

Yale Law School

2012–2013



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Calendar

2012

FALL

| | | |
|----------|----|--|
| Aug. 27 | M | Orientation for all new students begins |
| Aug. 28 | T | Registration for all new students |
| Sept. 4 | T | Registration for returning students First-term small groups meet |
| Sept. 5 | W | Fall term begins, 8:10 a.m. Classes begin, 8:10 a.m. Add/drop period begins, 8:30 a.m. |
| Sept. 12 | W | Add/drop period closes, 4:30 p.m. |
| Oct. 4 | TH | Fall recess begins, 6 p.m. |
| Oct. 5 | F | No classes will meet |
| Oct. 8 | M | No classes will meet |
| Oct. 9 | T | Fall recess ends; classes resume, 8:10 a.m. |
| Nov. 16 | F | Thanksgiving recess begins, 6 p.m. |
| Nov. 26 | M | Classes resume, 8:10 a.m. |
| Dec. 12 | W | Only Friday classes will meet |
| Dec. 13 | TH | Only Monday classes will meet Thirteen-week classes end |
| Dec. 20 | TH | Fourteen-week classes end; winter recess begins, 6 p.m. |

2013

| | | |
|---------|----|---|
| Jan. 7 | M | Recess ends; examination period begins, 9 a.m. |
| Jan. 17 | TH | Examination period ends Fall term ends, 5 p.m. |

SPRING

| | | |
|---------|----|--|
| Jan. 22 | T | Spring term begins, 8:10 a.m. Classes begin, 8:10 a.m. Registration for all students |
| Jan. 23 | W | Add/drop period begins, 8:30 a.m. |
| Jan. 30 | W | Add/drop period closes, 4:30 p.m. |
| Mar. 15 | F | Spring recess begins, 6 p.m. |
| Mar. 25 | M | Spring recess ends; classes resume, 8:10 a.m. |
| Apr. 29 | M | Classes end, 6 p.m. |
| May 6 | M | Examination period begins, 9 a.m. |
| May 13 | M | Scheduled examinations end, 5 p.m. |
| May 16 | TH | Self-scheduled examinations end, 5 p.m. |
| May 17 | F | Rescheduled examinations end Examination period ends Spring term ends, 5 p.m. |
| May 20 | M | University Commencement |
| May 29 | W | Degrees voted by faculty |

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Richard Charles Levin, B.A., B.Litt., Ph.D.

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Legal History

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Richard D. Schwartz, B.A., Ph.D., Senior Research Scholar in Law
Natalya Shnitser, M.A., J.D., Associate Research Scholar in Law and John R. Raben/
Sullivan & Cromwell Executive Director, Center for the Study of Corporate Law
Priscilla Smith, B.A., J.D., Associate Research Scholar in Law and Senior Fellow,
Program for the Study of Reproductive Justice, Information Society Project
Christina O. Spiesel, B.A., M.A., Senior Research Scholar in Law
James A. Thomas, B.A., J.D., Jack B. Tate Senior Fellow and Decanal Adviser
Ko-Yung Tung, B.A., J.D., Senior Research Scholar in Law
Andrew Verstein, A.B., J.D., Associate Research Scholar in Law and John R. Raben/
Sullivan & Cromwell Executive Director, Center for the Study of Corporate Law
Katherine Wilhelm, M.S., J.D., Senior Research Scholar in Law and Senior Fellow,
The China Law Center; Director of the Beijing Office
Robert D. Williams, B.A., J.D., Associate Research Scholar in Law and Fellow,
The China Law Center

Lecturers in Law

Emily Bazelon, B.A., J.D.
Cynthia Carr, J.D., LL.M.
Adam S. Cohen, A.B., J.D.
Linda Greenhouse, B.A., M.S.L., Joseph Goldstein Lecturer in Law
Adam Grogg, M.Phil, J.D.
Lucas Guttentag, A.B., J.D.
Jamie P. Horsley, M.A., J.D.
Margot E. Kaminski, B.A., J.D.
Hope R. Metcalf, B.A., J.D.
Christina M. Mulligan, B.A., J.D.
James E. Ponet, M.A., D.D.
Nina Rabin, B.A., J.D.
Sia M. Sanneh, M.A., J.D.
Daniel Wade, M.S., J.D.

Visiting Lecturers in Law

Josh Abramowitz, A.B., J.D.

Guillermo Aguilar-Alvarez, Lic. en Derecho (J.D.)

Richard Baxter, M.A., J.D., John R. Raben/Sullivan & Cromwell Visiting Lecturer in
Accounting

H.E. Stuart Beck, B.A., J.D.

Stephen B. Bright, B.A., J.D., Harvey Karp Visiting Lecturer in Law

Jennifer Gerarda Brown, A.B., J.D.

Brett Cohen, B.A., J.D.

Timothy C. Collins, B.A., M.B.A.

Victoria A. Cundiff, B.A., J.D.

Brian T. Daly, M.A., J.D.

Karl (Tom) Dannenbaum, M.A., J.D., Robina Foundation Visiting Human Rights
Fellow

Eugene R. Fidell, B.A., LL.B., Florence Rogatz Visiting Lecturer in Law

Gregory Fleming, B.A., J.D.

Lawrence J. Fox, B.A., J.D., George W. and Sadella D. Crawford Visiting Lecturer in
Law

Gregg Gonsalves, B.S.

Benjamin W. Heineman, Jr., B.Litt., J.D.

Frank Iacobucci, LL.B., LL.M., Gruber Global Constitutionalism Fellow

Aaron Korman, M.Sc., J.D.

Barbara Marcus, M.S., Ph.D.

Charles Nathan, B.A., J.D.

Andrew J. Pincus, B.A., J.D.

Eric S. Robinson, M.B.A., J.D.

Charles A. Rothfeld, A.B., J.D.

David A. Schulz, M.A., J.D.

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

Laurence T. Sorkin, J.D., LL.M.

Sidney H. Stein, A.B., J.D.

David J. Stoll, B.A., J.D.

Christof R.A. Swaak, Ph.D.

Willard B. Taylor, B.A., LL.B.

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

John M. Walker, Jr., B.A., J.D.

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

Clinical Lecturers in Law

Bruce J. Ho, M.E.M., J.D.

Alex A. Knopp, B.A., J.D.

Annie Lai, B.A., J.D.

John T. Marshall, M.A., J.D.

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

Clinical Visiting Lecturers in Law

Melinda Agsten, A.B., J.D.
Frank P. Blando, M.B.A., J.D.
Helen V. Cantwell, B.A., J.D.
Lisa Nachmias Davis, B.A., J.D.
Francis X. Dineen, A.B., LL.B.
Stewart I. Edelstein, B.A., J.D.
Shelley Diehl Geballe, J.D., M.P.H.
Lee Gelernt, M.Sc., J.D.
Jeffrey Gentes, B.A., J.D.
Frederick S. Gold, B.A., J.D.
Rebecca M. Heller, B.A., J.D.
Stephen M. Hudspeth, M.A., J.D.
Katherine Kennedy, A.B., J.D., Timothy B. Atkeson Environmental Lecturer in Law
Anika Singh Lemar, B.A., J.D.
Barbara B. Lindsay, J.D., LL.M.
Michael S. McGarry, A.B., J.D.
Margaret M. Middleton, B.S., J.D.
Cantwell F. Muckenfuss III, B.A., J.D.
Laurence P. Nadel, A.B., J.D.
Ann M. Parrent, B.A., J.D.
David N. Rosen, B.A., LL.B.
Barry R. Schaller, B.A., J.D.
Michael D. Weisman, B.A., J.D.

Tutors in Clinical Studies

Julieta L. Crawford, B.A., J.D.
Jeremiah F. Donovan, B.A., J.D.
William F. Dow III, B.A., LL.B.
Holly B. Fitzsimmons, M.A., J.D.
James I. Glasser, B.A., J.D.
Beverly J. Hodgson, A.B., J.D.
Hugh F. Keefe, B.A., J.D.
Tara Knight, B.A., J.D.
Anthony J. Lasala, B.A., LL.B.
Margaret P. Mason, B.A., J.D.
Diane Polan, B.A., J.D.
Michael O. Sheehan, M.A., J.D.
David X. Sullivan, J.D., LL.M.
James E. Swaine, B.A., J.D.

Assistants in Instruction

Coker Fellows

Amanda S. Alexander, A.B., M.A., M.Phil.
Spencer E. Amdur, A.B.
Joshua D. Bendor, B.A.

Allyson R. Bennett, A.B.
Lewis Bollard, A.B.
Glenn C. Bridgman, A.B.
Edwina B. Clarke, B.A.
Amanda B. Elbogen, B.A.
James D. Hamel, B.A.
Caroline A. Harkins, A.B.
Tian Huang, B.S.J., M.S.J.
Monika B. Jasiewicz, A.B.
Charanya Krishnaswami, B.A., B.B.A.
Jonathan S. Meltzer, A.B.
Nicholas A. Nasrallah, B.S., Ph.D.
Tracy E. Nowski, A.B.
Alexandra L. Roth, B.A.
Clare F. Ryan, B.A.
Stephanie L. Safdi, A.B.
Shayak Sarkar, A.B., A.M., M.Sc., M.Sc.
Jonathan Siegel, B.A.
Emma P. Simson, B.A.
Connor S. Sullivan, B.A.
Christine S. Tsang, B.A.
Charles W. Tyler, B.A., B.Phil.
Margaret B. Weston, B.A.

The Study of Law at Yale University

A BRIEF HISTORY OF YALE LAW SCHOOL

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

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

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

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

In the last decades of the nineteenth century Yale began to take the mission of university legal education seriously, and to articulate for Yale Law School two traits that would come to be hallmarks of the School. First, Yale Law School would be small and humane; it would resist the pressures that were emerging in university law schools elsewhere toward large enrollments and impersonal faculty-student relations.

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

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

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

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

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

In the 1930s Yale Law School spawned the movement known as legal realism, which has reshaped the way American lawyers understand the function of legal rules and the work of courts and judges. The realists directed attention to factors not captured in the rules, ranging from the attitudes of judges and jurors to the nuances of the facts of particular cases. Under the influence of realism, American legal doctrine has become less conceptual and more empirical. Under Dean Charles Clark (1929–1939), the School built a faculty that included such legendary figures as Thurman Arnold, Edwin Borchard, future U.S. Supreme Court Justice William O. Douglas, Jerome Frank, Underhill Moore, Walton Hamilton, and Wesley Sturges. Clark was the moving figure during these years in crafting the Federal Rules of Civil Procedure, the foundation of modern American procedure.

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

Deans of Yale Law School, 1873–Present

| | |
|-----------|------------------------------|
| 1873–1903 | Francis Wayland |
| 1903–1916 | Henry Wade Roger |
| 1916–1927 | Thomas Walter Swan |
| 1927–1929 | Robert Maynard Hutchins '25 |
| 1929–1939 | Charles Edward Clark '13 |
| 1940–1946 | Ashbel Green Gulliver '22 |
| 1946–1954 | Wesley Alba Sturges '23 |
| 1954–1955 | Harry Shulman |
| 1955–1965 | Eugene Victor Rostow '37 |
| 1965–1970 | Louis Heilprin Pollak '48 |
| 1970–1975 | Abraham Samuel Goldstein '49 |
| 1975–1985 | Harry Hillel Wellington |
| 1985–1994 | Guido Calabresi '58 |
| 1994–2004 | Anthony Townsend Kronman '75 |
| 2004–2009 | Harold Hongju Koh |
| 2009– | Robert C. Post '77 |

THE CHARGE TO STUDENTS

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

Course Offerings

FALL TERM

First-Term Courses

Constitutional Law I (10001) 4 units. P. Gewirtz (Section A), R.M. Hills, Jr. (Section B), J.M. Balkin (Group 1), J. Forman, Jr. (Group 2), P.W. Kahn (Group 3), J. Rubinfeld (Group 4), R. Siegel (Group 5)

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

Procedure I (12001) 4 units. E.D. Elliott (Section A), A.D. Kessler (Section B), D. Marcus (Section C)

Torts I (13001) 4 units. G. Calabresi (Section A), P.H. Schuck (Section B), D. Kysar (Group 1), J. F. Witt (Group 2), P.H. Schuck (Group 3)

Advanced Courses

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

†**Access to Knowledge Practicum (20428)** 2 or 3 units. Students will work on articles and research projects that promote innovation and democratic values through the design, implementation, and reform of rules relating to intellectual property, telecommunications, antitrust, the Internet and new media, online privacy, and other issues. These laws and policies shape the delivery of health care services, the design of new information technologies, international trade, access to education, opportunities for either civic engagement or repression, and sharing of research and culture around the globe. Questions arising from the sometimes tortuous application of existing legal and regulatory frameworks to new technologies, and vice versa, will provide rich source material for student projects and articles. Students will have the opportunity to receive detailed feedback on multiple drafts of an article. In addition, this course will offer opportunities for direct engagement with public interest organizations, attorneys, and governmental officials in preparing drafts of statutes, responding to FCC and FTC proceedings, contributing to litigation, providing counsel to start-ups, and taking part in Congressional hearings. Paper or research project required, to be supplemented by doctrinal and theoretical readings. Students may enroll in both the fall and spring terms. Enrollment capped at twelve. J.M. Balkin, M.E. Kaminski, and C.M. Mulligan

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. 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. Open only to students who have completed Advocacy for Children and Youth. Permission of the instructor required. J.K. Peters

Advanced Civil Liberties and National Security after September 11 (20483) 2 units, graded or credit/fail at student option. This clinic has ended but continues to handle one or two matters that have not concluded. In particular, students have an opportunity to continue to work on litigation on behalf of Abdulla al-Kidd, a material witness wrongfully arrested in a post-September 11 investigation of a Muslim charitable organization. One part of the case was decided last year by the Supreme Court, *Ashcroft v. al-Kidd*, 131 S.Ct. 2074 (2011), but claims against other defendants and related Freedom of Information Act litigation remain pending in U.S. District Court. Permission of the instructors required. Enrollment limited. M.J. Wishnie and L. Gelernt

Advanced CED Clinic (20435) 1 to 3 units, credit/fail, with a graded option. Open only to students who have completed the Community and Economic Development clinic. Permission of the instructors required. J.L. Pottenger, Jr., and J.T. Marshall

Advanced Contracts (20361) 3 units. This course will present a theoretical overview of the contracts field. The draft Reader compiled for the course contains excerpts from leading articles with connecting notes. Supplementary articles will be assigned. The focus is interdisciplinary, with major stress on law and economics treatments. Philosophical and historical analyses also are included. The course is valuable to anyone who wants to do further work in contracts, or who wants a better grounding in contracts as prelude to doing further work in other transaction fields such as corporations or corporate finance. There will be an exam, but a paper option is negotiable. Self-scheduled examination or paper option. A. Schwartz

Advanced Criminal Defense Project (20603) 1 to 3 units. Open only to students who have completed the Criminal Defense Project. Permission of the instructor required. F. Doherty

†**Advanced Deals Workshop: Public Company M&A (20508)** 3 units. This course will be an advanced deals workshop focusing on the practical and legal issues that corporate lawyers face in structuring and negotiating merger and acquisition transactions involving public companies, as well as planning and defending against hostile takeovers. Topics will include understanding the roles of corporate lawyers and other players in M&A transactions, structuring deals, drafting and negotiating merger agreements to allocate risk and protect the deal, designing and implementing corporate takeover defenses including litigation strategies, planning hostile takeovers, managing conflict transactions including squeeze-outs and leveraged buyouts, and responding to shareholder activists and hedge funds. Prerequisite: Business Organizations or equivalent. Permission of the instructor required. Self-scheduled examination. Enrollment limited to fourteen. E.S. Robinson

Advanced Detention and Human Rights Clinic (20616) 3 units, credit/fail, with a graded option for returning students. Prolonged social and sensory deprivation can have lasting and documented effects on an individual's mental health, yet it is a routine part of the U.S. prison system, as exemplified by the proliferation of "supermax" prisons over the past two decades. Clinic members work on teams with individual clients in extreme isolation on matters relating to their mental health, reentry, and other needs. In addition, clinic members work to address collective concerns among clients by engaging in various forms of advocacy, including the incorporation of human rights standards and instruments. Permission of the instructors required. J.J. Silk and H.R. Metcalf

Advanced Education Adequacy Project (20479) 1 to 3 units. Open only to students who have completed the Education Adequacy Project clinic. Permission of the instructors required. H. Cantwell, D. Rosen, A. Knopp, and M. Weisman

Advanced Ethics Bureau (20605) 1 to 3 units, credit/fail, with a graded option. This course is for students who have already taken either Ethics Bureau at Yale or the instructor's course, Traversing the Ethical Minefield, and who wish to earn one to three units by contributing further to the work of the Bureau. Permission of the instructor required. Enrollment limited to eight. L.J. Fox

Advanced Immigration Legal Services (20382) 1 to 3 units, credit/fail. Open only to students who have taken Immigration Legal Services. Permission of the instructors required. Enrollment limited to ten. C.L. Lucht, J.K. Peters, and H.V. Zonana

Advanced Innovations in Policing Clinic (20635) 2 units. Students in this clinic will write a report examining how police leaders build trusting, collaborative relationships with disadvantaged communities. Prerequisite: Innovations in Policing Clinic. Permission of the instructor required. J. Forman, Jr.

Advanced International Antitrust: The Problem with Cartels (20406) 2 units. This course deals with the problem of cartels in an increasingly interdependent global economy and focuses on how the legal systems in the United States and the EU detect and punish cartel behavior. It will examine public enforcement efforts by competition authorities in the United States and the EU, as well as private remedies available in both jurisdictions. With respect to public enforcement, the course will consider a number of issues, including amnesty programs, guidelines for imposing fines and other penalties on cartel violators, and cooperation and convergence initiatives by competition authorities in both jurisdictions. It will also consider whether criminalization of cartel conduct is a necessary or desirable component of an effective system of governmental sanctions. The course will examine from a comparative perspective the different systems of private remedies available to injured parties in the United States and the EU, including efforts by the EU to expand the existing system of private remedies in EU member states. Among the topics to be covered in this part of the course will be class actions and other mechanisms for collective redress, standing issues, and proof of damages. Permission of the instructors required. Paper required. L.T. Sorkin and C.R.A. Swaak

Advanced Iraqi Refugee Assistance Project (20574) 2 or 3 units, credit/fail. A fieldwork-only option. Prerequisite: Iraqi Refugee Assistance Project. Permission of the instructors required. S. Wizner and R.M. Heller

Advanced Landlord/Tenant Legal Services (20477) 1 to 3 units, credit/fail. Open only to students who have taken Landlord/Tenant Legal Services in a previous term. Permission of the instructors required. F.X. Dineen and J.L. Pottenger, Jr.

†**Advanced Legal Research: Methods and Sources (20486)** 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. Laptop computer recommended. Research problems required; paper required for honors eligibility. S.B. Kauffman, R.D. Harrison, J.B. Nann, and C. Tubbs

Advanced Legal Services for Immigrant Communities (20485) 1 to 3 units, credit/fail. Open only to students who have taken Legal Services for Immigrant Communities. Permission of the instructors required. Enrollment limited to ten. C.L. Lucht and S. Wizner

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

Advanced Lowenstein International Human Rights Clinic (20511) 2 or 3 units. Open only to students who have completed the Lowenstein International Human Rights Clinic. Permission of the instructors required. J.J. Silk and H.R. Metcalf

Advanced SFALP (20516) 1 to 3 units, credit/fail, with a graded option. Open only to students who have completed Local Government in Action: San Francisco Affirmative Litigation Project. Students interested in receiving professional responsibility credit for this course will be expected to do additional class work in the fall. Permission of the instructors required. H.K. Gerken and A. Grogg

Advanced Supreme Court Advocacy (20476) 4 units (2 fall, 2 spring). Open only to students who have completed Supreme Court Advocacy. Permission of the instructors required. J.M. Balkin, L. Greenhouse, J.A. Meyer, A.J. Pincus, and C.A. Rothfeld

Advanced Veterans Legal Services Clinic (20595) 1 to 3 units, credit/fail. A fieldwork-only option. Prerequisite: Veterans Legal Services Clinic. Permission of the instructors required. M.J. Wishnie, F. Doherty, and M.M. Middleton

Advanced Worker and Immigrant Rights Advocacy Clinic (20488) 1 to 3 units. A fieldwork-only option. Prerequisite: Worker and Immigrant Rights Advocacy Clinic. Permission of the instructors required. M.J. Wishnie and A. Lai

*†**Advocacy for Children and Youth (20329)** 3 units, credit/fail. Students in this clinical seminar will represent children and youth in abuse, neglect, and uncared for cases, and potentially in termination of parental rights cases, in the Superior Court for Juvenile Matters and certain related matters. Class sessions will focus on substantive law, ethical issues arising from the representation of children and youth in the relevant contexts,

interviewing and lawyering competencies, case discussions, and background materials relating to state intervention into the family. Class will meet weekly with occasional supplemental sessions to be arranged. Additionally, students will attend weekly case supervision sessions. Casework will require, on average, ten to twelve hours weekly, but time demands will fluctuate over the course of the term; class time will be concentrated in the first half of the term. Enrollment limited to four. J.K. Peters

Alternative Investments and the Law (20570) 2 units. This course is designed to teach the basics of hedge funds and other alternative investment funds from a legal perspective – what they do, how they are regulated, and how they are structured. Hedge funds and other alternative investment funds play an increasingly important role within the financial landscape. Whether one works in policy, regulation, law, or finance, one is likely to intersect with them at some point. Recently, alternative investment funds have figured prominently in wide-ranging debates regarding tax policy (carried interest), corporate law (activist investors seeking to unseat boards and management of underperforming companies), bankruptcy law (the restructuring of the U.S. automotive industry and many of the large investment banks), securities law (fraud, insider trading, high-frequency trading), and wealth disparity. But what exactly is a hedge fund? How is it different from a private equity or venture capital fund? And how should lawyers and policy makers think about their role and function in financial markets and in society in general? This is *not* an investment management course. Instructors will not be going over stock tips, or teaching how to invest. The goal of this course is to prepare students to engage more comfortably with hedge funds and other alternative investment funds from whatever vantage point – as clients, regulators, policy makers, or employees. The class will involve several four- or five-page papers throughout the term on subjects selected by the student and relevant to the class. Paper required. J. Abramowitz and B. Cohen

American Legal History through 1860 (20102) 3 units. This course will examine the foundations of the American legal, political, and economic order from the colonial period through 1860, with an emphasis on the Founding Era. The class will analyze the emergence of American property law, slavery, inheritance policy, women's legal history, intellectual property, and corporate law as well as federalism, the Constitution, and judicial review. The course readings will consist of contemporary sources, recently published works, and classics in the field. Self-scheduled examination or paper option. *Also HIST 747A*. C. Priest

