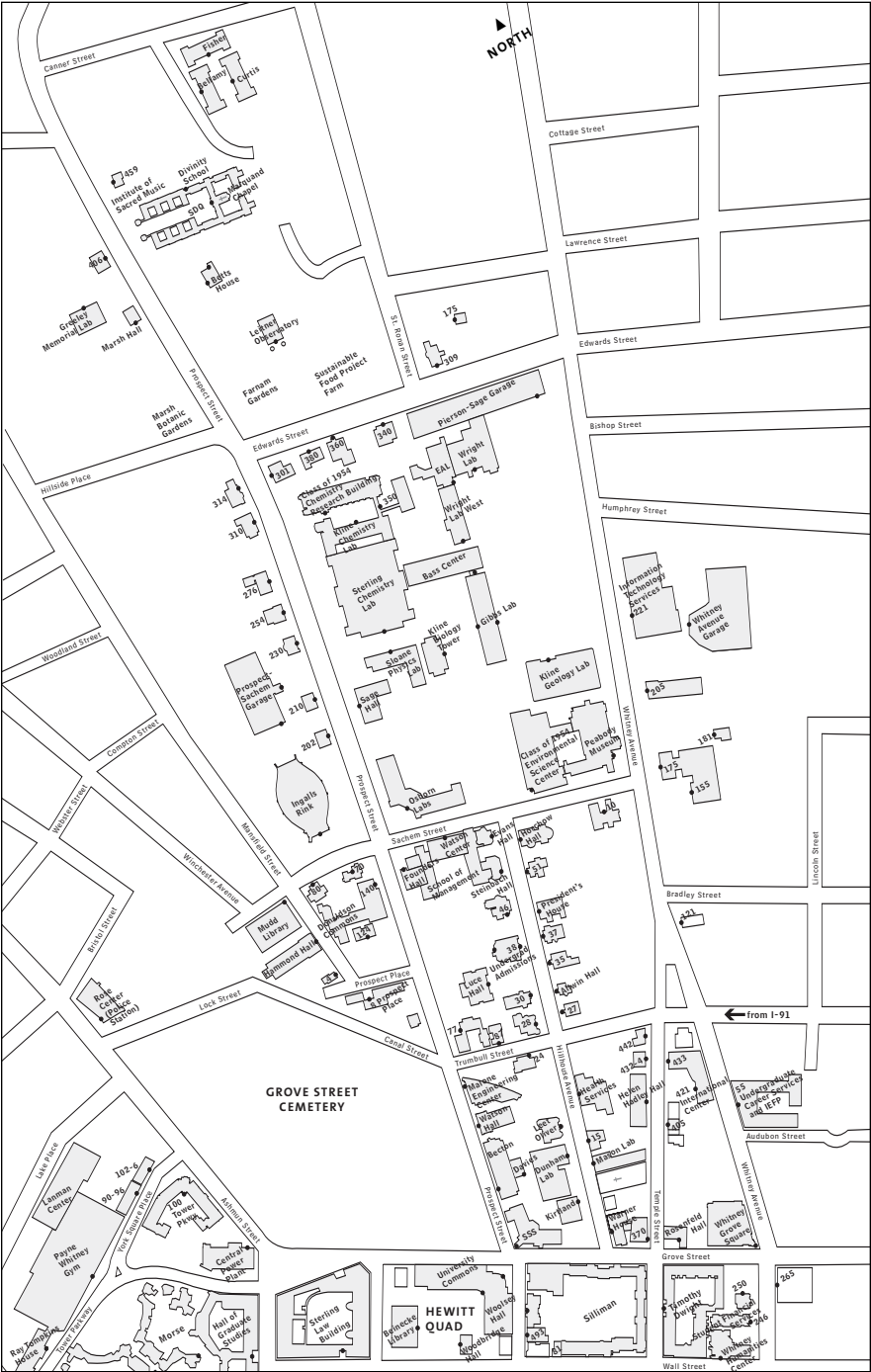
School of Drama: Courses for college graduates and certificate students. Master of Fine Arts (M.F.A.), Certificate in Drama, One-year Technical Internship (Certificate), Doctor of Fine Arts (D.F.A.).

For additional information, please write to the Registrar's Office, Yale School of Drama, PO Box 208325, New Haven CT 06520-8325; tel., 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; tel., 203.432.5932; fax, 203.432.7004; e-mail, mba.admissions@yale.edu; Web site, www.mba.yale.edu/

YALE UNIVERSITY CAMPUS NORTH



Continued on next page

YALE UNIVERSITY CAMPUS SOUTH & YALE MEDICAL CENTER



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

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

Inquiries concerning these policies may be referred to the Office for Equal Opportunity Programs, 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

Admissions (J.D.)	203.432.4995
Alumni Affairs	203.432.1690
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Business Office	203.432.4886
Career Development Office	203.432.1676
Computer Services	203.432.4668
Dean's Office	203.432.1660
Financial Aid	203.432.1688
The Jerome N. Frank Legal Services Organization	203.432.4800
Graduate Programs (LL.M., M.S.L., J.S.D., Visiting Scholar)	203.432.1696
Human Resources	203.432.9619
Public Affairs	203.432.8464
Registrar's Office	203.432.1678
Yale Law School Fund and Development Office	203.432.6080

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