American Legal History: Research Seminar (20597) 3 units (2 fall, 1 spring). This course is designed for students interested in writing publication-quality papers on any topic in American legal history, broadly conceived. The class will meet for the first few weeks of the fall term to discuss methods, models, and technologies in writing legal history, and will resume meeting toward the end of the spring term to discuss each other's drafts. The main focus of the course is for each student, in consultation with the instructor, to choose and develop a topic, hunt down and analyze primary sources, and write an original contribution to the relevant literature. Students must enroll for both terms. Paper required. Enrollment limited to eight. N. Parrillo

***[The] American Legal Profession (20439)** 2 or 3 units. This course will meet three hours per week for the first nine weeks of the term, September 5 through October 31. 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 possible futures of the legal profession in the United States. Likely topics will include, in addition to the ABA's *Model Rules of Professional Conduct*: 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, prosecutorial 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

Ancient Law (20618) 2 units. A seminar on ancient law and society from the Bronze Age into the early Middle Ages. The course includes material from the Ancient Near East, Egypt, Greece, Rome, Islam, and early medieval Germanic systems. The material will be examined from a largely anthropological and sociological point of view. Students are expected to write a paper. There is no language prerequisite for this course. Students who plagiarize will be severely disciplined. This course will meet according to the Yale College calendar. Paper required. Enrollment limited to eight Law students. *Also CLCV 309a*. J.Q. Whitman and J.G. Manning

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

Antitrust (20629) 4 units. The course will study the development, interpretation, and application of the antitrust laws of the United States, specifically the Sherman Act, Clayton Act, FTC Act, and other laws designed to protect consumers by ensuring competition in the marketplace. Specific topics include dominant firm behavior and exclusionary conduct, agreements among competitors, mergers, and vertical agreements (such as agreements between a supplier and a distributor). The course will examine Supreme Court case law, recent and influential lower court decisions, and modern enforcement practice at the Federal Trade Commission and the U.S. Department of Justice. As economic concepts are integrated throughout the course, some background in economics may be helpful. The class will begin with a brief primer on the most important economic concepts to be used in the course in order to make the course more accessible to interested students. Self-scheduled examination (Web). A.L. Wickelgren

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

Antitrust and Regulation Research Seminar (20007) 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. Note: students interested in pre-registering for this course should submit topic statements to the professor. Permission of the instructor required. Paper required. Enrollment limited to six. A.K. Klevatorick

†**Appellate Advocacy: The Art of Appellate Practice and Procedure (20575)** 3 units, credit/fail. This course will provide an introduction to appellate practice and procedure, designed to teach students the basic substantive knowledge and skills needed to advocate effectively on behalf of a client in an appellate court. The course begins with entry of judgment in the trial court and proceeds through preliminary motion practice, briefing, and oral argument. Connecticut's appellate rules will be applied. Students will act as lawyers in a simulated appellate case based on a trial record and transcript, as well as preside during class in various roles including roles of trial judge and appellate judge. In addition to the basic instruction and analysis of selected opinions, invited practitioners and judges will address appellate advocacy and legal analysis. Permission of the instructors required. Enrollment limited to sixteen. S. Wizner and B.R. Schaller

Applied Corporate Finance (20589) 4 units. An introduction to the fundamentals of financial economics in conjunction with legal applications focusing on corporate debt contracts and equity valuation proceedings. The course will cover basic finance concepts, such as net present value, stock and bond valuation, the capital asset pricing model, and option pricing. The objective is not to develop computational skills, so much as to master the application of finance theory to specific legal issues. There are no prerequisites, although familiarity with the essentials of corporate law will be assumed and a tolerance for rudimentary mathematical examples and computation is advisable. Scheduled examination. R. Romano

Aristotle's Ethics: Nature and the Human Good (20633) 3 units. A study of Aristotle's *Nicomachean Ethics*. Topics to be considered include: the meaning of happiness; habit and virtue; justice; practical wisdom; action and contemplation. Time permitting, some attention will also be paid to a few related topics in Aristotle's *Politics*. Paper required. Enrollment limited. A.T. Kronman

Bankruptcy (20106) 3 units. An introduction to the law of bankruptcy. The class will explore the relief available to individual and business debtors in financial distress as well as the remedies available to creditors. The focus will be on the federal Bankruptcy Code and state laws governing the enforcement of judgments and consensual liens (security interests). Among the topics covered: the nature of the debtor/creditor relation; enforcement of judgments; consumer financial protection; asset protection and fraudulent conveyances; eligibility for bankruptcy; the nature and scope of the bankruptcy discharge; what property may be claimed as exempt; priorities among creditors; interplay of bankruptcy and non-bankruptcy laws; the role and powers of bankruptcy judges and bankruptcy trustees; negotiating and confirming a plan of reorganization. Self-scheduled examination. Enrollment capped at forty. E.J. Janger

[The] Book of Job and Injustice: Seminar (20330) 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 (20219) 4 units. This course will survey the law of business organizations, with an emphasis on publicly traded corporations. Aspects of the law of agency and of partnership are considered to establish common law origins of corporate law. In turning to modern corporate law, the course will consider the powers and duties of boards of directors, officers, and controlling shareholders, and also address topics such as the nature of equity securities, fundamental transactions such as mergers and acquisitions, proxy fights, and insider trading. Both federal and state law sources are drawn upon, with particular attention paid to Delaware corporate law. Scheduled examination. R. Squire

†**Capital Punishment Clinic (20251)** 6 units (3 fall, 3 spring), credit/fail in the fall term with the option of graded credit in the spring. Students will work with attorneys in representing people facing the death penalty. Students will make practical use of research and analytical skills; participate in investigations and in conferences with clients, witnesses, and experts; and observe court proceedings. Students must complete a substantial writing assignment, such as a portion of a motion, brief, or memorandum of law. This course requires participation for both the fall and spring terms. The course is limited to students who have taken *Capital Punishment: Race, Poverty, and Disadvantage*, or intend to take it in spring 2013. Permission of the instructors required. Enrollment limited to eight. S.B. Bright, A.M. Parrent, and S.M. Sanneh

Civil Appellate Practice and Procedure (20619) 3 units. First-year civil procedure courses often provide students with only a brief introduction to civil appellate practice and procedure. This course is designed to build on, and expand upon, that introduction, offering an in-depth consideration of the following subjects, among others: the historical background and noninevitability of appeals; the constitutional and statutory bases of appellate jurisdiction, the law-making and error-correcting functions of appellate courts; and the respective roles that judges and litigants play in the appellate process. This course is open only to J.D. students. Self-scheduled examination. D.S. Days, III

†**Civil Litigation Practice (20544)** 3 units. The course will begin with an overview of pleadings, discovery, and the anatomy of a civil lawsuit. It will then proceed to isolate and develop the skills of oral advocacy, through extensive learning-by-doing exercises, including conducting depositions; performing opening statements and closing arguments; conducting direct and cross-examinations of courtroom witnesses; and participating in a full-day jury trial. The course will also include preparation of pleadings and

analysis of and critical thinking regarding the elements, underpinnings, and efficacy of the litigation process. The course materials include selected readings and three complete case files published by the National Institute of Trial Advocacy. A participatory session on mediation, under the guidance of an experienced mediator, is included. Prerequisite: Trial Practice. Enrollment limited to twelve. S. Wizner, S.I. Edelman, and F.S. Gold

[The] Civil Rights Revolution: Seminar (20089) 2 to 4 units. This seminar will begin with an intensive analysis of the movement/institutional dynamics of the civil rights revolution—from the Court’s decision in *Brown v. Board* in 1954 through the resignation of Richard Nixon in 1974. It then will proceed to assess the constitutional meaning that modern lawyers/judges should give to these epochal events as they confront the challenges of the twenty-first century. Students are invited to propose papers in connection with this seminar—which will receive extra course credits, and Supervised Analytic Writing or Substantial Paper credit, where appropriate. Those who have not taken *The Constitution: Philosophy, History, and Law* will be asked to do approximately 150 pages of background reading. Paper required. Enrollment limited. B. Ackerman

†**Climate Change and the International Court of Justice (20620)** 2 or 3 units. The President of the island nation of Palau, Johnson Toribiong, has called on the United Nations General Assembly to request an advisory opinion from the International Court of Justice (ICJ) addressing state responsibility for the harmful consequences of anthropogenic climate change. President Toribiong has said that voluntary actions by individual states are not enough to “stem the rising tides or the flood of global emissions” and that an advisory opinion from the ICJ is an appropriate recourse that “will give us the guidance we need on what all states must do.” In the process, Palau also hopes “to raise the consciousness of the world community to the issue of responsibility.” This course, which will be co-taught with Ambassador Stuart Beck and Counselor Aaron Korman of the Permanent Mission of Palau to the United Nations, will consider the legal and policy issues raised by Palau’s ICJ campaign. During the first part of the course, background readings and guest speakers will be utilized to familiarize students with legal principles, institutions, and procedures relevant to the ICJ campaign. During the second part of the course, students will break into working groups to undertake research and analysis concerning different aspects of the campaign. Paper required. Permission of the instructors required. *Also F&ES 823a*. D. Kysar, S. Beck, and A. Korman

Comparative Church-State Relations: Laws and Policies (20572) 2 or 3 units. Modernity and liberal democracy rhyme with religious liberty, freedom of conscience and free speech, separation of religions and politics. But the interpretation of these principles varies across and within countries. Most recently, religious revival, the development of religious diversity, or secular uprising have challenged old historical arrangements. Drawing on texts from different disciplines, the course will examine the different national models of church-state relations (United States, Canada, Europe, Asia, Latin America); the how and why of these new challenges; the places, discourses, and topoi in which they occur (public sphere, schools, universities, or in the army, religious symbols, creationism, religious subsidies from the state, etc.); and the legal and jurisdictional answers to them. Self-scheduled examination or paper option. P. Weil

Conflict of Laws (20241) 4 units. Personal jurisdiction, choice of law, and recognition of judgments in cases having contact with more than one state. Self-scheduled examination. L. Brilmayer

[The] Constitution, the Common Law, and the Corporation (20621) 1 or 2 units, credit/fail. An analysis of the relationship between capitalism and the rule of law. Self-scheduled examination (Web). J.G. Deutsch

[The] Constitutional Law of Civil Jury Trial (20138) 2 or 3 units. The Seventh Amendment undertakes to “preserve” civil jury trial in “common law” cases. This seminar will explore the history and the modern workings of the Seventh Amendment and comparable state provisions. Among the topics to be considered will be the case law and scholarly literature concerning (1) the origins and the drafting of the Amendment; (2) what types of cases do and do not constitute “common law” within the meaning of the Amendment; (3) the application of the Amendment to novel causes of action; (4) whether there was or should be an exception for cases of unusual complexity; and (5) the challenges of reconciling various techniques of jury control (including directed verdict, judgment notwithstanding verdict, and summary judgment) with the constitutional text. Paper required. Enrollment limited to fifteen. J.H. Langbein

[The] Constitutional Law of the European Union (20614) 2 or 3 units. This seminar will review and discuss the process of integration through law in the European Union. Departing from the increasingly usual characterization of the EU legal order as a constitutional legal order, the course has two main objectives: to provide an advanced introduction to that legal order and to highlight its particular nature and impact on understanding constitutionalism in general. The class will study some of the more relevant dimensions of EU constitutional law with a focus on the relationship between market integration and polity building. Topics to be covered include: supremacy and direct effect; fundamental rights and general principles of law; competences and separation of powers; citizenship; free movement law and market integration, with particular attention paid to the importance and legitimacy of the judicial role in the constitutionalization of the EU legal order. Finally, the analysis of EU constitutional law will be linked to broader discussions on constitutionalism. Elements of comparison with U.S. constitutional law will be used throughout the course. This course will meet for the first seven or eight weeks of the term. Permission of the instructor required. Self-scheduled examination or paper option. Enrollment limited to twenty. M. Maduro

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

Convicting the Innocent (20044) 2 or 3 units. This course will explore the causes of and remedies for miscarriages of justice in which persons other than the perpetrators of criminal offenses are found guilty. The course will examine the processes of memory and suggestion, cognition, belief formation and resistance to change, lying and lie detection, the motivations and opportunities for fabricating evidence, imposter and unqualified experts, incompetent lawyers, poverty, and their relationships to legal rules and practices. Among the specific contexts in which the examinations will occur are allegations of child sexual abuse, stranger rapes, robberies, and murders. Some attention will be paid to the special problem of capital punishment. Students who have selected writing topics and have had those topics approved by November 15 may receive writing credit in lieu of the examination. Others will take an open-book examination, for which they will receive 2 units of credit. The credits awarded for papers will depend on the work involved in the paper. Papers may qualify for Supervised Analytic Writing or Substantial Paper credit. Scheduled examination or paper option. S.B. Duke

Corruption, Economic Development, and Democracy (20098) 2 or 3 units. A seminar on the link between political and bureaucratic institutions, economic development, and corruption. The seminar will draw on research from law, economics, and political science. Paper (2 or 3 units) or self-scheduled examination (2 units). Enrollment limited to fifteen Law students. *Also PLSC 714a.* S. Rose-Ackerman

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

Criminal Procedure: Pretrial and Trial (20270) 3 units. This course will cover the law regulating searches and seizures; the 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. Students who have already taken a criminal procedure course that focuses on police practices or on trial practices are eligible to take this course, provided they have not taken both such courses. Scheduled examination. S.B. Duke

Economics and Comparative Private Law (20636) 3 units. Parties engaging in economic exchange often organize their relationships through written contracts, firms, or other joint ventures. The class will study, with particular emphasis on comparative law and economic efficiency, the organization of exchange and the body of law and institutions that govern it. The approach adapted in the course is related to, but differs from, contract theory, which focuses on the design and implementation of optimal contracts. Contract theory aims to devise incentives schemes from scratch in search of efficient solutions given a certain legal and economic environment. This course, however, does not take existing institutions and law for granted. These institutional features are the units of analysis in the course. Students will develop a familiarity with everyday trading practices

and basic legal rules of exchange, exploring whether and how these practices and rules facilitate efficient trade and investment. This comparative approach will emphasize the variability of legal private ordering rules, which grounds the choice of law and institutions as the unit of analysis. A principal topic of the course will be contractual solutions to the hold-up problem. Starting from seminal articles in the bilateral trade literature and the literature on breach remedies, the course will introduce students to the most recent relevant developments in the field, while maintaining a focus on comparative contract law and the laws of agency and business organizations. After developing a rigorous theoretical approach, particularly with respect to informational assumptions and legal defaults, the class will turn its attention to recent applications and empirical studies. Prerequisite: Basic Calculus, Intermediate Microeconomics, or permission of the instructor. This course will meet according to the Yale College calendar. The examination will be in December. Scheduled examination. *Also ECON 276a* R.R.W. Brooks

[The] Engineering and Ownership of Life (20332) 2 units. This course will examine the history of innovation in plants, animals, pharma, and human genes and the arrangements that innovators have devised through the law and by other means to establish and protect intellectual property rights in the fruits of their labors. Attending mainly though not exclusively to the United States, it will probe the history of these two subjects both in their own right and their connections to each other and the larger social, economic, and political context from the late eighteenth century to the present. The first half of the course, which will run to about 1950, will consider the history of plant and animal breeding and the role in establishing and maintaining intellectual property rights in plants and animals of devices such as breeder's associations, paintings, contracts, trade secrets, and the Plant Patent Act of 1930, which provided the first patent coverage of any type of living organisms in the world. The second half of the course, which will run from ca. 1950 to the present, will cover in part advances in plant breeding and the enlargement of intellectual property protection for plants both in the United States and Europe through the creation of the plant variety protection system. The bulk of the second half will be devoted to the rise of genetic engineering; the establishment of broad patent protection for living organisms and their parts, including human genes, in the United States and Europe; the biotechnologies of medical diagnostics, pharmaceuticals, and agriculture; and the controversies surrounding these developments in the context of globalization. Paper required. This course will meet according to the Law School calendar. Enrollment capped at ten Law students. *Also HIST 938a; HSHM 676a*. D.J. Kevles

Environmental Law and Policy (20348) 3 units. Introduction to the legal requirements and policy underpinnings of the basic U.S. environmental laws, including the Clean Water Act, Clean Air Act, and various statutes governing waste, food safety, and toxic substances. This course will examine and evaluate current approaches to pollution control and resource management as well as the "next generation" of regulatory strategies, including economic incentives and other market mechanisms, voluntary emissions reductions, and information disclosure requirements. Mechanisms for addressing environmental issues at the local, regional, and global levels will also be considered. Self-scheduled examination. *Also F&ES 824a*. E.D. Elliott

†**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. Permission of the instructors required. Enrollment limited. *Also F&ES 834a*. D. Kysar, K. Kennedy, and B.J. Ho

Equality, Citizenship, and Sovereignty, Transnationally (20558) 3 units. The class will explore, through a comparative lens and in a transnational field, how constitutional democracies and federations respond to rights claims by citizens, residents, and others within their borders. How does the aspiration to treat “all persons” as rights-holders conflict with practices that differentiate between members and others? What distinctions are consistent with dignity and equality? The course will compare how different jurisdictions respond to these questions and will trace the influence of transnational law across borders. Readings will include constitutional provisions, statutes, cases from various countries, and essays and articles from the fields of law, history, and political theory. Self-scheduled open-book examination; upon early consultation with instructors, a few students may do papers with permission and the possibility of an extra credit. No credit/fail option. Permission of the instructors required. Self-scheduled examination with limited paper option. Enrollment limited. J. Resnik and R. Siegel

*†**Ethics Bureau at Yale: Pro Bono Professional Responsibility Advice (20604)** 3 units. Lawyers’ need for ethics advice, consultation, and opinions is not limited to those who can pay. Impecunious clients and the lawyers who serve them are in need of ethics counseling and legal opinions on a regular basis. For example, Yale law students provided essential help in preparing an amicus brief in *Holland v. Florida*, a Supreme Court case from the 2009 Term that resulted in a victory for the petitioner and an extensive citation to the amicus brief in the majority opinion. The Ethics Bureau provides these essential services for those who cannot retain paying counsel. The work of the Bureau will consist of three major components. First, the Bureau will provide ethics counseling for pro bono organizations such as legal services offices and public defenders. Second, the Bureau will prepare standard of care opinions relating to the conduct of lawyers that are needed in cases alleging ineffective assistance of counsel and other challenges to lawyer conduct, cases in which the clients are impecunious and otherwise cannot secure expert assistance. Third, from time to time, the Yale Ethics Bureau will provide assistance to amici curiae, typically bar associations or ethics professors, on questions of professional responsibility in cases in which such issues are front and center. It did so in a United States Supreme Court case, *Maples v. Allen*, argued in the 2010 Term, decided in early 2012, citing the amicus brief of the clinic. The students working at the Bureau will meet for class two hours per week and will be expected to put in approximately ten hours on Bureau projects each week. The classroom work will not only explore the ethical minefield, but also

consider the role of expert witnesses in the litigation process, its appropriateness, and the procedural issues thereby raised. The course has no prerequisites. Preference given to prior Ethics Bureau enrollees and students who previously took the instructor's ethics class. Permission of the instructor required. Enrollment limited to twelve. L.J. Fox

[The] Ethics of War (20497) 3 units. This course will explore the Western tradition of just and unjust wars, in order to gain an understanding of when and how the set of practices to which we refer as "war" justifies killing that would otherwise be considered mass murder, and to work out what ethical rules ought to be required for the justification and the prosecution of war. The emphasis will be on ethical argument, not international law. Paper or self-scheduled examination. Enrollment limited. S.L. Carter

European Convention on Human Rights (20493) 3 units. This course, to be co-taught by the former President of the European Court of Human Rights, will be an introduction to the legal system established by the European Convention on Human Rights. Today, the Convention covers more than 800 million people and forty-seven Contracting States; and the Court has become the most active rights-protecting court in the world, receiving some 60,000 individual applications, and rendering about 1,500 fully reasoned decisions, annually. The course will be divided into three parts. The first will provide an overview of the legal system, focusing on the foundational texts, organizational machinery, and processes of rights protection. Part II will be devoted to the evolution of the case law of the Court in selected areas. Part III will examine the impact of the ECHR and of the Court's case law on national legal orders. Students will be evaluated on the basis of (1) a take-home final examination or research paper (60 percent); (2) three short (2–3 page) "response papers" on the weekly readings (15 percent); and (3) attendance and participation (25 percent). The class will meet intensively for the first half of the term and less frequently during the second half of the term. Self-scheduled examination or paper option. A. Stone Sweet and L. Wildhaber

Evidence (20057) 4 units. A survey of the American approach to the production of evidence. Although the major focus will be the Federal Rules of Evidence, the course will also study constitutional principles and philosophical arguments. There will be some comparative work as well. Scheduled examination. S.L. Carter

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. D.M. Kahan

Family, State, and Market II: Seminar (20172) 2 units. This seminar will consider how the laws that define and regulate the welfare state and the market also define and regulate the family. Students will write papers under close supervision. To that end, the seminar will initially meet for approximately five weeks in the beginning of the fall term: during those sessions, the class will discuss readings to give it a common foundation for scholarship. The class will not meet again as a group until approximately the last five weeks at the end of the spring term: at that time, each student will present his or her paper to the class. Papers may qualify for Supervised Analytic Writing or Substantial Paper credit, if the student successfully tackles and completes a more ambitious project. Throughout

the year, regular meetings will be scheduled with each student to discuss the content and progress of his or her paper. Students should note that all papers must be completed by the end of the exam period in the spring term; no extensions will be granted, and zero credit will be given for the course if the paper is not completed on time. Permission of the instructors required. Paper required; no exam option. Enrollment limited to fifteen. A.L. Alstott and V. Schultz

Federal Courts and the Federal System (20366) 4 units. The “Federal Courts” play a central role in today’s political debates, just as the federal courts as a branch of the national government is an important component of the constitutional political system in the United States. The past decades have been complex and fascinating ones for anyone interested in the federal courts. The class will focus on these courts as it examines the allocation of authority among the branches of the federal government and the relationships among state, federal, and tribal governments within the United States. Questions of the meaning of national and of state “sovereignty” lace the materials. Beneath the sometimes dry discussions of jurisdictional rules and doctrines of comity lie conflicts about 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 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. Self-scheduled examination. Enrollment capped at eighty. A.L. Alstott

Federal Indian Law (20038) 3 units. The course will examine the concept of indigenism and the trajectory of legal relations between Native American tribes and the federal and state governments. Particular attention will be given to shifting federal policies, the development and jurisdiction of tribal courts, tribal sovereignty and legislative competence, tribal membership, criminal and family law, constitutional rights, taxation, gaming, and the control of natural and cultural resources. The role of the federal courts, including the changing approach of the Supreme Court, will be studied, as will the experience of other countries with indigenous populations. The American experience will be evaluated in light of the 2007 United Nations Declaration on the Rights of Indigenous Peoples. There will be a field trip. Self-scheduled examination. E.R. Fidell

Global and Comparative Administrative Law (20137) 2 or 3 units. A seminar that will bring together and explore the linkages between Global Administrative Law and Comparative Administrative Law. The former focuses on the policy-making processes inside international bodies and their openness to participation and review by outside groups and individuals. The latter considers how constitutional and administrative structures affect the nature and legitimacy of policy making in the executive and independent agencies. It asks how judicial review affects these processes. The seminar will consider the possible tensions between procedures that protect individual rights and those that enhance the democratic legitimacy of international bodies and domestic agencies. It will also examine the increasing role of scientific and social scientific expertise, and its possible tension with traditional public law doctrines. Professor Stewart is a founding member of the project on Global Administrative Law at NYU, and Professor Rose-Ackerman initiated a program on Comparative Administrative Law at Yale Law School. Students can either write a take-home final exam (2 units) or write a term paper that will generally count for Substantial Paper credit (3 units). Prerequisite: a course in U.S. administrative law or, for LL.M. students, a course in the administrative law of the EU or of the country where they studied law. Self-scheduled examination or paper option. Enrollment limited to twenty. S. Rose-Ackerman and R.B. Stewart

†**How to Write about Law for the Press and the Web (20623)** 2 units. This class is intended to teach students how to write for a broad audience—via the op-ed page of a newspaper, a general-interest Web site or blog, or in a book review to be published in a mainstream media outlet. The class will also discuss some of the ethical issues that arise in the writer-subject relationship, how lawyers can ethically write about their work, and how they can work with the press as sources in a way that is compatible with their duties to their clients. Students will learn how to use the media to educate the public and advocate for issues that are of personal or professional interest. Paper required. Enrollment limited to fifteen. E. Bazelon

Human Rights Workshop: Current Issues and Events (20134) 1 unit, credit/fail. Conducted in workshop format and led by Professor Paul W. Kahn, Director of the Orville H. Schell, Jr. Center for International Human Rights, the course examines contemporary issues in human rights practice and theory. Speakers, both academics and practitioners, come to the School for a sustained discussion of their work. Readings are generally distributed in advance, and students are expected to come prepared to participate in the workshop discussion. This course will meet every other week. P.W. Kahn

Immigration Law, Policy, and Constitutional Rights (20547) 3 units. This survey course will provide a foundation in the basics of the immigration system and the constitutional principles governing the regulation of non-citizens. The course will then explore a series of selected topical issues concerning immigrants' rights and the normative values informing contemporary policies toward documented and undocumented immigrants. The course will draw on the instructor's involvement in many current issues and extensive background litigating on behalf of the constitutional and civil rights cases of non-citizens in federal courts nationwide, including the Supreme Court, as former national director of the ACLU program on immigrants' rights. Among the issues that will be considered

are: detention of immigrants; state and local immigration regulation; discrimination against non-citizens in employment and public benefits; the intersection of criminal and immigration law; federal enforcement practices; access to the courts and the right to habeas corpus for non-citizens; labor and workplace rights of undocumented workers; and potential federal immigration reform legislation. Some guest speakers may be invited. No prior course or background in immigration law is expected. Self-scheduled examination. L. Guttentag

***+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 to six. C.L. Lucht, J.K. Peters, and H.V. Zonana

***In-House Lawyering: Ethics and Professional Responsibility (20123)** 3 units. This course will focus on the ethical challenges and professional responsibility issues facing corporate (or “in-house”) counsel. These issues can differ markedly from those faced in a law-firm context and must often be identified and resolved with limited external support. This course will be a thematic weekly seminar, generally dedicating each class to a specific issue (e.g., professional responsibility obligations when exercising general business discretion) or to a particular representational situation (e.g., differences in applying the rules among the corporate, nonprofit, and government contexts). Guest lecturers will occasionally supplement class discussion. There will be a foundational text, Martyn and Fox, *Traversing the Ethical Minefield*, but the readings for the latter portion of the course will focus on published opinions, law journal articles, and articles from the popular media (which will be available on the Internet or through Westlaw/Lexis). Previous exposure to professional responsibility concepts (e.g., another ethics class or prior preparation for the MPRE) is useful but is by no means a prerequisite. Self-scheduled examination. Enrollment capped at thirty. B.T. Daly

Intellectual Property: An Introduction (20402) 4 units. An introduction to the law of patent, copyright, and trademark. The course will study current policy debates about intellectual property reform and alternative methods for promoting innovation and knowledge production. Self-scheduled examination. I. Ayres

International Criminal Law (20269) 2 or 3 units. After a brief survey of the history of international criminal law and the development of international criminal courts, the seminar will examine the problem of sources and goals of international criminal justice. Alternative responses to mass atrocities will be explored. Genocide, crimes against humanity, war crimes, and the crime of aggression will then be examined in some detail. Next, the attention of the seminar will focus on the departures of international criminal procedure and evidence from forms of justice prevailing in national law enforcement

systems. The seminar will end with an analysis of special difficulties encountered by international criminal courts. Scheduled examination or paper option. Enrollment limited to twenty. M.R. Damaška

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

International Law and Armed Conflict (20495) 3 units. The course will cover international law as it relates to armed conflict. The bulk of the course will be divided between two areas of law: the *jus ad bellum* (the law that specifies the conditions under which it is permissible to use force) and the *jus in bello* (the law governing the conduct of hostilities). There will also be one or two weeks toward the end of the term devoted to consideration of the *jus post bellum* (the law governing postwar accountability for violations of the *jus ad bellum* or the *jus in bello*). In addition to developing a facility with the well-established concepts of law in this field, students will also engage in critical analysis of some of the weaknesses of the traditional framework and will consider the ways in which that framework is challenged by phenomena such as transnational terrorism and new technologies of war. Self-scheduled examination or paper option. K. Dannenbaum

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

†**Iraqi Refugee Assistance Project (20529)** 3 units, credit/fail. This seminar and practicum will afford students working with the Iraqi Refugee Assistance Project an opportunity to examine the Middle East's gravest humanitarian crisis in generations as well

as broader issues in refugee law and policy. Class sessions will combine project rounds with a consideration of the development and content of the international refugee legal regime, U.S. policy toward refugees, and the particulars of the Iraqi refugee crisis. Guest lecturers will include practitioners and scholars in the field of refugee law. Permission of the instructors required. S. Wizner and R.M. Heller

Islamic and Middle Eastern Law (20354) 3 units. This course will offer an overview of Islamic and Middle Eastern law and will cover the major legal subjects in the discipline, with a focus on the modern period. In addition to a historical survey of sources and periods of Middle Eastern law, topics will include constitutional law, judicial review, administrative law, obligations, commercial law, family law, human rights and criminal law, as well as special topics. Paper required. Enrollment capped at thirty-five. C. Mallat

[The] Judicial Role in Constitutional Interpretation: Comparing the U.S. and Canada (20561) 1 or 2 units. The Canadian Constitution explicitly authorizes the federal Parliament and provincial legislatures to override judicial rulings regarding broad categories of fundamental freedoms and legal rights. This provision appears in stark contrast to the U.S. scheme of judicial supremacy and finality in constitutional interpretation. The goal of this seminar is to explore the implications of this apparent difference between the two constitutional regimes – to assess the significance of judicial supremacy in principle and in practice, to consider whether this formal difference is more apparent than real, and to explore whether there are significant variances generally in the constitutional interpretative practices of the two courts. In pursuing this goal, the class will compare specific rulings by the U.S. and Canadian Supreme Courts regarding rights of secession by states or provinces; protections of ethnic, racial, or language minorities; rights of privacy (in abortion or physician-assisted suicide); rights to state recognition of same-sex marriage; and the propriety of state measures combating terrorism. The seminar will be jointly led by an American constitutional lawyer and a former Justice of the Canadian Supreme Court and will meet for six two-hour sessions on Thursday, September 13; Friday, September 14; Tuesday and Thursday, September 18 and 20; and Tuesday and Thursday, September 25 and 27. Paper required. Enrollment limited to twenty. R.A. Burt and F. Iacobucci

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

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

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

***+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 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 six. D.E. Curtis and F.P. Blando

+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 Pluralism (20625) 2 units. This course will focus on the logics, dynamics, and challenges of legal pluralism. Legal pluralism refers to a situation in which multiple normative systems (from informal social norms to law) co-exist and compete with one another within the same territory or community of people or state jurisdictions. The class will survey various approaches to understanding – and assessing normatively – legal pluralism in a range of settings: the United States, with respect to “outsider” groups (e.g., Mayan Indians in Mexico, Roma-Gypsy communities), and in regional treaty agreements and international law. Students will be evaluated on the basis of (1) a take-home essay or research paper (60 percent); (2) three short (2–3 page) “response papers” on the weekly readings (15 percent); and (3) attendance and participation (25 percent). A. Stone Sweet

Legal Practicum (20008) ½ unit, credit/fail. Each student enrolled in this independent writing seminar will be required to prepare a 5–15-page essay that reflectively evaluates

how her or his experiences in legal employment or other practical professional training, acquired during the immediately prior summer recess, have influenced her or his understanding of the legal system, the legal profession, or other aspects of legal culture. Permission of the registrar required. Deputy Dean

***Legal Profession: Traversing the Ethical Minefield (20522)** 3 units. Almost every course one takes in law school makes one better able to help one's clients fulfill their hopes and dreams. This course is designed to help fulfill students' own professional obligations while also providing services to their clients consistent with their ethical entitlements. Through the use of hypothetical problems grounded in the real world, the class will explore many of the challenging dilemmas that confront the conscientious lawyer who wants to conform his or her conduct to the applicable rules of professional conduct and other law governing lawyers. At the same time the class will consider whether the present rules of professional conduct properly address the issues with which the profession must grapple in striking delicate balances among the obligations of lawyers vis-à-vis clients, lawyers as officers of the court, and lawyers as citizens. Class attendance and participation are essential. Scheduled examination. Enrollment limited to fifteen. L.J. Fox

***†Legal Services for Immigrant Communities (20531)** 3 units, credit/fail. LSIC offers students the opportunity to provide individual representation to a diverse group of clients by conducting outreach at Junta for Progressive Action, a community center in a New Haven neighborhood with a high concentration of immigrants. Students meet with individual clients and conduct intake interviews to hear clients' stories and gather information about their cases. Cases involve a variety of practice areas, including immigration, labor and employment law, domestic violence, public benefits, landlord/tenant disputes, contract breaches, and disability rights. Students may appear in federal court, Connecticut state court, and immigration court as well as in various administrative proceedings. Seminar discussions focus on the professional and ethical challenges of advocating on behalf of immigrants and low-income individuals, confronting the overlapping and multiple needs of clients, and balancing the representation of individuals and service to the greater community. No language skills are required; however, students who speak Spanish will have opportunities to do so. Enrollment limited to ten. C.L. Lucht and S. Wizner

†Legal Writing for Litigators (20532) 3 units. This seminar will train students to prepare superb legal documents. Students will scrutinize exemplary legal writing to see how leading practitioners frame and develop their arguments and how they advance their clients' strategic interests. The class will focus on briefs, but will also review numerous other types of litigation-related documents, and will explore various writing and research strategies. Students will prepare multiple assignments. Enrollment limited to fifteen. N. Messing

Legislation (20066) 4 units. An introduction to the practice, doctrines, and theories of statutory interpretation, as well as to the organization and procedures of legislatures. Topics include the jurisprudential and constitutional debate over whether statutory "law" consists of the enacted text or the legislature's intent; how to read and write statutory text; how legislators produce "legislative history," how lawyers research it, and how courts use it (and whether they should); the canons of statutory construction; the implementation

of statutes by administrative agencies; and the special problems of appropriations legislation. Self-scheduled examination. N. Parrillo

†**Legislative Advocacy Clinic (20352)** 3 units, credit/fail. This clinical seminar will give students an opportunity to participate in the state legislative and policy-making processes by advancing – and defending – the interests of various Connecticut public interest organizations. Clinic students may select their projects from a range of options supplied by the faculty, or they may approach the clinic with an organization/cause already in mind and be matched with a Connecticut public interest organization working on that issue. Recently, students in the clinic have focused on public education, juvenile justice, supports for low-income residents, state tax policy, and women’s health. One of the clinic’s long-time clients (Connecticut Voices for Children) is a key player on a broad spectrum of such policy issues affecting Connecticut families. The clinic’s work includes both affirmative legislative initiatives and defensive efforts to respond to proposed legislation deemed inimical to the interests of its clients. 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 develop policy proposals, participate in training sessions led by some of Connecticut’s most experienced lobbyists, meet with state legislators, and work with their client organizations to identify upcoming legislative issues. Once issues have been chosen for action, students will research the subject, work in coalition with other organizations, prepare and present “white papers,” and meet with legislators. In the spring, when Connecticut’s General Assembly is in session, students will meet with legislators to get their bills introduced, develop oral and written testimony in support thereof, identify other witnesses, help shepherd their bills through the committee process, and work to get them adopted. Students will also monitor other proposed legislation that might affect the clinic’s clients. To allow all students to participate in both the training/issue development and direct action aspects of the clinic’s work, priority will be given to students who commence their participation in the fall term. Enrollment limited. J.L. Pottenger, Jr., S.D. Geballe, and A.A. Knopp

†**Liman Public Interest Practicum (20632)** 2 units, credit/fail. This course provides students with the opportunity to work on public interest law projects. Subjects range from immigration to criminal justice to poverty law. Illustrative projects include: addressing immigration enforcement and adjudication policies; researching conditions for women and families in immigration detention facilities; investigating avenues to curtail prosecutorial misconduct; analyzing how prison visitation rules operate in practice; developing educational materials for incarcerated and recently released people on parental rights and obligations; creating a manual for law enforcement regarding domestic minor sex trafficking; and researching how state and local tax regimes treat diapers so as to lower costs for low-income families and service providers. Another possible focus will be a project to commemorate the fiftieth anniversary of *Gideon v. Wainwright*. Students work in teams and meet regularly with supervisors. Permission of the instructors required. J. Resnik, L. Guttentag, H.R. Metcalf, S.M. Sanneh, and N. Rabin

Liman Public Interest Workshop: Borders (20324) 2 units, credit/fail. The workshop explores the concept of “borders” and how, in various contexts, law, political orders, and social movements construct, invoke, rely on, and relax borders. The class will explore the

idea of borders, its relationship to territorial and jurisdictional borders, and its impact on relationships among individuals, communities, and states. Because civil/criminal, administrative/judicial, and federal/state systems of adjudication and enforcement seek to regulate individuals and borders, the class will consider such delineations, particularly as they relate to past, current, and proposed immigration policies. Borders also provide a lens through which to consider how certain groups—women, juveniles, the mentally ill, members of certain communities identified by religion or ethnicity—are made vulnerable and put at the periphery, literally or figuratively. The class will also address how legal regimes—family law, criminal law, employment law, immigration law—interact, as well as consider what role the idea and assertion of sovereignty plays in these domains. Auditors are welcome, with permission of the instructors. J. Resnik, H.R. Metcalf, S.M. Sanneh, L. Guttentag, and N. Rabin

***[The] Lives of Lawyers (20357)** 2 units. By learning how to conduct, edit, and analyze oral interviews with accomplished lawyers, students in this course will explore contributions individuals have made to legal and political culture; to legal doctrine; to individualized justice; and to the changing nature of American legal practice. This course proceeds from readings of key historical and theoretical works that employ interview and first-person narratives; to a comparison between oral history approaches and traditional legal interviewing; and then to the development of skills through hands-on interviewing, transcribing, editing, and analysis of oral history interviews. Students will be required to submit an edited interview transcript incorporating or accompanied by an interpretive review. Interview subjects will be Yale Law School alumni selected principally by students themselves. The interview products will be deposited or disseminated; the interview process itself may lead students to confront their own career path and the satisfactions and dissatisfactions attached to their chosen profession. Please note that a grant from the Oscar M. Ruebhausen Fund will provide students with travel funds for their interviews, and also with the necessary videotaping and sound recording equipment. Permission of the instructors required. Paper required. Enrollment limited to fifteen. D. Markovits and N.I. Silber

†**Local Government in Action: Workshop on Affirmative Litigation in the City of San Francisco (20498)** 1 unit, with the option of additional units. This course will introduce students to local government lawyering. Working directly with attorneys from the Affirmative Litigation Task Force in the San Francisco City Attorney's Office, students will have an opportunity to brainstorm about potential projects, research the most promising ideas for lawsuits, assist in filing a case, or help litigate one already under way. The course will address both theoretical issues (What roles should cities play in our democracy? Can cities further the public interest through litigation?) and practical ones (city-state relations, standing issues). The first part of the course will acquaint students with broader legal and policy issues associated with affirmative litigation. The students will then break into independent working groups organized by subject area (the working groups will be designed to accommodate student interests and preferences). Each working group will either develop and propose a potential lawsuit, or assist in one of the City's ongoing affirmative litigation cases. Students joining in the fall are expected to make a one-year commitment (both fall and spring terms). Those interested in receiving

professional responsibility credit for this course will be expected to do additional class work in the fall. In addition, any student enrolling in this course for the first time in fall 2012 must complete their one-year commitment in the course to receive professional responsibility credit. Permission of the instructors required. H.K. Gerken and A. Grogg

***†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 and instruction in human rights research and writing skills. The clinic will have one or more student directors. Interested LL.M. students must consult with the instructor before enrolling. Permission of the instructors required. Enrollment limited to eighteen. J.J. Silk and H.R. Metcalf

Markets, Norms, and Regulations (20626) 1 unit. The course will focus on government and private decision making under conditions of high normative diversity and uncertainty. Firms seeking to penetrate markets, and government entities seeking to regulate markets, will often confront conditions of extreme ambiguity that are made up of plural actors with distinct values. The course will explore how decision making should proceed under such conditions. Each class will feature a guest speaker. Likely speakers will include Graham Allison, Ronald Dworkin, Paul Volcker, and Gillian Tett. Paper required. Enrollment limited. *Also MGT 696a*. R.C. Post and T.C. Collins

***†Media Freedom and Information Access Clinic (20565)** 2 or 3 units, credit/fail for students in their first term, graded for students in their second term. Students in this practicum will work with attorneys on cases involving media freedoms and information access; they may also be required to write related research papers. Permission of the instructors required. Enrollment limited to twelve. J.M. Balkin and D.A. Schulz

Media Law (20566) 2 units. This course will study the regulation of communications media, including newspapers, broadcast media, cable, and the Internet. Topics will include telecommunications regulation, defamation, rights of publicity, privacy, access to information, and press freedom. A previous course on the First Amendment or Intellectual Property law is not required. Scheduled examination or paper option. Enrollment capped at twenty-five. A.S. Cohen

†Mortgage Foreclosure Litigation Clinic (20586) 2 or 3 units, credit/fail. Students in this clinical seminar will represent homeowners fighting foreclosure in Connecticut state courts. They will conduct motion practice and discovery, including legal research and writing. Although this is primarily a litigation clinic, many of the clients are also participating in court-annexed mediation, in an effort to restructure their mortgages, so students will also gain experience in client counseling and ADR. Students will also provide brief advice and assistance to *pro se* homeowners at the courthouse. Enrollment limited to twelve. J.L. Pottenger, Jr., and J. Gentes

†**Negotiation: Theory and Practice (20385)** 3 units. In this course students will study negotiation from theoretical and practical perspectives. The course will use lecture, discussion, film, and simulations to introduce students to the key features of negotiation. Each student will engage in a series of role-play exercises with opportunities for critique and debriefing. One or more speakers from the Quinnipiac-Yale Dispute Resolution Workshop may appear as guest speakers. The course grade will be based upon class participation, a series of short reflective papers, and a longer final paper. Enrollment limited to eighteen. J.G. Brown

Nonprofit Organizations Clinic (20051) 1 or 2 units, credit/fail. This clinical workshop will serve the needs of nonprofit organizations, nascent and established, that require help in the process of organization and incorporation, in obtaining tax exemption, and in solving ongoing legal problems, but cannot afford to retain private counsel. The class will meet as a group on six Fridays in each term. *Students who take the clinic for 2 units and who attend two professional responsibility sessions will satisfy the professional responsibility requirement. †Students may only satisfy the professional skills requirement through this course if they receive 2 or more units. *Also MGT 695a.* J.G. Simon, M. Agsten, L.N. Davis, and B.B. Lindsay

Property (20207) 4 units. This course will consider the laws, relations, and customs governing the allocation and redistribution of property. The course will begin by comparing approaches to allocating initial property entitlements in land and resources. It will then explore different regimes for ownership and possession in property. While the course's main focus will be on property in land, the class will also explore property rights in natural resources, ideas, body parts, and ventures. Topics will include estates in land, co-ownership, eminent domain, landlord-tenant law, land use regulation and zoning, covenants and easements, common interest communities, nuisance law, and property transactions. Scheduled examination. S.M. Stern

Property, Social Justice, and the Environment (20202) 2 or 3 units. Private property is sometimes cast as the villain in social and environmental problems, but sometimes it is cast as the solution to the same problems. This seminar will explore the relationship of property to social and environmental concerns in the context of several past and present controversies over property rights. It will begin with some basic theories about the "commons" problem and the ways that property rights do or do not address that problem. Time permitting, other topics will include: land rights for squatters in less developed countries (primarily Latin American, Africa); land reform and development projects (primarily less developed countries); wildlife and fisheries management (global); water management (United States, Asia, Latin America); tradable pollution rights (United States); carbon trading schemes, particularly for tropical forest maintenance (global, tropical areas); free-market environmentalism and private land use restrictions (conservationist or exclusionary?) (United States and global); and indigenous land claims and claims to intellectual property (global). While the class will search for common themes about the range, capacities, and limitations of property regimes, theoretical purity should not be expected in this overview; moreover, topics may change in response to particular student interest. The class will meet twice weekly during the first seven to eight weeks

of the term. Paper required; may be reflective (2 units) or research (3 units). Enrollment limited to fifteen. C.M. Rose

Proportionality in Constitutional Law (20535) 2 units. In many countries (e.g., Canada, Germany, Spain, Brazil, Israel), and under some international documents (e.g., the European Convention for the Protection of Human Rights and Fundamental Freedoms), the regular legislature can take action affecting constitutional rights that are part of the Bill of Rights, so long as such effect is proportional (that is, suitable and necessary to achieve legitimate government ends and properly balanced). This seminar will look into the concept of proportionality, its scope, and its rationales on a comparative law basis, and will compare it with American jurisprudence, while trying to see whether constitutional rights are better protected by the American method of categorization or by a proportionality analysis. Students will follow the development of proportionality in recent American Constitutional Law and evaluate its place in the constitutional scheme of things. This seminar will meet during the first half of the term. Paper required. Enrollment limited to twenty. A. Barak

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

Public Order of the World Community: A Contemporary International Law (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; (4) nationality and

human rights; and (5) the regulation of armed conflict. Scheduled examination or paper option. Enrollment capped at twenty-five. 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, sometimes quite loosely). The course will begin by studying the document itself in exquisite 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 then canvass various methods of constitutional interpretation (associated, for example, with writings by Ackerman, Amar, Balkin, Black, Bobbitt, Ely, Tribe, Rubenfeld, Siegel, and Strauss). Permission of the instructor required. Self-scheduled examination or paper option. A.R. Amar

Regulating Sexuality: Legal and Psychological Perspectives (20379) 2 units. In 1973, the American Psychiatric Association removed homosexuality from its diagnostic designation as a mental disease. In 2003, the U.S. Supreme Court ruled that states could not treat same-sex sodomy as a criminal offense (reversing its 1986 decision constitutionally approving such criminalization). What was the impetus for the condemnatory psychiatric and legal regulations that were thus overturned? What was the impetus that led to this regulatory reversal? What are the forces impelling the current advocacy efforts both for and against state recognition of same-sex marriage? Do the changes arise from new conceptions of psychological abnormality, of societal welfare, or morality? This seminar will ask these same questions regarding issues of gender identity, prostitution, pornography, and violence in intimate relationships. In exploring these questions, the class will specifically invoke psychoanalytically based psychological conceptions of individual and social behavior, especially regarding unconscious thinking processes; one goal of this seminar is to acquaint students with these conceptions and to evaluate their usefulness in understanding the regulation of sexuality. Paper required. Enrollment limited to twenty. R.A. Burt, B. Marcus, and B. McKee

Regulation and Institutional Design (20540) 2 or 3 units. This course will survey a number of basic questions concerning the design of regulatory institutions. Readings will include general materials related to the history of, theoretical justifications for, and political economy of American regulation. We will also look at a number of examples or case studies of particular regulatory programs designed to protect public health and safety, consumer welfare, the integrity of financial intermediaries, aesthetic and moral values, and so on. The ambition is to understand why various regulatory regimes take the form that they do and how those designs have performed in relation to their objectives. Students will be required write brief bi-weekly reaction papers commenting on the assigned readings and to submit a final paper expanding upon one of those reaction papers or discussing some other topic related to the course readings and discussion. Three units will be awarded to students doing research papers for Substantial Paper or Supervised Analytic Writing credit. Supervised Analytic Writing and Substantial papers are available only if an agreed topic has been selected and a schedule for submission of drafts has been set by the date of the sixth class session. All papers must be submitted by the last day of the examination period for the fall term. No exceptions. Enrollment limited to fourteen. J.L. Mashaw

[The] Robber Barons Reconsidered (20630) 3 units. The era of the Robber Barons refers to the period of great expansion of industry in the United States after the Civil War. The Robber Barons—Rockefeller, Carnegie, Morgan, among others—have been depicted as amassing immense wealth through questionable legal ventures, leading to the enactment of various forms of government regulation: the Interstate Commerce Act, the Sherman Anti-Trust Act and, as a result of the Great Depression—an alleged failure of capitalism related to the Robber Barons’ behavior—the Securities and Exchange Act as well as legislation regulating the national economy more broadly. The ambition of this course is to reevaluate the actions of the Robber Barons by means of modern law and economic analysis. The course will proceed by reading the principal Robber Baron history and then subjecting that history to modern analysis. Paper required; no examination. G.L. Priest

[The] Role of a Judge in a Democratic Society (20500) 2 units. This research seminar will deal—on a comparative law basis—with the role of judges, mainly Supreme Court or Constitutional Court judges in a democracy. It will concentrate on their role to bridge the gap between law and society, and the role to protect the constitution and democracy. The class will consider whether those are proper roles for judges. Are there more important roles? How do we understand democracy in this respect? The topics will also include analyzing proper tools used by judges to fulfill their role. Subjects that may be researched are: interpretation; gap-filling; and the development of common law. Other topics that are relevant: balancing; quest of non-justiciability; and standing. One may also consider in this respect the place of jurisprudence in performing the role of a judge. Another subject is the way the judgment is articulated and drafted, including the question of minimalism and rhetoric. Other topics may relate to the role of the judge and his inter-relationship with the legislative branch (dialogue; judicial review) and with the executive branch (deference). Also included are topics on the role of a judge in a democracy fighting terror. Students will meet individually with the instructor during the term to discuss their papers. Paper required. A. Barak

†**[The] School to Prison Pipeline Project: Creating a New Clinic (20312)** 3 units, credit/fail. A clinic focusing on disrupting the “school to prison pipeline” will launch in the fall of 2013. Once up and running, the clinic will work to challenge the various policies, practices and institutions that push young people out of school and into the juvenile and adult criminal systems. Such policies, practices, and institutions include: (1) the presence of police in schools, which can encourage disciplinary infractions to be referred to juvenile and criminal court; (2) zero tolerance and other school disciplinary policies that encourage punitive responses to school discipline issues; (3) inadequate procedural protections in the school disciplinary process, including limited access to advocates for youth; (4) overbroad notification policies that require police officers and/or juvenile courts to notify schools of a student’s arrest for non-school-related conduct; (5) failing disciplinary alternative schools, to which young people are often referred after being suspended or expelled; and (6) juvenile and adult criminal courts that too often fail to rehabilitate young people. The clinic will adopt a solutions-oriented stance, focusing on the range of tools lawyers might use to critique and challenge existing systems and build better alternatives.

In the fall of 2012, we will lay the foundation for the work described above. In this one-term seminar we will begin to map community needs and assets here in New Haven and in Connecticut in order to determine the best structure for the clinic. We will consider the following questions, among others: Do we need a clinic like this? If yes, what are the forces that lead young people to be suspended and expelled from school, as well as incarcerated in juvenile and adult facilities? What community resources exist to respond? Where are the gaps in the community's ability to respond? What are the most powerful levers for creating change? How can lawyers – and a law school clinic – make a contribution? In light of the answers to these questions, what methodology or combination of methodologies should we consider: litigation, policy and advocacy, technical assistance, community organizing, direct representation in school hearings and/or juvenile cases, and/or something else? To answer these questions, students may be involved in reviewing published literature on relevant topics, conducting informational interviews (both locally and nationally), gathering relevant and current school-based regulations and policies, court watching, attending relevant trainings, community outreach, historical research, and data analysis. Students should expect to prepare written reports on one or more of the various questions and, if possible, to contribute to the development of a “clinic manual” for the fall 2013 clinic offering.

Students may sign up for the planning seminar without committing themselves to enrolling in the clinic. However, because I hope that some of the students who participate in the planning seminar will enroll in the clinic when it launches, I will give preference to students who will be second-year students in the fall of 2012 and third-year students in the fall of 2013. One of our tasks during this planning term will be to determine whether the clinic should ultimately be housed inside or outside of LSO. For the purposes of the seminar, students may register regardless of whether they are enrolled in an LSO clinic, a non-LSO clinic, or no clinic at all. This seminar is open only to J.D. students. Permission of the instructor required. Enrollment limited. J. Forman, Jr.

Secured Credit (20317) 3 units. This course will examine the use of credit and collateral in sale and loan transactions ranging from routine consumer purchases to complex business transactions. The primary source of the law is Article 9 of the Uniform Commercial Code, but we will also explore real estate law and federal bankruptcy law to the extent necessary to understand the secured financing system. The course is problem-based and considers both statutory interpretation and policy in exploring how the legal system balances the interests of the various parties to secured financing transactions. Self-scheduled examination. E.J. Janger

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 sentences and if so, how. The course will explore different kinds of sentencing regimes—state guideline systems, international models on which sentencing standards have evolved from common law decision making or judge-imposed guidelines (Australia, Israel, England), the American Law Institute’s revision of the Model Penal Code’s sentencing provisions, and the federal sentencing guidelines. The course will also explore the relationship between sentencing guidelines and the criminal code; the interplay between principles of proportionality, severity, and parsimony; and the impact of race, class, and gender on case outcomes. Paper required. Enrollment limited. D.E. Curtis and S.H. Stein

Social Science in Law (20627) 3 units. This class is an introduction to the use of social science in law. Three general topics will be considered. First, the use of social science evidence in adjudication. This will include eyewitness identification; lie detection; and other types of evidence. The second topic is decision making. How do judges and juries make their decisions? Finally, the course will examine the use of social science evidence to make substantive law (“Legislative facts”). This includes the use of evidence on integration and obscenity. Across all these areas the use that legal authorities make of social science “facts” is reviewed and evaluated. Self-scheduled examination or paper option. Enrollment capped at twenty. *Also PSYC 646a.* T.R. Tyler

Start-Ups and the Law Practicum (20634) 2 units. This class will explore the range of legal issues start-ups face as they move from conception to formation to sale or initial public offering. With the assistance of leading attorneys in the field of entrepreneurship from the New York City law firm Gunderson Dettmer, the first part of the course will be focused on issues in corporate formation such as choice of entity, registration requirements, shareholder agreements, and equity splits. The second part of the course will focus on intellectual property issues, including purchasing protection and the securing of licenses. The final part of the course will address issues in corporate finance, such as valuations, investor term sheets, the creation and sale of securities, investors’ rights agreements, and voting agreements. Students will work under the guidance of Gunderson Dettmer attorneys to conduct one to three research-based projects on behalf of innovative start-ups based in either New Haven or New York. Enrollment limited. J. Rubenfeld

Strategic Impact Litigation: Constitutional and Civil Rights Issues (20628) 2 units. This seminar will explore strategic and doctrinal issues related to the role of impact litigation to advance civil and constitutional rights in today’s legal environment. The course will draw on the instructor’s decades of experience litigating immigration and civil rights law reform and class action cases in federal courts nationwide as founder and director of the ACLU’s national Immigrants Rights’ Project. In the context of civil rights issues such as LGBT equality, police practices, immigrants’ rights, and other social justice areas, the course will explore the intersection of theory and practice. Topics will include such issues as test cases; contemporary doctrinal restrictions; strategic pleading; jurisdictional and justiciability problems; class action barriers; the role of traditional class action structural reform litigation; the use of amicus briefs; suits for damages versus injunctive relief;

settlement strategies and issues; coalition litigation; media, public advocacy, and community organizing; and using lawsuits as a trigger for legislative change. Guests with expertise on a range of civil rights issues will be invited. Students interested in applying must submit a short statement of interest (300 words maximum) to the Registrar's Office. A paper will be required, and Substantial Paper credit may be possible for a very limited number of students. No previous courses required; familiarity with constitutional issues is assumed. Enrollment limited to sixteen. L. Guttentag

***†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. Thereafter, students will work on a variety of actual cases before the Court, preparing petitions for certiorari and merits briefs. Students will work under the supervision of Yale faculty and experienced Supreme Court practitioners. The course will be a two-term offering and will satisfy the Substantial Paper requirement. The course demands a significant time investment and is not recommended for students with other time-intensive commitments. Permission of the instructors required. Enrollment limited to twelve. J.M. Balkin, L. Greenhouse, J.A. Meyer, A.J. Pincus, and C.A. Rothfeld

Taxation of Business Intermediaries (20033) 2 units. The goal is to understand the federal income taxation of real estate investment trusts, regulated investment companies, S corporations, and other business intermediaries or pass-through entities, and also to consider the policy issues which they raise. As a consequence, the questions are broad (e.g., Why do we have so many pass-through entities? Why do the rules for each differ? What are the issues for different classes of investors? Is simplification possible?) and narrow (e.g., How is entity-level tax eliminated in the case of an RIC? In the case of an REMIC? In the case of an S corporation?). Prerequisite: students must have completed at least one other income tax course. Attendance is required at the first and all subsequent classes. Self-scheduled examination. Enrollment capped at twenty. W.B. Taylor

Tax Policy (20157) 2 units. In this course students will read and produce scholarship in taxation and tax policy. The course will meet several times in the fall to discuss readings and may discuss works in progress with visiting scholars. The course will then switch to tutorial mode, and the instructor will offer close supervision of student papers. The class will meet again near the end of the spring term so that students can present papers. Prerequisite: Federal Income Taxation or permission of the instructor. Note: no credit will be given unless the student completes his or her paper by the end of the spring-term examination period. Permission of the instructor required. Paper required; no exam option. A.L. Alstott

Trusts and Estates (20096) 4 units. An introductory course treating the various means of gratuitous transfer of wealth by will, by lifetime transfers, and by intestacy: (1) the policy bases of inheritance and the changing patterns of intergenerational wealth transfer; (2) probate administration and procedure; (3) guardianship and custodial regimes for minors and for the infirm; (4) health care decision making and the "right to die";

(5) intestate succession; (6) the common will substitutes: gift, joint account, joint tenancy, life insurance, pension account, revocable trust; (7) spousal protection and community property; (8) the growing federal interference, especially ERISA preemption; (9) capacity problems and will contests; (10) the requirements for executing and revoking wills; (11) distinctive constructional doctrines of the law of gratuitous transfers; (12) the creation and termination of trusts; (13) the duties of trustees, executors, and other fiduciaries; (14) trust investment law; (15) charitable trusts and charitable corporations; and (16) basic features of federal and state transfer and inheritance taxation. Throughout the course the relevant portions of the Uniform Probate Code, the Uniform Trust Code, and the Restatements (Third) of Trusts and Property will be studied. Scheduled examination. J.H. Langbein

***†Veterans Legal Services Clinic (20569) and Fieldwork (20596)** 2 units, credit/fail, with a graded option, for each part (4 units total). The clinic and fieldwork must be taken simultaneously. There are approximately 250,000 veterans residing in Connecticut, many with acute and unique legal needs related to their military service or return to civilian life. In this clinic, students represent Connecticut veterans in a range of individual litigation and institutional advocacy matters. Pending individual matters include (1) disability benefits applications for veterans who have suffered PTSD, cancers attributable to Agent Orange exposure, sexual assault, and other injuries, in the first instance, on administrative appeal, and on judicial review of administrative denials; (2) discharge upgrade applications, on administrative appeal and in U.S. District Court, for combat and other veterans who received other-than-honorable discharges; and (3) other civil matters such as a pardon and naturalization applications and affirmative civil rights litigation. Students also represent local and national veterans organizations in Freedom of Information Act litigation in U.S. District Court, legal needs assessment research in Connecticut, and federal and state regulatory and legislative advocacy concerning treatment of service members who have suffered military sexual assault and rape, veterans wrongfully discharged on the basis of an alleged personality disorder, and veterans involved in the state criminal justice system. The seminar portion is a practice-oriented examination of advocacy on behalf of veterans and of social justice lawyering generally. Permission of the instructor required. Enrollment limited. M.J. Wishnie, F. Doherty, and M.M. Middleton

War and Human Rights: Rethinking Perpetual Peace (20559) 2 units. In war, law is silent (Cicero: *Inter arma silent leges*), and human rights are breached since the very right to life is no longer the norm. Since Kant's *Treaty for Perpetual Peace (Zum ewigen Frieden, 1795)*, law has been qualified as "cosmopolitan law" to put an end to war, and human rights have become embedded in constitutions and universal declarations and treaties. Yet wars persist and human rights continue to be honored mostly in the breach on the international scene. The course will look at the failure and continuity of the Kantian project in the UN Charter, as well as the stubborn persistence of human rights in the Geneva and other war conventions despite their systematic breach. A complementary or alternative general theory of "perpetual peace" stands at the core of the seminar discussions, as well as the impact of the contemporary variations on warfare on the growing body of human rights. Paper required. Permission of the instructor required. Enrollment limited to twelve. C. Mallat

Warren Burger's Supreme Court (20594) 2 units. Warren Burger was Chief Justice of the United States from 1969 until 1986 – a period when the country moved sharply to the right. Histories of the period tend to treat the Burger Court as standing apart from this transformation. Indeed, the 1970s as a whole are often treated as a period of historical pause during which nothing happened. But the Burger Court in fact played a central role in shaping crucial features of the nation we live in today. This seminar will reexamine the period, exploring the Burger years through cases and other primary and secondary readings. Among the topics covered will be race, economic rights, women's rights (including reproductive rights), religion, immigration, crime, and presidential power. Paper required. Enrollment limited to eighteen. M.J. Graetz and L. Greenhouse

***† Worker and Immigrant Rights Advocacy Clinic (20465) and Fieldwork (20468)** 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. Permission of the instructors required. Enrollment limited. M.J. Wishnie and A. Lai

SPRING TERM

Advanced Courses

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

† Access to Knowledge Practicum (21264) 2 or 3 units. Students will work on articles and research projects that promote innovation and democratic values through the design, implementation, and reform of rules relating to intellectual property, telecommunications, antitrust, the Internet and new media, online privacy, and other issues. These laws and policies shape the delivery of health care services, the design of new information technologies, international trade, access to education, opportunities for either civic engagement or repression, and sharing of research and culture around the globe. Questions arising from the sometimes tortuous application of existing legal and regulatory frameworks to new technologies, and vice versa, will provide rich source material for student projects and articles. Students will have the opportunity to receive detailed feedback on multiple drafts of an article. In addition, this course will offer opportunities for direct engagement with public interest organizations, attorneys, and governmental officials in preparing drafts of statutes, responding to FCC and FTC proceedings, contributing

to litigation, providing counsel to start-ups, and taking part in Congressional hearings. Paper or research project required, to be supplemented by doctrinal and theoretical readings. Students may enroll in both the fall and spring terms. Enrollment capped at twelve. J.M. Balkin, M.E. Kaminski, and C.M. Mulligan

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

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 CED Clinic (21511) 1 to 3 units, credit/fail, with a graded option. Open only to students who have completed the Community and Economic Development clinic. Permission of the instructors required. J.L. Pottenger, Jr., and J.T. Marshall

Advanced Detention and Human Rights Clinic (21705) 3 units, credit/fail, with a graded option for returning students. Prolonged social and sensory deprivation can have lasting and documented effects on an individual's mental health, yet it is a routine part of the U.S. prison system, as exemplified by the proliferation of "supermax" prisons over the past two decades. Clinic members work on teams with individual clients in extreme isolation on matters relating to their mental health, reentry, and other needs. In addition, clinic members work to address collective concerns among clients by engaging in various forms of advocacy, including the incorporation of human rights standards and instruments. Permission of the instructors required. J.J. Silk and H.R. Metcalf

Advanced Education Adequacy Project (21558) 1 to 3 units. Open only to students who have completed the Education Adequacy Project clinic. Permission of the instructors required. H. Cantwell, D. Rosen, A. Knopp, and M. Weisman

Advanced Ethics Bureau (21686) 1 to 3 units, credit/fail, with a graded option. This course is for students who have already taken either Ethics Bureau at Yale or the instructor's course, *Traversing the Ethical Minefield*, and who wish to earn one to three units by contributing further to the work of the Bureau. Permission of the instructor required. Enrollment limited to eight. L.J. Fox

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 the instructors required. C.L. Lucht, J.K. Peters, and H.V. Zonana

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

Advanced Iraqi Refugee Assistance Project (21624) 2 or 3 units, credit/fail. A fieldwork-only option. Prerequisite: Iraqi Refugee Assistance Project. Permission of the instructors required. S. Wizner and R.M. Heller

Advanced Landlord/Tenant Legal Services (21337) 1 to 3 units, credit/fail, with a graded option. Open only to students who have completed the Landlord/Tenant Legal Services clinic. Permission of the instructors required. F.X. Dineen and J.L. Pottenger, Jr.

†**Advanced Legal Research: Methods and Sources (21027)** 3 units. An advanced exploration of the specialized methods and sources of legal research in some of the following areas: administrative law; case finding; computer-assisted research; constitutional law and history; court rules and practice materials; international law; legislative history; and statutory research. Class sessions will integrate the use of online, print, and other research sources. Laptop computer recommended. Research problems required; paper required for honors eligibility. S.B. Kauffman, R.D. Harrison, J.B. Nann, and C. Tubbs

Advanced Legal Services for Immigrant Communities (21553) 1 to 3 units, credit/fail. Open only to students who have taken Legal Services for Immigrant Communities. Permission of the instructors required. Enrollment limited to ten. C.L. Lucht and S. Wizner

†**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 as well as writing skills. The goal of the course will be to take students beyond basic competence to excellence in legal writing. This course is open only to J.D. students. Enrollment limited to ten. R.D. Harrison

Advanced Lowenstein International Human Rights Clinic (21584) 2 or 3 units. Open only to students who have completed the Lowenstein International Human Rights Clinic. Permission of the instructors required. J.J. Silk and H.R. Metcalf

Advanced SFALP (21598) 1 to 3 units, credit/fail, with a graded option. Open only to students who have completed Local Government in Action: San Francisco Affirmative Litigation Project. Permission of the instructors required. H.K. Gerken and A. Grogg

Advanced Supreme Court Advocacy (21543) 4 units (2 fall, 2 spring). Open only to students who have completed Supreme Court Advocacy. Permission of the instructors required. L. Greenhouse, J.A. Meyer, A.J. Pincus, and C.A. Rothfeld

Advanced Veterans Legal Services Clinic (21631) 1 to 3 units. Open only to students who have completed the Veterans Legal Services Clinic. Permission of the instructors required. F. Doherty and M.M. Middleton

Advanced Worker and Immigrant Rights Advocacy Clinic (21555) 1 to 3 units. Open only to students who have completed the Worker and Immigrant Rights Advocacy Clinic. Permission of the instructors required. M.I. Ahmad and A. Lai

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

American Indian Tribal Law (21709) 2 units. The course will study the internal law and legal institutions of American Indian tribes, including tribal constitutions, statutes and ordinances, customary law, and tribal common law. Among the issues to be examined are intertribal common law, the interaction between tribal and non-tribal sources of law, judicial independence, political questions, citizenship, civil rights and liberties, and family law. The course will consider whether there should be an American Indian Supreme Court, and if so, how it should be designed and what obstacles it might face. Permission of the instructor is required for students who have not taken Federal Indian Law. Paper required. E.R. Fidell

American Legal History, 1861–1968 (21063) 3 units. Selected topics in the history of American law, legal thought, legal institutions, and the legal profession from the Civil War to the late twentieth century. Self-scheduled examination or paper option. *Also HIST 760b.* J.F. Witt

American Legal History: Research Seminar (21682) 3 units (2 fall, 1 spring). This course is designed for students interested in writing publication-quality papers on any topic in American legal history, broadly conceived. The class will meet for the first few weeks of the fall term to discuss methods, models, and technologies in writing legal history, and will resume meeting toward the end of the spring term to discuss each other's drafts. The main focus of the course is for each student, in consultation with the instructor, to choose and develop a topic, hunt down and analyze primary sources, and write an original contribution to the relevant literature. Students must enroll for both terms. Paper required. Open only to students who were enrolled in the fall section. Permission of the instructor required. Enrollment limited to eight. N. Parrillo

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

†**Arbitration in the United States (21710)** 2 units. Arbitration has become a common (and sometimes controversial) method to resolve various contractual disputes that would otherwise arise in state and federal courts. This course will introduce students to the law,

theory, and mechanics of arbitration in the United States. Self-scheduled examination or paper option. N. Messing

Behavioral and Institutional Economics (21458) 3 units. Behavioral economics incorporates insights from other social sciences, such as psychology and sociology, into economic models, and attempts to explain anomalies that defy standard economic analysis. Institutional economics is the study of the evolution of economic organizations, laws, contracts, and customs as part of a historical and continuing process of economic development. Behavioral economics and institutional economics are naturally treated together, since so much of the logic and design of economic institutions has to do with complexities of human behavior. Topics include economic fluctuations and speculation, herd behavior, attitudes toward risk, money illusion, involuntary unemployment, saving, investment, poverty, identity, religion, trust, risk management, social welfare institutions, private risk management institutions, institutions to foster economic development. This course assumes some knowledge of economics but does not make heavy use of mathematics. This course will meet according to the Yale Graduate School calendar. Midterm examination and take-home final exam of short essay form. *Also ECON 527b; MGT 565b.* R.J. Shiller

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 (21418) 4 units. An introduction to the business corporation laws affecting the rights and roles of business organizations, including corporations, limited partnerships, and limited liability companies. Particular attention will be paid to the legal responsibilities of corporate boards of directors and senior executive officers, and to the rights of shareholders. While the course will emphasize issues affecting large, publicly traded firms like Facebook and IBM, close attention will also be paid to the particular issues that arise in the context of closely held private businesses. Investors' 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. Required self-scheduled examination. J.R. Macey

Capitalism Film Society (21597) 2 units, credit/fail. Each week this class will review a film that deals with capitalism. Discussion will be held following the film. Each student will be required to submit a one-to-two-page response paper discussing each film. G.L. Priest

Capital Punishment: Race, Poverty, and Disadvantage (21426) 4 units, graded, with a credit/fail option. This course will examine issues of poverty and race in the criminal justice system, particularly with regard to the imposition of the death penalty. Topics will include the right to counsel for people who cannot afford lawyers, racial discrimination, prosecutorial discretion, judicial independence, and mental health issues. Permission of the instructor required. Paper required. Enrollment limited to forty. S.B. Bright

†**Capital Punishment Clinic (21082)** 6 units (3 fall, 3 spring), credit/fail. Students who have taken the clinic in the fall term will continue to work with attorneys in representing people facing the death penalty. Permission of the instructors required. Enrollment limited to eight. S.B. Bright, A.M. Parrent, and S.M. Sanneh

***Challenges of a General Counsel: Lawyer as Leader (21664)** 2 units. This course will explore the three fundamental roles of lawyers—acute technician, wise counselor, and lawyer as leader—in a series of problems faced by general counsel of multinational corporations. The “cases” in this course involve questions beyond “what is legal” and focus on “what is right,” using specific illustrations drawn from the contemporary business world—e.g., the BP oil spill, Google’s clash with the Chinese government, the Mark Hurd resignation from Hewlett-Packard, the Goldman Sachs mortgage. These cases involve a broad range of considerations: ethics, reputation, risk management, public policy, politics, communications, and corporate citizenship. The course will advance for critical analysis the idea of the general counsel as lawyer-statesman who has a central role in setting the direction of the corporation but who must navigate complex internal relationships (with business leaders, the board of directors, peer senior officers, the bureaucracy) and challenging external ones (with stakeholders, governments, NGOs, and media in nations and regions across the globe). The course advances a broad view of lawyers’ roles and examines the skills, beyond understanding law, required in complex problem solving by the lawyer-statesman. Permission of the instructors required. Self-scheduled examination. Enrollment limited to twenty. M.S. Solender and B.W. Heineman, Jr.

†**Community and Economic Development (21016)** 3 units, credit/fail. CED is one of the most interdisciplinary law school clinics in the country. In addition to law students, the clinic is open to students from the Schools of Management, Divinity, Forestry & Environmental Studies, Public Health, and Architecture with prior approval from a Law School faculty member. CED is also unusual in that it offers law students the chance to do pro bono transactional lawyering and policy work, rather than litigation. CED focuses on issues of neighborhood revitalization, education, social entrepreneurship, sustainable development, financial access, and financial inclusion as they relate to community and economic development. Students in CED represent and partner with community organizations, nonprofits, banks, local government, and small businesses. They work in regulatory, transactional, business, policy research, development and advocacy, and strategic capacities.

Students will examine both private and public sector activities, as well as hybrid approaches to development issues including: formation and governance of for-profit and not-for-profit entities (primarily nonstock corporations and LLCs); program design, strategic planning and decision making, and negotiating and drafting contracts;

development employment and other policies; structuring real estate transactions; assessing the financial feasibility of proposed projects; securing funding from federal, state, local, and private sources; resolving zoning and environmental issues; negotiating local politics and facilitating collaborative problem-solving efforts. CED has a commitment to engaging students in local work, which can then be used to inform policy development at the local, state, and federal levels. Students will gain skills in client contact, memo preparation, regulatory agency contact, administrative agency contact, and negotiation. Depending upon the particular project, students will be exposed in grating depth to banking, finance, land use, business, and policy research, design, and advocacy.

The current working groups are: Housing Development, Community Banking, Food Policy, and Community Development Organizations. As work develops in new areas, additional groups will form based on need and interest. While we try to accommodate individual preference, we cannot guarantee that you will be assigned to your first-choice group if you sign up for CED.

The class seminar will meet once a week for two hours. Permission of the instructors required. Enrollment limited to twelve. J.L. Pottenger, Jr., S.M. Hudspeth, J.T. Marshall, C.F. Muckenfuss, and L.P. Nadel

Comparative Constitutional Law (21520) 3 units. This course will provide a survey of selected themes in comparative constitutional law, focusing on written constitutions, systems or rights protection, and the relationship between high courts and the greater political system. The approach will be interdisciplinary, blending constitutional theory and social science perspectives. The assumption will be that students will have a basic knowledge of American constitutional law, as well as an interest in law outside of the United States. Self-scheduled examination or paper option. A. Stone Sweet

Comparative Consumer and Products Liability Law (21318) 2 units. The course will explore topics related to consumer protection and product liability laws in the United States from a comparative and, where relevant, an international perspective. The class will consider cases of deception, fraud, and injury that arise when consumer products and services are purchased. The class will study how similar problems are handled differently by laws and administrative rules in the United States, selected countries of the European Union, and China. The response of U.S. agencies, such as the new Consumer Financial Protection Bureau, the Federal Trade Commission, the Consumer Product Safety Commission, the Food and Drug Administration, and rules provided by the common law and Uniform Commercial Code, are compared to foreign analogs, including the rulings of pan-European courts and administrative tribunals. Topics covered include the comparative study of remedies available under warranty and contract laws; the study of product disclosure and labeling requirements; the treatment of automotive injury claims; legislative actions affecting food safety and public health; antifraud and privacy protections for electronic commerce; and challenges to deficiencies in the delivery of health care. Paper required. Enrollment capped at twenty-five. N.I. Silber

Comparative Corporate Capitalism (21180) 2 or 3 units. Forms of industrial ownership and control vary widely from one country to another. The type of corporate capitalism that is found in the United States, and that is the usual subject of law school courses in

corporate law, is in fact something of an outlier among these forms. This seminar will examine the organization of enterprise in a range of both developed and developing countries in an effort to comprehend their variety, to probe the reasons for the patterns that are seen, and to understand the particular problems that the various systems present. As part of this exercise, the class will look at the ways in which organizations and organizational law have evolved in different countries over recent centuries and will speculate on the directions in which they will continue to evolve in the future. Students will have a choice between doing a series of short papers on the readings for 2 units or a single substantial paper for 3 units. Permission of the instructor required. Enrollment limited to fifteen. H. Hansmann

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

†**Complex Civil Litigation (21055)** 2 units. This course will focus principally on the issues that can impact the outcome of complex civil cases. Emphasis will be placed on effective practical legal writing, as well as on successful argument techniques and litigation strategies. To a large extent, students will learn by doing; each student will write two briefs and argue those two issues in class. Those briefs will be posted on YLS:Inside and will constitute a part of the weekly reading assignment for the course. Supplemental readings consisting of Supreme Court and Second Circuit decisions will also be assigned weekly.

The class will be organized into four “law firms” of five students each. Ten of the class sessions will be designated as argument days. Each law firm must assign one student to write a memorandum of law in support of the position (motion or opposition) assigned to the firm and then to argue that position in class. Each student must handle two such assignments over the course of the term. The briefs and arguments will be based on problems written for this class; there is no casebook for the course.

The arguments and related discussions will address issues that impact complex civil cases, including: assembling the right parties (joinder, necessary parties), establishing personal jurisdiction through indirect contacts (internet, agency), forum selection (transfer, forum non conveniens), heightened pleading standards (*Twombly*, PSLRA), discovery in complex cases (electronic discovery, privilege), stays or abstention in favor

of related litigation (*Colorado River; Rooker-Feldman*), multidistrict litigation, class action procedures and limitations (class arbitration, CAFA, SLUSA), interlocutory appeals, sanctions, judicial disqualification, and attorneys' fees.

Grading will be based principally on the two papers (briefs) submitted by each student. Oral arguments and class discussion will also count. There will be no examination. Enrollment capped at twenty. S.R. Underhill

Complex Litigation (21718) 4 units. An international marketplace and a broad-based consumer society have made the litigation of mass injuries an increasingly normal part of the landscape of civil justice. Over the past three decades, complex litigation and particularly class actions have earned tremendous attention from legislators, practitioners, judges, and scholars, as lawyers have debated intensely whether civil justice in the United States needs sweeping reform. As evidenced by the Federal Judicial Center's *Manual for Complex Litigation*, an increasingly indispensable text for the sophisticated litigator, complex litigation has become its own discipline. Lawyers who hope meaningfully to understand and successfully to practice in sophisticated litigation have to understand how this system operates, how it builds upon but also modifies basic procedural doctrine, and how it impacts public regulation through private litigation. Students will study various procedural issues that arise in complex cases but focus in particular on mechanisms for claim aggregation. These include class actions, multidistrict litigation, and more informal means for the joinder of cases. Self-scheduled examination or paper option. D. Marcus

Conservative Critiques of the Administrative State (21719) 2 or 3 units. According to some conservative scholars, American law took a "wrong turn" at the New Deal, and the rise of the "Administrative State" is a terrible mistake that should be curtailed or undone. This seminar will consider the arguments of conservative critics, including Friedrich von Hayek, Richard Epstein, Antonin Scalia, and Gary Lawson. A prior course or simultaneous course in Administrative Law is helpful but not required. Supervised Analytic Writing or Substantial Paper credit available. Paper required. Enrollment limited to twenty. E.D. Elliott

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

[The] Constitution, the Common Law and the Corporation: Directed Research (21181) 1 to 3 units. A course devoted to preparing papers derived from the fall-term discussions. Permission of the instructor required if the fall course was not taken. Paper required. J.G. Deutsch

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

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

Corporate Reorganization in Bankruptcy (21420) 4 units. A course on the law of corporation reorganization under Chapter 11 of the Bankruptcy Code. Relevant statutory sections and their judicial interpretation are analyzed in depth. In addition, financial issues faced by firms in distress, and forms of conflict between creditors and equity holders, are studied to provide context to the legal issues and lay a foundation for the types of practical questions on which corporate bankruptcy counsel is asked to advise. Included is a basic overview of asset and debt valuation methods. Specific topics covered include leveraged buyouts, workouts, going-concern asset sales in bankruptcy, and the treatment in bankruptcy of collective bargaining agreements. Prerequisite: Business Organizations. Previous study of bankruptcy law is not required. Scheduled examination. R. Squire

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

Crime and Justice in New York: Seminar (21301) 2 units. Crime and justice in New York have a unique place in the political culture and popular imagination of American criminal

law. From the gangs of colonial New York to the present, its streets and institutions have shaped our understanding of the social and economic organization of crime in American cities. New York has been the laboratory where public policing was born and where modern innovations have shaped policing in the United States and across the world. It has been the center of American crime markets, both on its streets and in its financial institutions, as well as witness to legendary episodes of police and political corruption. Its prisons have been sources of conflict where modern reforms were born and then died. For more than a century, from the early twentieth-century anarchists to contemporary political conflict, New York has been the epicenter of national security efforts. This seminar will closely study these historical and modern dramas of crime and justice in New York. Participants will focus on the interactions between the political economy of crime and the responses of New York's criminal legal institutions, and the responses of its citizens to its criminal justice regime in a constantly changing city. Grades will be based on (1) student presentations in weekly meetings, and (2) a final paper. Substantial Paper credit is optional. Paper required. Enrollment limited. J. Fagan

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

Criminal Law and Administration (21300) 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. This course is given in several sections; it must be taken before graduation. Students may satisfy the graduation requirement by satisfactorily completing Criminal Law and Administration or Criminal Law, but they may not enroll in both courses. Scheduled examination. D.M. Kahan

Criminal Procedure: Police Practices and Investigations (21448) 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.L. Meares

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. Supervised Analytic Writing or Substantial Paper credit available. Permission of the instructor required. Paper required. Enrollment limited to eight. S.B. Duke

[A] Critical History of U.S. Energy Law and Policy (21720) 2 or 3 units. Why does U.S. environmental law work reasonably well to achieve its declared objectives but energy law does not? Since the 1973 Arab oil embargo, every president has declared as a central goal of national policy for the U.S. to become less dependent on imported oil, but our “addiction” to imported oil (in the words of George W. Bush) has only increased. And this is in a country that is among the richest in the world in deposits of oil, natural gas and coal, as well as renewables opportunities. This research seminar will examine national energy law and policy since World War II with the objective of understanding why the legal techniques that we have applied have been so unsuccessful in achieving their declared objectives. The class will focus particularly on policies intended to stimulate renewables and other alternative sources of energy, including energy efficiency. But unlike past courses, this one will consider renewables not in isolation but in dynamic interrelationship with policies toward conventional fossil sources of energy. A third unit is by arrangement with the instructor. Supervised Analytic Writing or Substantial Paper credit available. Paper required. Enrollment capped at forty. E.D. Elliott

Doing Good in Developing Countries: NGOs, Humanitarian Commitments, and American Foreign Policy (21689) 2 units. This course will examine critically the interplay of international humanitarian principles and American foreign policy, wherever Western nongovernmental organizations seek to achieve sustainable change or respond to crises in the developing world. It will attempt to challenge conventional wisdom among U.S. law and policy makers, the NGO community, and the academy on the latitudes and limitations of Western normative models such as “rule of law” and “civil society.” The familiar issue of whether rights are universal or culturally relative is one of the foundational questions that must be examined, along with the cliché of “ownership” of development projects by the people of the host state. Other foundational questions concern: How should a morally committed individual from one culture set out to do good for people from radically different backgrounds? How can we assure authenticity when representing the needs of persons from other cultures? And can a government—in particular, the government of a privileged Western nation—be trusted to undertake the care of citizens of other states? Specific operational issues will include the appropriate role of faith-based organizations, working under unlawful or undemocratic regimes, the reach of U.S. anti-discrimination (and other) principles, salary and benefits parity, and the tension between mission and security. The instructors are a Yale Law School professor with a longstanding interest in moral issues raised by Western “development” efforts and an attorney with more than a decade of practical experience as general counsel to a large and successful development and relief NGO. Supervised Analytic Writing or Substantial Paper credit available by special arrangement. Paper required. L. Brilmayer and C. Carr

Economic Issues in Legal Procedures (21342) 2 units. Economic analysis of procedural issues is one of the best-developed areas of law and economics. This analysis has been used both descriptively, to describe how parties will behave, and normatively, to comment on the efficiency of various procedural rules. Students in this seminar will study how economic analysis, and in particular game theory, is used to analyze a variety of issues in legal procedure (broadly defined). Students will get some choice as to the topics we cover. Some of the possibilities include various aspects of settlement behavior,

fee-shifting rules, discovery, burden of proof, the right to silence, and appeals. While some familiarity with game theory will be helpful, the class will focus on the simplest examples and applications to illustrate the main techniques and insights in a way that should be accessible to all. Permission of the instructor required. Paper required. Enrollment limited to ten. A.L. Wickelgren

Education and the Law (21663) 2 or 3 units. The law suffuses—some would say suffocates—public and private elementary and secondary education. All three branches of government, at the state and federal levels, have a hand in every aspect of schooling. For example: Compulsory education— at what ages should it start and end? What topics may be taught or not taught? Who may teach (and under what conditions of employment)? When and where students may (or must) say prayers, do drugs, speak their minds, and do other controversial things? What process is due when students—or teachers—are disciplined or when students are held back? How can and should schools work with children of different races, religions, language skills, and conditions of disability (herein, for example, of special education and desegregation)? The regulation of bullying. The role (and efficacy) of charter schools and voucher schools. The financing and regulation of parochial and other religious schools. No Child Left Behind, Race to the Top, and other recent federal and state funding policies and state de-funding actions. These are examples of possible paper topics, along with education law developments abroad. A few guests from the field of education will meet with us during the term, including those recommended by student participants. No examination. Students will be expected to discuss their paper topics (and present any outlines or drafts they have completed) at some point during the term (preferably before the tail-end). Papers can be submitted for Supervised Analytic Writing, Substantial Paper, or “just a paper” credit. Enrollment capped at twenty-five. J.G. Simon

Efficient Techniques in Legal Research (21486) 1 unit, credit/fail. This course will instruct students in basic legal research skills, including researching and updating 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 meet during the first seven weeks of the term. The skills requirement (†) may be satisfied by taking this course with another 1-unit legal research course. S.B. Kauffman, J.B. Nann, J. Eiseman, M. VanderHeijden, and C. Tubbs

Empirical Law and Economics (21527) 3 or 4 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. Students will be asked to write short reaction papers on the course reading assignments. Depending on class size, students will either write a paper (4 units) or take a final take-home examination (3 units; write a “referee report” on an assigned empirical paper). Self-scheduled examination or paper option. I. Ayres

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

†**Environmental Protection Clinic (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 instructors. Permission of the instructors required. Enrollment limited. *Also F&ES 834b*. D. Kysar, K. Kennedy, and B.J. Ho

Estate Planning: Estate, Gift, and Generation-Skipping Transfer Taxes and Related Income Tax Issues (21469) 3 units. The major focus of the class will be estate planning, i.e., understanding in depth the three transfer taxes (estate tax, gift tax, generation-skipping transfer tax) and the grantor trust rules, and learning how trusts and estates practitioners advise wealthy individuals to structure their estate plans to achieve particular tax and nontax goals. In addition, the class will address issues related to estate administration and charitable giving. Class materials will include a text as well as relevant sections of the Internal Revenue Code and Treasury Regulations thereunder, as well as a model Will, Revocable Trust, Dynasty Trust, Qualified Personal Residence Trust, Grantor Retained Annuity Trust, and private equity fund structure. Self-scheduled examination or paper option. D.J. Stoll

*†**Ethics Bureau at Yale: Pro Bono Professional Responsibility Advice (21653)** 3 units. Lawyers' need for ethics advice, consultation, and opinions is not limited to those who can pay. Impecunious clients and the lawyers who serve them are in need of ethics counseling and legal opinions on a regular basis. For example, Yale law students provided essential help in preparing an amicus brief in *Holland v. Florida*, a Supreme Court case from the 2009 Term that resulted in a victory for the petitioner and an extensive citation to the amicus brief in the majority opinion. The Ethics Bureau provides these essential services for those who cannot retain paying counsel. The work of the Bureau will consist of three major components. First, the Bureau will provide ethics counseling for pro bono organizations such as legal services offices and public defenders. Second, the Bureau will prepare standard of care opinions relating to the conduct of lawyers that are needed in

cases alleging ineffective assistance of counsel and other challenges to lawyer conduct, cases in which the clients are impecunious and otherwise cannot secure expert assistance. Third, from time to time, the Yale Ethics Bureau will provide assistance to amici curiae, typically bar associations or ethics professors, on questions of professional responsibility in cases in which such issues are front and center. It did so in a United States Supreme Court case, *Maples v. Allen*, argued in the 2010 Term, decided in early 2012, citing the amicus brief of the clinic. The students working at the Bureau will meet for class two hours per week and will be expected to put in approximately ten hours on Bureau projects each week. The classroom work will not only explore the ethical minefield, but also consider the role of expert witnesses in the litigation process, its appropriateness, and the procedural issues thereby raised. The course has no prerequisites. Preference given to prior Ethics Bureau enrollees and students who previously took the instructor's ethics class. Permission of the instructor required. Enrollment limited to twelve. L.J. Fox

Evidence (21277) 3 units. The course will cover the rules, principles, and practices relating to the admissibility of evidence in American trials, both civil and criminal. Active class participation may be taken into account in determining final grades. Scheduled examination. S.B. Duke

***[The] Evolution of Ethical Attitudes in Government and Business (21569)** 2 units. The focus of this course will be on how a society's ethical norms and values have been reflected in societies throughout history. Generally speaking, this course will study the validity of the hypothesis that "an economic system runs on trust, reputation, and ethics," and that any deficit in these fundamental components of capital markets and financial markets necessarily will imperil the financial system as a whole. The class will discuss the evolution of views on ethics in business generally and how, if at all, the dominant ethical views in a society affect business conditions. It will also consider the way that globalization and the emergence of economic interactions among many different cultures have affected attitudes and practices related to ethics, and what the future of trust, reputation, and ethics is. Attention will be paid to ethical issues within the private sector as well as in government and across society generally. This course is open only to J.D. students. Paper required. J.R. Macey and G.J. Fleming

Family Law (21482) 3 units. This course will address the regulation of intimate relationships between adults (marriage and divorce, civil unions, prenuptial contracts, reproductive technologies, etc.), between parents and children (child custody, adoption, termination of parental rights, etc.), and the involvement of the state in intimate, sexual, and reproductive life generally (constitutional privacy and equal protection). The interplay between the state, family, and market, and the formation of personal identity in and through these arenas, will be explored throughout the course. Issues of socioeconomic class, gender, race, and sexuality will arise in many of the areas studied over the course of the term. Scheduled examination. V. Schultz

Federal Criminal Law (21621) 3 units. This course will explore the law of federal crimes. The introductory course in Criminal Law and Administration is a prerequisite. Federal criminal law is peculiar—expansive yet limited. It is also important. The influence of federal criminal law on state law and even the law of other nations is much greater

than its proportionate number of prosecutions. For instance, in recent decades, there have been major substantive and doctrinal changes in federal criminal law, often copied at the state level. RICO laws, money-laundering laws, and sentencing law reforms are some prominent examples. More generally, as William Stuntz said, “Federal criminal law is . . . the battleground for the most basic issues of crime policy.” The class will explore interpretative, theoretical, and practical issues in the development and enforcement of federal criminal law – including federal criminal jurisdiction, mail and wire fraud, extortion and bribery, criminal civil rights law, money-laundering, RICO, and the criminal side of the United States’s efforts against non-state international terrorism. The major thematic approach will be trying to answer the question, “Who (really) defines federal crimes?” The class will see that Congress is just one of the authors of federal criminal law. A second theme of the course will be the exercise of prosecutorial discretion, which is a legal premise that helps explain such a vast, under-enforced body of law. Prerequisite: Criminal Law and Administration. Scheduled examination. K. Stith

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

Federal Jurisdiction (21352) 4 units. This course will examine the relationship between federal courts and coordinate branches of the federal government, the interactions between state and federal courts, and the interplay of state and federal laws. Scheduled examination. A.R. Amar

Federalism, Law, and Policy: Seminar (21721) 2 units. This course will provide an overview of five fundamental sets of legal and policy issues raised by and connected with federalism in several different legal regimes, past and present. The four issues are (1) secession, nullification, and subnational jurisdictions’ power more generally to resist the central government; (2) division of competences between subnational and central government; (3) judicial and nonjudicial enforcement of the rules defining the federal division of power; (4) the central governments’ protection of commerce and individual mobility between subnational jurisdictions; and (5) implementation of national rules, through either or both contract or command, by subnational governments. The class will examine these five issues by examining constitutional ground rules, political practices, and judicial decisions from the United States, Canada, India, Nigeria, Germany, and the European Union. In addition, the class will read some recent economic and political science scholarship associated with each of the four issues, including work by Barry Weingast, Jonathan Rodden, Daniel Treisman, Jenna Bednar, and Robert Inman and Daniel Rubinfeld. Requirements include a research paper and regular short papers on the weekly readings. Paper required. Enrollment capped at twenty-five to thirty. R.M. Hills

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

Global Health and Justice Practicum (21416) 3 units. This course will fuse didactic and experiential learning on critical topics at the intersection of public health, rights, and justice. Readings and project approaches will draw from legal, public health, historical, anthropological, and other fields to introduce students to the multiple lenses through which health issues can be tackled. A central goal of the class is to equip students with the capacity to engage critically and constructively with the evolving tools of law, policy, and rights in the context of global health. Through readings and real-world projects, the students will have an opportunity to explore the means by which – and with what limitations – law, policy, and rights can be used as tools to promote health both globally and locally. Students will work on projects in teams and be evaluated by their work product rather than a final exam. The practicum is a cornerstone in the evolving partnership between Yale Law School and the School of Public Health on Global Health Justice. Projects will be developed with the input of faculty directly engaged in the partnership across the University. For example, one project will be developed in conjunction with the partnership's inaugural project working with colleagues in Southern Africa to address the legal and health challenges posed by tuberculosis in the mining sector, a complex issue that implicates multiple national health systems, worker compensation schemes, and issues of migration and transnational corporate accountability. Resources will be available for transnational travel for students and faculty as needed. The course will be designed for a mix of public health students and law students, though select students from other disciplines may also be admitted. This course will meet according to the Law School calendar. Permission of the instructors required. Enrollment limited to ten. A. Kapczynski, A. Miller, and G. Gonsalves

Global Health Ethics, Politics, and Economics (21595) 2 or 3 units. Billions lack access to basic medical care, and global health inequalities are wide and growing. Such radical disparities cast doubt on the justice of supranational institutional arrangements (such as the TRIPS Agreement) and also pose ethical challenges for the global health community, especially international and domestic health and development institutions. Seeking to illuminate the normative issues involved, this course features a series of distinguished visitors, including academics as well as a few important representatives of international organizations, politics, foundations, NGOs, and relevant industries. Enrollment limited. *Also HPA 599b; INRL 524b; PHIL 703b; PLSC 594b.* T. Pogge and J.P. Ruger

Health Law (21162) 4 units. This survey course will cover legal issues in health care delivery, health insurance financing, and the responsibilities of health care professionals to patients. In addition to presenting essential material for those intending to represent health care providers and payers, serve as health care regulators and policy makers, or advocate on behalf of individuals, the course will offer students of all backgrounds an introduction to the legal governance of one-sixth of the U.S. economy. Class material changes from year to year, but the course explores the ongoing transformation of health

care from a regulated profession to a regulated industry and assesses current prospects for reforming the American health care system to expand access, reduce cost growth, and improve quality. In addition to the core topics listed above, the course will include issues involving public health law, bioethics, patient safety, and the Patient Protection and Affordable Care Act of 2010. Scheduled examination. W.M. Sage

***History of the Common Law: Procedure and Institutions (21531)** 3 units. An introduction to the historical origins of Anglo-American law, in which students study selected historical sources and extracts from legal-historical scholarship. Topics: (1) the jury system – medieval origins and European alternatives, separation of grand and petty juries, changes in the functions and composition of the jury from medieval to modern times, the law of evidence and other forms of jury control; appellate review of jury verdicts; the growing disuse of juries and of trials in modern times; (2) civil justice – the forms of action and the pleading system; the regular and itinerant courts; the judiciary; law reporting and other forms of legal literature; Chancery, the trust, equitable procedure and remedies; historical perspectives on the scope of the right to civil jury trial under the Seventh Amendment; the deterioration of Chancery procedure and the fusion of law and equity; the codification movement; the drafting of the Federal Rules of Civil Procedure; (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; the rise and fall of 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 and sentencing; (4) legal education – the inns of court; apprenticeship; the emergence of university legal education in the United States; (5) the legal profession – attorneys and barristers; the regulation of admission to the profession; the development of law firms and the trend to megafirms. Self-scheduled examination. J.H. Langbein

Human Rights Workshop: Current Issues and Events (21193) 1 unit, credit/fail. Conducted in workshop format and led by Professor James Silk, Executive Director of the Orville H. Schell, Jr. Center for International Human Rights, the course examines contemporary issues in human rights practice and theory. Speakers, both academics and practitioners, come to the School for a sustained discussion of their work. Readings are generally distributed in advance, and students are expected to come prepared to participate in the workshop discussion. This course will meet every other week. 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 to six. C.L. Lucht, J.K. Peters, and H.V. Zonana

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

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

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

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

Internet Privacy (21636) 3 units. The creative destruction of the Internet is upending settled expectations of all kinds, and nowhere is that more true than with privacy. There used to be a zone of privacy around the letters people wrote, the books and articles they

read, the financial and medical records they kept, and their physical comings and goings. Now, the Web pages people visit and the e-mail they write are monitored by corporations for “behavioral targeting” advertising, and online book sellers keep track of book purchases. A vast amount of confidential financial and medical data is now stored in the “cloud,” where it is vulnerable to hackers and subpoenas. Online “street view” services put images of private homes online. Increasingly, GPS and cell phones allow corporations and the government to track people’s physical location in real time. Internet users have voluntarily given up some of their privacy, as the rise of Facebook, Twitter, and other self-disclosure forums demonstrates. But much of the erosion has occurred without people’s consent, or even knowledge. The technology in this area has been moving at Internet speed, but the law has not kept up. This course will explore how the Internet and other technologies are changing the privacy landscape, and how courts, legislatures, agencies, advocacy groups, and legal commentators are responding. Scheduled examination or paper option. Enrollment will be capped. A.S. Cohen

Introduction to the Regulatory State (21722) 3 units. This course is an introduction to the modern regulatory state, with an emphasis on legislation, administrative implementation, and statutory interpretation by judges as well as by agencies. Because of the focus on statutory interpretation, this course is a substitute for the advanced course in Legislation, but it is not a substitute for the advanced course in Administrative Law. Self-scheduled examination. Enrollment limited to seventy, with preference given to first-year J.D. students. W.N. Eskridge, Jr.

†**Iraqi Refugee Assistance Project (21623)** 3 units, credit/fail. This seminar and practicum will afford students working with the Iraqi Refugee Assistance Project an opportunity to examine the Middle East’s gravest humanitarian crisis in generations as well as broader issues in refugee law and policy. Class sessions will combine project rounds with a consideration of the development and content of the international refugee legal regime, U.S. policy toward refugees, and the particulars of the Iraqi refugee crisis. Guest lecturers will include practitioners and scholars in the field of refugee law. Permission of the instructors required. S. Wizner and R.M. Heller

Issues in American Foreign Policy (21626) 3 units. This seminar will examine current issues in American foreign policy. The seminar will involve discussions of issues and readings led by the instructor, and at times, the guest participation of leading scholars and practitioners in the foreign policy field. Each student will be expected to undertake a significant writing project to be determined in consultation with the instructor during the course of the term. Permission of the instructor required. P. Gewirtz

Juvenile Justice (21723) 3 units. This course will explore the jurisprudence, law, and practice of juvenile justice in the United States. Children have received special and separate treatment before the criminal law for centuries, but the juvenile justice system is a relatively modern institution that is little more than a century old. The culpability of children for criminal acts, unique criminal laws and procedures that govern the legal responses to children who break the law, and the societal responses of punishment and protection of adolescent offenders, will be analyzed. Recent and significant changes in juvenile justice law and policy will be examined and analyzed, and located in the context

of patterns and explanations of juvenile crime and the social construction of adolescence. In addition to analyses of jurisprudence, case law, and practice, the course will examine contemporary controversies in juvenile justice and recent Supreme Court cases. Grades will be based on (1) student contributions in class, (2) student presentations in a series of capstone debates on contemporary issues in juvenile justice, (3) two memoranda on specific problems in juvenile law or juvenile justice policy, and (4) a take-home final examination. Self-scheduled examination. Enrollment capped at thirty-five. J. Fagan

†**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 to eight. F.X. Dineen and J.L. Pottenger, Jr.

Land Use Controls (21366) 3 units. This course will survey and evaluate the various rules restricting the use of land and the various local ordinances, state statutes, and constitutional doctrines that limit such legal restrictions. In particular, the class will examine the general system of zoning (using New York City's zoning resolution as a case study), the administrative process that controls land-use regulation, incentive zoning and the planned unit development process, eminent domain, and various land-use financing devices including exactions, impact fees, and special assessments. The class will also spend some time on the constitutional doctrines and statutes controlling regulatory takings and exclusionary zoning. Finally, the class will survey some economic and political theories that attempt to explain why and how cities and suburbs control land, for whose benefit and at whose cost. Self-scheduled examination or paper option. R.M. Hills

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 reaction papers will be required during the term. R.R.W. Brooks and C. Jolls

Law, Institutions, and Development in America to 1850 (21565) 2 units. This legal history seminar will examine the foundations of the American legal, political, and economic order as a case study in development. The seminar will begin by analyzing current debates on the role of law and institutions in modern economic development as a way of establishing frames of reference for analyzing and discussing American history. The course will then turn to American legal, social, and economic history, and the readings will alternate between primary source materials, classics in the field, and new works in progress. Paper required. Enrollment limited to twenty. C. Priest

Law, Politics, and Society in Latin America and the Caribbean (21620) 1 unit, credit/fail. This course will meet weekly at lunchtime for two hours to discuss Latin American legal systems, historical issues, and current events. Each student will be given responsibility for a particular country or region of Latin America or the Caribbean and will report weekly on the assigned weekly topic, the important events in that country or region that week, and research techniques utilized. Occasionally there will be guest speakers to lead the discussion on that day's topic. It is possible to take this course more than once. No previous background is assumed, only a general interest in increasing awareness of Latin America and a desire to learn relevant legal and non-legal research techniques. The skills requirement (†) may be satisfied by taking this course with another 1-unit legal research course. Minimum enrollment of six; capped at fifteen. S.B. Kauffman and T. Miguel

Law and Economics (21354) 3 units. This course will introduce how to use economic reasoning to analyze legal issues. The course will focus on the common law areas of property, contracts, and torts as well as the legal process and criminal law. Economic analysis of law analyzes legal rules with one main question in mind: how will people and firms respond to a given legal rule? That is, law and economics focuses on the incentives that a legal rule creates. The class will focus both on this positive question and the accompanying normative one: how legal rules should be structured to create the most desirable incentives. Self-scheduled examination. A.L. Wickelgren

Law and Globalization (21508) 2 units. The Law and Globalization seminar is an ongoing Yale Law School forum for the presentation of recent research on legal aspects of globalization, broadly conceived. The topic of the spring 2013 edition will be private international law, focusing on private transnational governance, contracting, and arbitration. The seminar will host six scholars, each of whom will present recent research, or work in progress. On off-weeks, students will read and discuss texts selected by the visitors in preparation for their visit. Requirements include: (1) full participation in the seminar, including circulating two short (two-page) discussion papers on the readings; and (2) the writing of either one 25–30-page research paper on a topic relevant to law and globalization or three 8-to-10-page essays responding to the papers being presented in the seminar. Students may earn additional credit if they wish to produce a major research paper. The seminar may be repeated for credit, with permission. Paper required. Enrollment limited to twelve. A. Stone Sweet

Law and Terrorism (21538) 4 units. This seminar will be devoted to examining the impact that the fight against terrorism — an all-consuming endeavor for the last decade — has had upon established legal principles and America's commitment to the rule of law. Special attention will be given to the policies governing the capture and targeting of suspected terrorists, the methods of interrogation and surveillance, the use of military commissions to try suspected terrorists, programs to freeze assets that might be used to support terrorist activities, and limitations on freedom of speech aimed to minimize the risk of terrorist activities. Paper required. Enrollment limited. O.M. Fiss

[The] Law of Democracy (21567) 3 units. This course will consider the legal regulation of the American democratic infrastructure: legal constraint on suffrage, representation, and the election process, and their implications for political power. The course will survey

the expansion of the franchise, redistricting, the Voting Rights Act, election administration and *Bush v. Gore*, the role of political parties, and campaign finance. No background in politics or political science is required. Self-scheduled examination. Enrollment capped at one hundred. J. Levitt

[The] Law of Mergers and Acquisitions: Seminar (21697) 3 units. The goal of this seminar will be to explore the intimate interrelationship of M&A transaction tactics and strategy and Delaware corporate law principles of directors' fiduciary duties of loyalty and due care, as explicated by the Delaware courts over the past thirty years. The seminar will use a hypothetical M&A transaction and readings in selected Delaware case law and commentary to illustrate how evolving legal principles shape M&A transaction structures and why detailed knowledge and understanding of Delaware legal principles are essential to M&A legal practice. Prerequisite: Business Organizations. Permission of the instructor required. Self-scheduled examination or paper option. Enrollment limited to fifteen. C. Nathan

Legal Accounting (21585) 2 units. This course will introduce the student to (1) financial statements and accounting mechanics, (2) underlying accounting concepts and principles, and (3) differences between accountants and lawyers (touching on business organization, the question of who is the client, and ethical standards). Roughly, the first third of the course will concentrate on mastering basic accounting concepts and mechanics. The last two-thirds of the course will introduce the student to various accounting topics, together with related case law, Sarbanes-Oxley provisions, and other legal and practical concerns. Throughout the course, accounting issues will be illustrated by reference to, and analysis of, recent events in the news. By the end of the course, the student should be conversant with basic accounting and major accounting issues, and he/she should be able to understand the accounting implications flowing from legal decisions in such fields as tax, securities, and business law. Scheduled examination. R. Baxter

***Legal and Medical Professions (21724)** 2 units. Have you ever wondered what it would have been like to go to medical school? Many medical students ask the same question about law school. This class will compare law and medicine in order to build understanding about what a "profession" is and what it means to be a "professional." Modern professionals perform their duties in a rapidly changing world, subject to forces such as corporatization, competition, consumerism, regulation, and the information revolution. After developing a theoretical framework for analyzing professional practice, students consider the personal, ethical, and public policy implications of organizational structures, scope of practice, compensation, representation and advocacy, communicating with clients and patients, professional education, service to the needy, and professional malpractice and misconduct. The class will include roughly equal numbers of law students and medical students. Paper required. Enrollment limited to fifteen. W.M. Sage

†Legal Assistance (21057) 3 units, credit/fail. A clinical seminar, using classroom, fieldwork, and simulation experiences in the general area of legal assistance for the poor. Students will work eight to twelve hours per week in a local legal aid office and will attend weekly classroom sessions. The seminar will be practice-oriented, moving from developing solutions for specific client problems to general discussions of landlord-tenant,

consumer, domestic relations, welfare, and other legal subjects of special concern to the urban poor, as well as issues of broader social policy. The seminar will also focus on the development of professional responsibility and lawyering skills, such as interviewing, negotiating, counseling, drafting, and litigation. A few placements for criminal defense work in state court may also be available. Enrollment limited to approximately four.
F.X. Dineen

Legal Research and Technology in Practice (21491) 1 unit, credit/fail. This course will introduce students to technological tools of the trade with each class covering in depth a topic of law technology in practice. Topics may include e-discovery tools and techniques, knowledge management, law practice management technology, virtual law offices, social media and marketing, courtroom technology, and more. This class will not focus on the legal issues created by technology. Classes may include guest speakers from law firms, the courts, as well as knowledge management, marketing, and IT experts to speak about technological issues. Students will take turns monitoring and leading short discussions of legal technology news every week. This course will meet weekly for seven weeks in the second half of the term. The skills requirement (+) may only be satisfied by taking this course with another 1-unit legal research course. Minimum enrollment of five required.
S.B. Kauffman and J. Eiseman

***+Legal Services for Immigrant Communities (21552)** 3 units, credit/fail. LSIC offers students the opportunity to provide individual representation to a diverse group of clients by conducting outreach at Junta for Progressive Action, a community center in a New Haven neighborhood with a high concentration of immigrants. Students meet with individual clients and conduct intake interviews to hear clients' stories and gather information about their cases. Cases involve a variety of practice areas, including immigration, labor and employment law, domestic violence, public benefits, landlord/tenant disputes, contract breaches, and disability rights. Students may appear in federal court, Connecticut state court, and immigration court as well as in various administrative proceedings. Seminar discussions focus on the professional and ethical challenges of advocating on behalf of immigrants and low-income individuals, confronting the overlapping and multiple needs of clients, and balancing the representation of individuals and service to the greater community. No language skills are required; however, students who speak Spanish will have opportunities to do so. Enrollment limited to eight. C.L. Lucht and S. Wizner

†Legal Writing throughout a Lawsuit (21683) 2 units. Students will learn to write more effectively by examining various phases of a prominent lawsuit. Teams of students—guided by experienced outside lawyers—will draft and evaluate documents related to that case. N. Messing

Legislation (21227) 3 units. Most of law school is focused on the common law, but statutory law comprises the vast majority of American law today, and cases involving how to interpret statutes form the basis of most modern legal practice. This course will introduce students to the legal doctrines and theories of statutory interpretation/legislation and will give students the tools to apply these principles and ideas to any area of statutory law. The course will utilize statutory cases across many fields—ranging from tax, to health, to discrimination, to national security—and so also will give students a

small taste of many different areas of law. The primary focus will be on how courts' understandings of the legislative process – as well as courts' understandings of their own role in that process – affect how judges interpret statutes. Students will learn the various “canons of interpretation” and will consider questions such as: When statutes are obsolete should courts update them or read them as written, leaving the updating to Congress? Can Congress dictate how its statutes are interpreted by courts? Are the doctrines of statutory interpretation “law” in the same sense that other legal doctrines are? The class will also explore the major battles in the statutory interpretation wars on the U.S. Supreme Court, most notably the battle between “textualists” and “purposivists.” Throughout, the class will pay close attention to the intersection of law and politics, and how Congress and the legislative process work. Scheduled examination. Enrollment capped at seventy-five. A.R. Gluck

†**Legislative Advocacy Clinic (21392)** 3 units, credit/fail. This clinical seminar will give students an opportunity to participate in the state legislative and policy-making processes by advancing – and defending – the interests of various Connecticut public interest organizations. Clinic students may select their projects from a range of options supplied by the faculty, or they may approach the clinic with an organization/cause already in mind and be matched with a Connecticut public interest organization working on that issue. Recently, students in the clinic have focused on public education, juvenile justice, supports for low-income residents, state tax policy, and women's health. One of the clinic's long-time clients (Connecticut Voices for Children) is a key player on a broad spectrum of such policy issues affecting Connecticut families. The clinic's work includes both affirmative legislative initiatives and defensive efforts to respond to proposed legislation deemed inimical to the interests of its clients. 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 develop policy proposals, participate in training sessions led by some of Connecticut's most experienced lobbyists, meet with state legislators, and work with their client organizations to identify upcoming legislative issues. Once issues have been chosen for action, students will research the subject, work in coalition with other organizations, prepare and present “white papers,” and meet with legislators. In the spring, when Connecticut's General Assembly is in session, students will meet with legislators to get their bills introduced, develop oral and written testimony in support thereof, identify other witnesses, help shepherd their bills through the committee process, and work to get them adopted. Students will also monitor other proposed legislation that might affect the clinic's clients. To allow all students to participate in both the training/issue development and direct action aspects of the clinic's work, priority will be given to students who commence their participation in the fall term. Enrollment limited. J.L. Pottenger, Jr., S.D. Geballe, and A.A. Knopp

†**Liman Public Interest Practicum (21596)** 2 units, credit/fail. This course provides students with the opportunity to work on public interest law projects. Subjects range from immigration to criminal justice to poverty law. Illustrative projects include: addressing immigration enforcement and adjudication policies; researching conditions for women and families in immigration detention facilities; investigating avenues to curtail prosecutorial misconduct; analyzing how prison visitation rules operate in practice; developing

educational materials for incarcerated and recently released people on parental rights and obligations; creating a manual for law enforcement regarding domestic minor sex trafficking; and researching how state and local tax regimes treat diapers so as to lower costs for low-income families and service providers. Another possible focus will be a project to commemorate the fiftieth anniversary of *Gideon v. Wainwright*. Students work in teams and meet regularly with supervisors. Permission of the instructors required. J. Resnik, L. Guttentag, H.R. Metcalf, S.M. Sanneh, and N. Rabin

Liman Public Interest Workshop: Borders (21534) 2 units, credit/fail. The second term of the Liman Workshop will be developed out of the work of the first term. New and returning students are welcome, and more details will be posted later this summer and in the fall. J. Resnik, H.R. Metcalf, and S.M. Sanneh

Local Government in Action: Workshop on Affirmative Litigation in the City of San Francisco (21547) 1 unit, with the option of additional units. This course will introduce students to local government lawyering. Working directly with attorneys from the Affirmative Litigation Task Force in the San Francisco City Attorney's Office, students will have an opportunity to brainstorm about potential projects, research the most promising ideas for lawsuits, assist in filing a case, or help litigate one already under way. The course will address both theoretical issues (What roles should cities play in our democracy? Can cities further the public interest through litigation?) and practical ones (city-state relations, standing issues). The first part of the course will acquaint students with broader legal and policy issues associated with affirmative litigation. The students will then break into independent working groups organized by subject area (the working groups will be designed to accommodate student interests and preferences). Each working group will either develop and propose a potential lawsuit, or assist in one of the City's ongoing affirmative litigation cases. Permission of the instructors required. H.K. Gerken and A. Grogg

Local Government Law (21175) 3 units. Although law schools emphasize federal law, local governments have seven times the number of civilian employees that the federal government has. Municipalities and school districts are centrally responsible for providing and financing essential public goods and services such as schooling and policing. Drawing on urban economics, political theory, and other perspectives, this course will consider the functions that governments should perform, and to what extent these functions should be, and are, decentralized to local communities. Does a central city, for example, have the power to enact a living wage law or control the presence of illegal immigrants? Specific topics include voting rights at the local level (traditionally a key venue for political involvements), local government formation and boundary change, legal controls on who lives in a community, the financing of local services, and conflicts between local governments. Overarching issues include the constitutional statuses of states and local governments, and the extent of the federal government's powers to intervene in what might be regarded as state and local affairs. Scheduled examination. R.C. Ellickson

***Lowenstein International Human Rights Clinic (21152)** 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 and instruction in human rights research and writing skills. The clinic will have one or more student directors. Interested LL.M. students must consult with the instructors before enrolling. Permission of the instructors required. Enrollment limited to eighteen. J.J. Silk and H.R. Metcalf

*†**Media Freedom and Information Access Clinic (21627)** 2 or 3 units, credit/fail for students in their first term, graded for students in their second term. Students in this practicum will work with attorneys on cases involving media freedoms and information access; they may also be required to write related research papers. Permission of the instructors required. Enrollment limited to twelve. A.S. Cohen and D.A. Schulz

***Military Justice (21678)** 3 units. This course will explore the nature and function of military justice today. Topics will include the constitutional rights of military personnel; court-martial jurisdiction and offenses; trial and appellate structure and procedure; collateral review; the roles of commanders, Congress, the Supreme Court, and the President; 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, sexual orientation, adultery, fraternization, and the application of international human rights norms to military justice will be addressed. Throughout, the course will consider issues of professional responsibility, how the military justice system can be improved, and what, if anything, can be learned from the experience of other countries. Self-scheduled examination. E.R. Fidell

Modern American Legal Thought: Seminar (21188) 2 units. This course will study the intellectual history of American law in the twentieth century. It will begin at the end of the nineteenth century with classical formalism and laissez-faire approaches to law. From there topics will include Holmes, the sociological jurisprudence of the Progressive Era, legal realism and its critics, the legal process and postwar liberal consensus, the rise of law and economics, critical legal studies, and contemporary theories of constitutional interpretation. The course will focus on history, not jurisprudence. It will survey each movement's basic theoretical foundation(s), but the course will devote equal time to the historical contexts in which the movements emerged and each movement's impact on public policy and legal practice. Thus, for example, the course will study the emergence of the modern law school as a product of classical formalism. It will approach legal realism as part of a broader methodological movement in the social sciences of the 1920s and 1930s. Students will be asked to write a paper that situates a particular case or event in jurisprudential context. Paper required. Enrollment limited to twenty. D. Marcus

†**Mortgage Foreclosure Litigation Clinic (21671)** 2 or 3 units, credit/fail. Students in this clinical seminar will represent homeowners fighting foreclosure in Connecticut state courts. They will conduct motion practice and discovery, including legal research and writing. Although this is primarily a litigation clinic, many of the clients are also

participating in court-annexed mediation, in an effort to restructure their mortgages, so students will also gain experience in client counseling and ADR. Students will also provide brief advice and assistance to *pro se* homeowners at the courthouse. Enrollment limited to twelve. J.L. Pottenger, Jr., and J. Gentes

[The] Motives of Public Actors (21726) 2 units. This seminar will explore enduring difficulties in grappling with the motives of public and quasi-public actors, including modes by which courts investigate and discern the motive(s) of single and multimember public entities or discourage such investigation, and the varying legal consequences of the result. The course will probe governmental authority and the limits on that authority, including nontraditional “public entities” such as the public itself. Substantive topics will include affirmative action, criminal law enforcement, and electoral regulation. Paper required. This seminar is open only to J.D. students. Permission of the instructor required. Enrollment limited. J. Levitt

Nonprofit Institutions (21280) 2 units. The nonprofit sector has grown to include approximately a million and a half organizations that often need legal guidance. The object of the class is to understand the legal regime that governs this sector, and the key challenges it presents to officers, directors, managers, and counselors. Primary attention is paid to governance and policy concerns associated with accomplishing missions and generating revenue. Are accountability rules and reporting requirements sufficiently effective? Are tax subsidies set at appropriate levels and adequately rationalized? Are new forms of incorporation needed to cover “venture philanthropy” and “social entrepreneurship”? These are among the questions to be explored. Tax-exemption and charitable contribution laws and regulations also will be considered. Focus shifts later to particular types of nonprofit, which, depending on student interest, can include advocacy groups; arts and cultural organizations; community organizations; educational bodies; health care institutions; organizations operating internationally; political action committees; private foundations; religious bodies; trade associations; and others. Scheduled examination or paper option. Enrollment capped at twenty-five. N.I. Silber

Nonprofit Organizations Clinic (21056) 1 or 2 units, credit/fail. This clinical workshop will serve the needs of nonprofit organizations, nascent and established, that require help in the process of organization and incorporation, in obtaining tax exemption, and in solving ongoing legal problems, but cannot afford to retain private counsel. The class will meet as a group on six Fridays during the term. *Students who take the clinic for 2 units and who attend two professional responsibility sessions will satisfy the professional responsibility requirement. †Students may only satisfy the professional skills requirement through this course if they receive 2 or more units. *Also MGT 695b*. J.G. Simon, M. Agsten, L.N. Davis, and B.B. Lindsay

Open Source Systems: Seminar (21728) 2 units. This seminar will examine the law and economics of “open source” technologies, focusing mainly on shared technical platforms in software and biotechnology. Among the themes to be considered are: (1) the characteristics of an “open” technical platform; (2) the role of legal arrangements (licenses, contracts, codes) as against informal social norms in constituting the communities that use and develop these platforms; (3) the varied normative justifications for the focus

on shared information as the foundation for new ownership and innovation frameworks. Readings will be drawn mainly from contemporary legal scholarship on open source systems, access to knowledge, and the idea of the “public domain,” considered alongside parallel nineteenth- and twentieth-century arguments from political economy about ownership and innovation in the (pre-informational) industrial economy. The class will also study the legal arrangements governing several distinct open source systems (including software licenses, contractual agreements, and patent pools) and will hear from speakers on these and related issues. Prerequisite: an introductory course in intellectual property law. Self-scheduled examination. Enrollment limited to fewer than twenty. D.S. Grewal

[The] Politics, Law, and Economics of Affirmative Action (21578) 2 units. This course is designed to address the question: under what conditions, if any, is affirmative action desirable? The class will examine arguments for and against affirmative action that have been put forward in the courts, in the philosophical literature, and in the political and economic arenas since the Jim Crow era in the United States. Principal readings will be taken from such U.S. Supreme Court opinions as *Parents Involved in Community Schools v. Seattle School District No. 1*, the Michigan affirmative action cases, and *Ricci v. DeStefano*. The main focus will be on affirmative action in education, employment, and political representation. The course will initially focus on affirmative action in education, employment, and political representation. The course will later consider the judicial and political shift toward programs with the stated purpose of promoting diversity, which have supplanted traditional affirmative action programs that focused on achieving compensatory justice. Special attention will be devoted to recent diversity initiatives in major corporations, professional organizations, universities, and the military. Students will be expected to write a 20- to 25-page research paper over the course of the term. A one- to two-page paper prospectus must be discussed with the instructor and submitted for approval by Monday, February 11. The instructor will suggest additional readings once paper topics have been selected. Because this is a research-oriented seminar, it is not appropriate for credit/fail. This course will meet according to the Yale College calendar. Paper required. Enrollment limited to eight Law students. Also *EP&E 389b*; *PLSC 234b/827b*. I. Shapiro

Politics as Beginning: Classical Reflections and the Arab Spring (21316) 4 units. Politics is often routine—the humdrum business of striking bargains, forming coalitions, negotiating budgets, and the like. But sometimes it is something more. Sometimes we try to remake a world and in doing so, give life to a different and perhaps more exhilarating form of politics. This is clearest in the case of revolutions, but all moments of fundamental change—when something new begins—possess this character to some degree. In this seminar, students will read several classical accounts of politics as the work of beginning. Authors will include Hannah Arendt, Václav Havel, Jonathan Schell, Max Weber, Mahatma Gandhi, and Niccolò Machiavelli. Then against this background we will explore in some detail the extraordinary series of events, still under way, that have come to be known collectively as the Arab Spring. Paper required. Enrollment limited. O.M. Fiss and A.T. Kronman

[The] Politics of Method: Law & Economics and Originalism (21702) 2 units. This course will analyze two methodological schools that play an important role in today’s legal

culture: law and economics, and originalism. The course will consider what it means to form legal arguments using these particular methods, how these methods claim authority in professional and popular arenas, and the different values that underlie them. The class will identify theoretical claims and assumptions that practitioners of each method make, including the claim to give determinate answers to questions of law independent of contested values. Are these methods internally consistent and consistently applied by their proponents? In what respects are these two schools of thought similar or different? Are they necessarily conservative in character? What might cogent progressive versions look like? In what respects, if any, does it matter to notice the role of political movements in establishing and legitimating these methods? Are particular versions of these methods normatively attractive? Students will be expected to write a final exam and to contribute actively to weekly discussion and to an online forum. First-year students are especially welcome. The paper option is only with prior permission and limited to a few students. Permission of the instructors required. Self-scheduled examination with a limited paper option. Enrollment will be capped at a level to maintain discussion. D.S. Grewal, A. Kapczynski, and R. Siegel

Privacy, Security, and Constitutional Criminal Procedure: Seminar (21109) 2 or 3 units. Concentrating on the Fourth and Fifth Amendments to the U.S. Constitution, with a special (but not exclusive) emphasis on criminal cases, this seminar will explore the meaning and competing demands of privacy and security in the twenty-first century. Paper required. Enrollment limited. J. Rubinfeld

Property (21409) 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,” and public land-use regulation. Self-scheduled examination. C. Priest

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

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

Research Methods in Regulatory and Administrative Law (21493) 1 unit, credit/fail. This course examines federal, state, and local sources of administrative law and teaches students to research agency regulations, agency case law, and other sources of administrative law, using a variety of print and online resources. The goal of the course is to give students an understanding of the sophisticated research skills required for finding administrative authority in its various forms, including: enabling statutes, proposed and final agency regulations, decisions, opinions and policy, and executive orders. Topics covered include federal and state legislative and administrative history, increasing efficiency through the use of secondary sources, research in specialized fields, and the use of a variety of legal and nonlegal online resources, such as agency Web sites. Emphasis will be on researching using free, government resources, but students will also learn how to conduct regulatory research using Lexis, Westlaw, and Bloomberg Law. Although the primary focus of this course will be on researching federal administrative law, one class session will be devoted to researching state and local administrative law. Students will be evaluated based on class participation and on a final research project focused on a regulatory issue and agency of their choosing. The skills requirement (†) may be satisfied by taking this course with another 1-unit legal research course. S.B. Kauffman, J. Graves-Krishnaswami, and C. Tubbs

[The] Role of Reputation in Financial Markets: Seminar (21490) 2 units. For more than a century, law firms, investment banks, accounting firms, credit rating agencies, and companies seeking regular access to U.S. capital markets made large investments in their reputations. They treated customers well and even occasionally endured losses in transactions or business deals in order to maintain their reputations as faithful brokers, dealers issuers, and “gatekeepers.” This has changed. The existing business model among the leading participants in today’s capital markets no longer treats customers as valued counterparties whose trust must be earned and nurtured, but as distant “counter-parties” to whom no duties are required. In other words, the rough and tumble norms of the marketplace have replaced the long-standing fiduciary model in U.S. finance. This seminar explores the transformation from the traditional reputational model to the modern laissez-faire model in finance, and considers the idea that this seismic change occurred as a result of two factors: (1) the growth of reliance on regulation rather than reputation as the primary mechanism for protecting customers, and (2) the increasing complexity of regulation, which made technical expertise rather than reputation the primary criterion on which customers choose whom to do business with in today’s markets. The reading for this course will consist of articles on the topic of reputation as well as case studies that illustrate the role of reputation in various contexts. The paper may be used to satisfy the Law School’s Supervised Analytic Writing or Substantial Paper requirements if the

additional requirements related to satisfying those requirements are met. Paper required. Enrollment limited to twelve. J.R. Macey

Social Acceptability of Legal Norms and Enforcement (21727) 2 units. The Law and Economics literature has been, to a significant extent, focused on characterizing efficient legal rules, i.e., which rules induce efficient allocation of resources when agents comply with the rules, and on cost minimizing sanction-based enforcement policies. This seminar will aim to go beyond this standard approach. The focus of the seminar will concern the social acceptability of legal norms and their enforcement. As the instructors conceive it, acceptability is analyzable within the conventional economic modality of individual cost-benefit trade-offs, yet these trade-offs entail more than simple avoidance of costly external sanctions. Acceptability also captures internalized social and moral norms, notions of fairness, reciprocity, and fundamental human rights. The recent literature on behavioral and experimental economics shows that compliance with legal prescriptions is strongly influenced by such notions. For instance, individuals may very well comply with a legal rule even when the penalties for noncompliance are negligible. Conversely, when a rule is perceived as unfair, individuals will often refuse to comply despite the risk of penalty. The seminar will be organized around four topics: the relationship between compliance and the predictability and complexity of legal norms; the role of legal norms as a means of coordination, signaling and the complementarity between social and legal norms; the role of fairness and equality in ensuring the acceptance of legal norms; the relationship between acceptability and fundamental rights. It is envisioned that the seminar will serve as a platform for students seeking to write substantial analytical papers in the area. Paper required. Permission of the instructors required. Enrollment limited to fifteen. R.R.W. Brooks

Social Science and Institutional Design: The Empirical Evaluation of Legal Policies and Practices (21496) 3 units. The current legal system bases many of its policies and practices upon assumptions concerning human nature. What does research tell us about how those policies and practices actually operate? What alternative social science models are available and how would institutions be different if those models were used? This class will consider deterrence models and compare them to models emphasizing legitimacy, morality, and social norms. Policing, the courts, and corrections are examined and evaluated against available empirical evidence. The class will also consider alternative models of institutional design and evidence of their potential or actual effectiveness. Self-scheduled examination or paper option. Enrollment capped at twenty. *Also PSYC 647b*. T.R. Tyler

Specialized Legal Research in Foreign and International Law (21487-01) 1 unit, credit/fail. This course will explore the major sources of international law, the law of some of the largest intergovernmental organizations, and general methods for finding laws from nations other than the United States. Both print and online sources will be examined. Although several area perspectives will be included, much of the course will be taught from an American perspective, and the course will concentrate on sources widely available in the United States. Assuming sufficient interest, particular research interests of the class may also be explored. This course will meet weekly for seven weeks in the first half of the term. Particular attention is paid to practical research issues and solutions. The skills

requirement (†) may be satisfied by taking this course with another 1-unit legal research course. Minimum enrollment of five required. S.B. Kauffman, R. Harrington, E. Ma, T. Miguel, J.B. Nann, and D. Wade

Specialized Legal Research in Corporate Law (21487-02) 1 unit, credit/fail. This course will include both lecture and discussion on methods and sources in corporate law, including securities law and criminal prosecutions of corporate fraud. Secondary sources will be emphasized, but basic finding skills will also be addressed: case-finding, statutes-finding, locating legislative histories, and locating administrative materials. Online, print, and other resources will be considered throughout. Three guest speakers are scheduled: one who will present non-law business databases, another who will provide an introduction to reading a financial report, and a third guest (an Assistant U.S. Attorney and YLS alumnus) who will address the use of secondary sources in legal research generally, and with special attention to securities law and corporate fraud. This course will be weekly in the first half of the term. The skills requirement (†) may be satisfied by taking this course with another 1-unit legal research course. S.B. Kauffman and M. Chisholm

Sports Law: Seminar (21380) 2 units. An examination of the organization of sporting events as a business law problem; antitrust problems regarding relationships between athletes and such organizations; labor law problems involving the same; the unique aspects of collective bargaining involving professional athletes (e.g., subject matters of bargaining, asymmetry in the timing of economic pressure); antitrust problems involving the location of sports teams within a league; property rights in sporting events; property rights in logos, etc.; and antitrust problems with respect to competing sports leagues. Scheduled examination. R.K. Winter

***+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. Thereafter, students will work on a variety of actual cases before the Court, preparing petitions for certiorari and merits briefs. Students will work under the supervision of Yale faculty and experienced Supreme Court practitioners. The course will be a two-term offering and will satisfy the Substantial Paper requirement. The course demands a significant time investment and is not recommended for students with other time-intensive commitments. Permission of the instructors required. Enrollment limited to twelve. L. Greenhouse, J.A. Meyer, A.J. Pincus, and C.A. Rothfeld

Theories of Sexuality, Gender, and the Law: Seminar (21135) 3 units. This seminar will explore theories of sexuality, gender, and the law. Among the theorists highlighted will be Finnis, MacKinnon, West, Foucault, Butler, Schultz, and Sedgwick. The class will explore these theorists in the context of particular constitutional cases such as *Bowers v. Hardwick*, the VMI Case, *Lawrence v. Texas*, and several lower court cases. We will also think about application of various theories to topic areas such as family law, the armed forces, high schools, and the workplace. The class will meet for two hours per week, but students will also write a substantial paper that will bring the total number of units to three. Paper required. Enrollment limited to fifteen. W.N. Eskridge, Jr.

Topics in Behavioral Law and Economics (21649) 3 units. This course will explore a range of issues at the intersection of law and human behavior, including people's conduct under risk and uncertainty; the commitment to fairness; social influences; adaptation; subjective well-being; and implicit bias. Some discussion will be devoted to the uses and limits of paternalism and to the ability of the legal system to accommodate and respond to what we know about human behavior. The course materials will consist of articles from the social science and legal literatures. Paper required. The paper for this course may be used in satisfaction of either the Supervised Analytic Writing requirement (in which case the course should be taken for 4 rather than 3 units) or the Substantial Paper requirement. Enrollment limited. C. Jolls

[The] Transformation of Corporate Bankruptcy: Going-Concern Sales under Chapter 11 (21725) 2 units. The most important trend in U.S. business bankruptcy law in the past ten years has been the large increase in the proportion of bankrupt firms that, instead of undergoing a traditional reorganization, are sold out of bankruptcy as a going concern. Many firms now use Chapter 11 as a convenient auction block rather than as a mechanism for negotiating with creditors to write down debt. This change has led many scholars to call into question the continuing need for Chapter 11, at least in its current form. Starting from the historical foundation of U.S. corporate reorganization law, the equity receivership, this seminar will survey key issues that arise in distressed asset sales and attempt to trace the policy and legal causes of this change in Chapter 11 practice. Paper required. Enrollment limited to fifteen. R. Squire

†**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 will provide instruction and critique. S. Wizner and J.L. Pottenger, Jr.

U.S. and European Constitutionalism: A Comparison (21248) 2 units. Modern constitutionalism was invented in the United States, but soon adopted in many European countries. Both constitutional systems undoubtedly belong to the type of liberal democracies. But there are also striking differences, for instance in the historical origin that continues to exercise its influence until today, in the understanding of fundamental rights, the separation of powers, the function and acceptance of judicial review, constitutional amendments, the attitude toward international law, etc. Knowledge of these differences sharpens the understanding of one's own constitutional system, makes the deeper roots behind the differences visible, and furnishes alternatives that may be useful when it comes to interpret constitutions and solve constitutional conflicts. At the end the question will be asked whether or not the constitutionalization process in the EU follows the American model of 1787. This course will meet for the first half of the term. Self-scheduled examination or paper option. Enrollment limited to fifteen. D. Grimm

Urban Legal History: New Haven (21118) 3 units. Under what conditions do residents of a city succeed in cooperating to mutual advantage? This seminar will explore this question by focusing on the physical development of New Haven from 1638 to the present. Readings and class sessions will address, among other topics, the initial Nine Squares

layout and colonial land allotments; the dynamics of land subdivision and private development (such as the Hillhouse subdivision); land assembly by Yale and others; the street network, the Green, and other public lands; such public works as the Farmington Canal, the planting of elm trees, and the interstate highways; and evolving controls on building quality and land use. Special attention will be given to New Haven's nationally conspicuous efforts, since 1940, to provide public housing, renew neighborhoods, and nurture a nonprofit housing sector. Paper required. A third-year student will not be eligible to seek Supervised Analytic Writing credit. Enrollment limited to sixteen. R.C. Ellickson

White-Collar Criminal Defense: Law, Ethics, and Strategy (21430) 3 units. This course will consider the legal, ethical, and strategic challenges facing the white-collar criminal defense lawyer. The class will focus on developing information (through internal investigations and otherwise) and controlling the flow of information to the prosecutor and other defense counsel, including through joint defense agreements; negotiating with the prosecutor for immunity or cooperation agreements for individuals and corporations (including deferred prosecution agreements); assertions of the Fifth Amendment privilege; the tension between individual and corporate representations; plea or trial strategies and approaches to sentencing; parallel proceedings, including investigations by the SEC, state AGs, foreign law enforcement authorities, and private civil litigation; handling cross-border investigations; and dealing with evidence of prosecutorial misconduct. We will consider how the defense lawyer can succeed in disproving Dylan's observation that "you can't win with a losing hand." Prerequisite: students must have taken at least one course in criminal law or criminal procedure. Scheduled examination. Enrollment limited to twenty. K. Stith and D.M. Zornow

***† 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.I. Ahmad

Working with Intellectual Property (21587) 2 units. Casebooks present, debate, and evaluate the conclusions courts have reached in significant cases. This course will discuss how lawyers develop the evidence and arguments that lead decision makers to reach their conclusions. Casebooks often do not discuss the vast majority of working arrangements or disputes that do not make their way into court at all, and may not flesh out the economic and business context in which key cases arose. This course will look behind the scenes to consider how lawyers help their clients work through intellectual property issues: How do they help clients evaluate what intellectual property rights they have,

can or should try to obtain, or need to steer around? How do they help clients acquire or license or sell intellectual property rights? If disputes arise, how do they develop the evidence their clients need to assess their rights and to persuade third parties, and ultimately courts, to adopt their position? How do lawyers present changing technologies and business models to courts? How do disputes that begin as private disagreements ultimately lead to general pronouncements of law that become “leading cases”? This course focuses on some of these “how’s” by working through selected intellectual property disputes, primarily in the areas of copyright, patent, and trade secrets law. Reading materials will include documents such as license agreements, protest letters, briefs, deposition transcripts, and other “building blocks” underlying reported decisions, as well as applicable statutory and case law authority. Guest lecturers who have had significant influence in shaping intellectual property law will participate in a number of our classes; past visitors have included lawyers who have argued leading cases, a judge from the Federal Circuit, an author of leading intellectual property treatises, and lawyers representing major industry and policy organizations in the intellectual property arena. Instead of an exam, students will prepare and present problem-solving documents (e.g., protest letters, argument/negotiation outlines, proposed orders for relief, and settlement proposals) throughout the term individually and as part of a group and will have the opportunity to take responsibility for leading course discussion on selected topics. Prior experience in intellectual property law is helpful but not required. This course is not a survey of intellectual property law issues. It complements other intellectual property courses offered by the School. Instructor will be able to accept a limited number of papers in satisfaction of the Substantial Paper requirement. Permission of the instructor required. Enrollment limited to twenty. V.A. Cundiff

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

Lecture Programs and Other Academic Opportunities

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

LECTURE PROGRAMS

A sampling of the endowed lecture programs from the 2011–2012 academic year follows:

The *Robert P. Anderson Memorial Lecture* provides a forum for distinguished judges to speak on matters of general importance to law and society. Renowned human rights activist and former South Africa Constitutional Court Justice Albie Sachs gave the Anderson Lecture on the topic “The Judge Who Cried: Social and Economic Rights as Judicially Enforceable Fundamental Rights.”

The *Judge Jon O. Newman Lectureship* supports an annual lecture in global justice, or public international, human rights, or comparative law, by a distinguished individual who is not a citizen of, and does not reside in, the United States. This year’s Newman Lecture was given by former British Prime Minister Tony Blair, who spoke about faith, globalization, security, and constitutional reform in Great Britain.

The *Robert H. Preiskel and Leon Silverman Program on the Practicing Lawyer and the Public Interest* sponsors lectures and other events celebrating private lawyers’ contributions to the public interest. Attorney P. Sabin Willett of the Boston law firm Bingham McCutchen LLP gave a talk titled “Your Guantánamo Moment” at the 2011–2012 Preiskel Silverman Lecture.

The *John R. Raben/Sullivan & Cromwell Fellowship* brings to the Law School a leading expert in securities law or accounting for business enterprises to deliver a public lecture. H. Rodgin Cohen, senior chairman and partner at Sullivan & Cromwell LLP, gave this year’s Raben/Sullivan & Cromwell Fellowship Lecture on “The Financial Crisis and the Regulatory Response.”

The *Storrs Lectures*, established in 1889, constitute one of Yale Law School’s oldest and most prestigious lecture programs. They are given annually by a prominent scholar who discusses fundamental problems of law and jurisprudence. Professor Saskia Sassen of Columbia University gave the 2012 Storrs Lectures on “The Making of New Bordering Capabilities” and “Ungoverned Territories or New Types of Rights and Authority?”

The *James A. Thomas Lectures* are given by scholars whose work addresses the concerns of communities or groups currently marginalized within the legal academy or society at large. Harvard professor Annette Gordon-Reed delivered the 2011–2012 Thomas Lecture, speaking on the topic “Slavery and Race: Monticello Legacies.”

The *Judge Ralph K. Winter Lectureship on Corporate Law and Governance* supports lectures on corporate law and governance and related topics. MIT professor Stephen A. Ross delivered a Winter Lecture titled “Regression to the Max: The Use and Abuse of Financial Theory in Legal Disputes and Regulation.”

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

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

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

The *Robert M. Cover Lectureship in Law and Religion* brings speakers to Yale to explore the historical, philosophical, sociological, and literary intersections between law and religion.

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

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

The *Fowler Harper Memorial Fund and Fellowship* brings to Yale Law School a prominent person who has made a distinguished contribution to the public life of the nation.

The *Samuel and Ronnie '72 Heyman Lecture on Public Service* is part of a gift that also supports the Heyman Federal Public Service Fellowship Program.

The *Kronman-Postol Lectureship* supports lectures related to law and the humanities.

The *Arthur Allen Leff Fellowship* brings to Yale Law School individuals whose work in other disciplines illuminates the study of law and legal institutions.

The *Charles S. Mechem, Jr. Fellowship* provides for lectures and other presentations by senior corporate executives to foster an understanding of decision making in the business environment.

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

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 2011–2012 academic year were Retired Supreme Court Justice John Paul Stevens, who served as a judge for the Thurman Arnold Prize Finals of the Morris Tyler Moot Court of Appeals; the Honorable Jeh Charles Johnson, General Counsel of the Department of

Defense, who visited the Law School in the fall to talk about “Don’t Ask, Don’t Tell” and in the spring to talk about “National Security Law, Lawyers, and Lawyering in the Obama Administration”; and University of Southern California professor Gideon Daniel Yaffe, who discussed “Criminal Responsibility & Neuroscience: The Absurd, the Overstated, and the Potentially Useful (someday, maybe).”

Other special guest lecturers included Pulitzer Prize-winning journalist and best-selling author Ron Suskind, delivering a talk about “Washington, Wall Street, and the Struggle to Restore Confidence in America’s Future”; and human rights activist and Enough Project cofounder John Prendergast, who gave talks titled “Why Somalia is Starving and What To Do About It” and “South Sudan’s Success and Darfur’s Failure and the Implications of the Arab Spring for Sudan.” U.S. Supreme Court Justice Clarence Thomas⁷⁴ visited as a guest of the Yale Law School Federalist Society and Black Law Students Association; and former secretary of state Dr. Henry Kissinger met with the Yale Law Foreign Policy Workshop and addressed students from the Law School and the Jackson Institute for Global Affairs in a “Special Conversation on Sino-America Relations.”

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 *Yale Law & Policy Review*. Other notable conferences included the fifteenth annual Arthur Liman Public Interest Law Colloquium on the topic “Accessing Justice, Rationing Law”; the eighteenth annual Rebellious Lawyering Conference; and the *Yale Human Rights and Development Law Journal’s* biannual symposium, “States, Minds, and States of Mind: Mental Health as a Human Right.” The Yale Environmental Law Association and Yale Center for Environmental Law and Policy cosponsored “New Directions in Environmental Law: [Re]Claiming Accountability.” And the Yale Law School Chapter of the American Constitution Society, Yale Law Women, and *Yale Law Journal* cohosted a conference on the Violence Against Women Act.

Other regularly scheduled talks focus on 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. The Information Society Project hosts a weekly Thomson Reuters Speaker Series presenting leading scholars and practitioners in law, technology, ethics, information policy, and intellectual property who discuss their research and the latest news and trends impacting the information society. The Yale Law School Center for the Study of Corporate Law sponsors the Bert W. Wasserman Workshop in Law and Finance for the presentation of research and discussion of topical issues in law and finance by faculty from Yale and other universities. The China 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 who have an interest in history and the law. The Law, Economics, and Organization Workshop is an interdisciplinary workshop that brings to Yale Law School social scientists and legal scholars, generally from other universities, whose research involves a broad range of issues. Yale Law School also sponsors a series of workshops on dispute resolution with the Quinnipiac University School of Law.

SPECIAL INITIATIVES

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

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.

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. This program permits Yale students to spend a month in Chile, Argentina, or 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 Latinoamérica de Teoría Constitucional y Política (SELA), a three-day seminar exploring the foundational ideas of constitutional democracy. SELA is cosponsored by Yale and a number of other law schools in Argentina, Brazil, Chile, Colombia, Mexico, Paraguay, Peru, Puerto Rico, and Spain.

A similar initiative, the Middle East Legal Studies Seminar, is an annual meeting convened by the Law School in a Middle East country or nearby venue. It was created to provide a forum in which influential scholars and opinion leaders from the legal communities of the Middle East could exchange ideas and form productive working relationships. Every year, roughly fifty lawyers, judges, and academics from the region meet with Yale professors and students to discuss an agreed-upon topic of common importance. Recent topics have included the concept of political legitimacy, history and identity, and exceptionality in the Middle East.

THE YALE CENTER FOR ENVIRONMENTAL LAW AND POLICY

The Yale Center for Environmental Law and Policy, a joint undertaking with the Yale School of Forestry & Environmental Studies, seeks to incorporate fresh thinking, ethical awareness, and analytically rigorous decision-making tools into environmental law and policy. In addition to its research activities, the center also aims to serve as a locus for connection and collaboration by all members of the Yale University community who are interested in environmental law and policy issues. The center supports a wide-ranging program of teaching, research, and outreach on local, regional, national, and global pollution control and natural resource management issues. These efforts involve faculty, staff, and student collaboration and are aimed at shaping academic thinking and policy making in the public, private, and NGO sectors. The center is focused on three program areas and an environmental protection clinic: the *Environmental Performance Measurement* program aims to encourage environmental policy making that uses data-driven indicators and

statistics. The program's primary product is the biennial Environmental Performance Index, which ranks countries on performance indicators tracked across policy categories covering both environmental public health and ecosystem vitality. The *Environmental Law and Governance* program seeks to reinvigorate environmental law and policy discussions by offering novel theoretical and empirical insights on cost-benefit analysis, the precautionary principle, sustainable development, and other foundational concepts and tools of environmental regulation. The *Innovation and Environment* program explores creative public policy tactics for addressing environmental issues, with a focus on policy incentives that drive private-sector innovation in renewable energy development, energy efficiency, and other areas critical to sustainability.

The center coordinates an *Environmental Protection Clinic* that undertakes long-term projects for clients (environmental groups, government agencies, community organizations, and private sector enterprises) and is staffed by interdisciplinary teams of law and environmental studies students. Projects include legislative drafting, litigation, multi-party negotiation, and policy development, and focus on topics including environmental justice, sustainable agriculture, and global warming.

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

THE YALE CENTER FOR LAW AND PHILOSOPHY

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

THE KAUFFMAN PROGRAM IN LAW, ECONOMICS, AND ENTREPRENEURSHIP

The Kauffman Program in Law, Economics, and Entrepreneurship is supported by a grant from the Ewing Marion Kauffman Foundation. The Kauffman Program supports the work of a faculty member appointed Kauffman Research Scholar in Law, Economics, and Entrepreneurship, and provides support for Kauffman Term-Time Student Fellows and for the Kauffman Colloquium on Entrepreneurship and Economic Growth. The program also supports a limited number of Summer Research Fellowships on topics of law, economics, and entrepreneurship, and a special program devoted to considering how the law school curriculum (and law and economics) can more centrally emphasize the effect of law on economic growth. During 2011–2012, Professor George L. Priest served as the Kauffman Research Scholar.

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

The Olin Center for Studies in Law, Economics, and Public Policy is designed to facilitate the scholarly interests of the many distinguished law and economics scholars at Yale, including Professors Ackerman, Ayres, Brooks, Calabresi, Ellickson, Hansmann, Jolls, Klevorick, Kronman, Listokin, Macey, Markovits, Mashaw, C. Priest, G. Priest, Romano, Rose, Rose-Ackerman, Schuck, Schwartz, and Winter. The center supports the *Journal of Law, Economics, and Organization*; a Working Paper Series; and the Law, Economics, and Organization Workshop, at which scholars from other institutions and from Yale present papers for student and faculty criticism. The center also provides an umbrella for two programs: the Program in Civil Liability, established to promote comprehensive reanalysis of the modern law of torts, products liability, professional malpractice, insurance, and other subjects related to our civil liability system; and the Program for Studies in Capitalism, which supports research on the operation of capitalism as a mechanism of economic growth; the ethical bases of capitalism; and the relation between capitalism and the poor, and between capitalism and democracy. The center's codirectors are Professors George L. Priest and Susan Rose-Ackerman.

THE YALE LAW SCHOOL CENTER FOR THE STUDY OF CORPORATE LAW

The Yale Law School Center for the Study of Corporate Law was established in 1999 to promote teaching and research in the business law area. The center's focus of study is wide-ranging, reflecting the shifting priorities of the business and regulatory environment. It includes corporate and commercial law and the law of other nongovernmental organizations; the regulation of financial markets and intermediaries; the legal framework of finance, including the law of bankruptcy and corporate reorganization; and antitrust law and the law of regulated industries.

The center hosts annually the Weil, Gotshal & Manges Roundtable, a one-day event on the issues of the day, and two endowed lectures, the John R. Raben/Sullivan & Cromwell Fellowship Lecture and the Judge Ralph K. Winter Lectureship on Corporate Law and Governance. Throughout the academic year, the center sponsors the Bert W. Wasserman Workshop in Law and Finance, which invites scholars from other universities to present their current research. In addition, the center organizes breakfast panel programs for alumni in New York City, occasional lectures, panels, and symposia at the Law School, along with a number of career development presentations for students, which are cosponsored with the Law School's Career Development Office and the Law and Business Society. 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 that seeks to convey to students the variety of career opportunities in the private sector through weekly presentations by distinguished alumni.

Professor Roberta Romano is the center's director. Natalya Shnitser and Andrew Verstein are the John R. Raben/Sullivan & Cromwell executive directors. 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, Henry Hansmann, Christine Jolls, Alvin Klevorick, Anthony Kronman, John Langbein, Yair Listokin, Jonathan Macey, Daniel Markovits, Noah Messing, Robert Post, George Priest, and Alan Schwartz.

For additional information on the center's upcoming and past activities, the business law curriculum at the Law School, and joint-degree programs with the School of Management, including the three-year J.D.-M.B.A. degree program, visit the center's Web site at www.law.yale.edu/ccl.

THE CHINA CENTER

The China Center is the primary home for activities related to China at the Law School. The cornerstone of these activities is the China Law Center, established in 1999. The China Law Center is a unique institution dedicated to helping promote China's legal reforms and increasing understanding of China in the United States. In interaction with research and teaching, the core of the center's work is designing and carrying out sustained, in-depth cooperative projects between U.S. and Chinese experts on key issues in Chinese law and policy reform, with the goal of having a positive impact on China's reform process. Cooperative projects have focused particularly on issues of judicial reform, criminal justice reform, administrative and regulatory reform, constitutional law, legal education, and public interest law. Projects involve a range of activities, including workshops and seminars in the United States and China, research visits to Yale and to China, and books or articles by Chinese or U.S. scholars.

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

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

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

Professor Paul Gewirtz is the director of the China Center. Senior Research Scholar and Lecturer in Law Jamie Horsley is the executive director of the China Law Center. More information 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 for law and society. It is the umbrella program for related organizations, including the Knight Law and Media Program, the Abrams Institute for Freedom of Expression, and the Program for Reproductive Justice. Much of the ISP's work has focused on issues of freedom of speech, democracy, globalization, access to knowledge, and the growth and spread of culture on the Internet. In past years ISP has studied the free speech implications of filtering and rating systems, legal protections for privacy and sensitive information on the Internet, democracy and civic participation in cyberspace, the civil liberties implications of telecommunications design and intellectual property protection, biotechnology and access to medicines, and memetics and the evolution of cultures and ideologies. The ISP has held scholarly conferences on a range of subjects including global censorship; 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; publication of academic and policy papers; and advice and education for policy makers, business leaders, nonprofit organizations, and the legal community. Professor Jack Balkin is the director and founder, and Margot Kaminski '10 is the executive director. Additional information on the 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 program is supported today by many others, who share these commitments.

The Liman Program sponsors workshops, colloquia, programs, and research and advocacy projects for current law students. The weekly Liman workshop considered abolition movements in fall 2011 and the constitutional entitlements to access to justice in spring 2012. The Liman Program also provides fellowships for Yale Law School graduates working in the public sector, and it helps to support summer fellowships for students at Barnard, Brown, Harvard, Princeton, Spelman, and Yale.

Through the Law School postgraduate fellowships, the Liman Program funds graduates to do full-time work in an ongoing or start-up project devoted to the public interest. Examples include work on behalf of workfare recipients, criminal defendants, prisoners, persons with disabilities, migrant workers, the elderly, and immigrants. Including the 2012–2013 awards, the Liman Program has supported eighty-six fellows at nearly seventy public interest organizations.

Both fellows and current law students participate in workshops as well as plan the annual Liman Colloquium, which over the years has addressed “The Future of Legal Services,” “Valuing Low-Wage Workers,” “Welfare ‘Reform’ and Response,” “Encountering the Criminal Justice System,” “Portraying the Public Interest,” “Public Interest Lawyering in an Era of High Anxiety,” “Organizing, Reorganizing: Public Interest in Individual and Global Contexts,” “Liman at the Local Level: Public Interest Advocacy and American

Federalism,” “Forty Years of Clinical Education at Yale: Generating Rights, Remedies, and Legal Services,” and “Imprisoned.” In March 2012, the colloquium — “Accessing Justice, Rationing Law” — brought chief justices from Alabama, California, Connecticut, Indiana, New York, and Texas to discuss the challenges of meeting the demand for legal services, especially by the poor. Also joining were experts in sociology, psychology, comparative law, and economics, as well as more than sixty returning Liman Fellows, many of whom have dedicated their careers to expanding access to justice.

Since its establishment, the range of programs funded by the Arthur Liman Public Interest Program has reflected the breadth of interests, concerns, and commitments of Arthur Liman. While working as a partner at Paul, Weiss, Rifkind, Wharton and Garrison, and providing counsel to a range of corporate and individual clients, Liman also led several major institutions devoted to providing services to those who could not afford lawyers, including the Legal Aid Society of New York; the Legal Action Center; the Vera Institute for Justice; Neighborhood Defender Services of Harlem; and the New York State Capital Defenders Office. He also was chief counsel to the New York State Special Commission on Attica Prison and special counsel to the United States Senate Committee Investigating Secret Military Assistance to Iran and the Nicaraguan Opposition.

The Arthur Liman Professor of Law is Judith Resnik. The director of the Liman Program is Hope Metcalf.

THE ORVILLE H. SCHELL, JR. CENTER FOR INTERNATIONAL HUMAN RIGHTS

The Orville H. Schell, Jr. Center for International Human Rights was established at Yale Law School in 1989 to honor Orville Schell, a distinguished New York City lawyer and partner at Hughes, Hubbard & Reed, who was vice chairman of Helsinki Watch and chairman of Americas Watch from its founding in 1981 until his death in 1987. The Schell Center provides a forum for international human rights practitioners to consider the theoretical issues their work entails and for scholars studying human rights to engage in interdisciplinary dialogue. At the same time, it offers law students and graduates diverse opportunities to apply the lessons they have learned in the classroom to further the cause of human rights. In addressing these needs, the Schell Center seeks to increase knowledge and understanding of international human rights issues; to equip lawyers and other professionals with the knowledge and skills needed to advance the cause of international human rights; and to assist human rights organizations.

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

Throughout the academic year, the Schell Center sponsors frequent lectures, panels, symposia, and informal discussions on a wide range of human rights issues. In 2012, the center’s annual conference, the Robert L. Bernstein International Human Rights Fellowship Symposium, was “Human Rights and Political Change in the Arab World.”

During 2011–2012, speakers at the center’s biweekly Human Rights Workshop: Current Issues and Events included advocates from human rights organizations, scholars, and journalists. They spoke on such topics as “Fortress, Europe: Migration Controls and Access to Asylum in the European Union,” “Prosecuting Khmer Rouge Mass Atrocities at the ECCC,” “Speaking Truth to Reconciliation: Forgiveness, Resentment, Human Rights,” “Between Rhetoric and Rights: Political Prisoners, Ethnic Conflict, and Reform in Burma,” “Mineral Trade and Conflict in the Congo – Can Corporate Due Diligence Reduce Violence?,” and “Military Outsourcing: The Limits of Contract Law.” Former Constitutional Court Justice Albie Sachs of South Africa spoke on “Art, History, and Justice: The Court Built in the Heart of the Prison Where Gandhi and Mandela Were Locked Up.”

Last year, the Schell Center, often in collaboration with other centers and organizations at the University, sponsored many talks by human rights advocates and scholars, including a number of former Yale Law School students. They addressed such topics as “The War on Drugs in Mexico: What, Who, and Why Are We Fighting?,” “Why Somalia Is Starving and What to Do about It,” and “South Sudan’s Success and Darfur’s Failure and the Implications of the Arab Spring for Sudan.” Sir Nigel Rodley gave a talk on “UN Human Rights Treaty Bodies: A Suitable Case for Treatment.” The center also screened the film *Nuremberg: Its Lesson for Today*, with a discussion led by the film’s producer.

As it does each year, the Schell Center held a human rights career panel and sponsored several panels of Kirby Simon Summer Human Rights Fellows, who spoke about their experience and the issues raised by their summer work.

The Robert L. Bernstein Fellowship in International Human Rights, inaugurated in 1997, funds several recent Yale Law School graduates annually for a year of full-time human rights advocacy work. In 2011–2012, Bernstein Fellows worked with the Iraqi Refugee Assistance Project in Egypt, combining direct legal representation of refugees with legal research and fact-finding to support advocacy for a U.S. policy enabling women at risk to be eligible for expedited resettlement; with Project Concern International (PCI) on integrated community-based child protection in Haiti; at the Resettlement Legal Aid Project in Egypt, providing assistance to refugees in need of resettlement; and at Interights, the International Centre for the Legal Protection of Human Rights, in London, supporting litigation on the rights of women, sexual minorities, and people with disabilities in Africa and Europe.

The Robina Foundation Human Rights Fellowship also funds recent Yale Law School graduates to do full-time human rights work, particularly with appropriate international or foreign courts and tribunals and intergovernmental and governmental human rights agencies. The 2011–2012 Robina Fellows worked as: an assistant to the UN Special Rapporteur on the Right to Food; a clerk in the chambers of the International Criminal Tribunal for the Former Yugoslavia; a prosecutorial intern at the International Criminal Court; a clerk on the Constitutional Court of South Africa; and at the International Labour Organization in Geneva in a unit that focuses on forced labor.

Each summer, the Schell Center provides students with travel grants for international human rights work. In 2011, Kirby Simon Summer Human Rights Fellowships, supported by the Robina Foundation, allowed forty-one students to spend all or part

of the summer engaged in human rights internships or research in eighteen countries throughout the world.

The center invites scholars and advocates to visit the Law School as fellows to conduct research, teach seminars, and meet with students. The Tom and Andi Bernstein Fellows in 2011–2012 were John Prendergast, cofounder of the Enough Project, and Octavianus Mote, an indigenous leader from West Papua, Indonesia. Robina Visiting Fellows were Or Bassok, Eugene Garver, and Luke Norris. Schell Fellows were Daniel Bonilla, Hugo Cyr, and Mateo Taussig-Rubbo. 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 Cover-Lowenstein Fellow for 2011–2012 was Allyson McKinney.

The director of the Schell Center is Professor Paul W. Kahn. The executive director is Professor James J. Silk. The Schell Center's e-mail address is schell.law@yale.edu.

OPPORTUNITIES FOR STUDY IN LEGAL HISTORY

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

VISITING RESEARCHERS

Each year the Law School has in residence a few visiting researchers engaged in nondegree research. Visiting researchers may audit up to two courses per term (with the consent of individual instructors) and make use of library facilities for their work. Each visiting researcher is charged a registration fee. For academic year 2012–2013 the fee is \$4,000 per term, or \$8,000 per academic year. No financial aid from the Law School is available for participants in this program.

The visiting researcher application is available on the Law School Web site at www.law.yale.edu/admissions/visitingresearcher.htm. Applications must include a résumé or c.v.; a description of the proposed research, including a statement explaining why Yale Law School is a particularly appropriate affiliation for the proposed work; two letters of recommendation; official transcript(s) of the applicant's academic record; the proposed length and dates of stay; an official TOEFL report, if English is not the applicant's primary language; and the \$75 application fee. Official transcripts must be submitted in a sealed envelope, signed across the seal. All documents must be in English or accompanied by certified English translation.

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

FELLOWSHIPS FOR POSTGRADUATE RESEARCH

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

Grades

GRADES FOR ALL DEGREE STUDENTS

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. 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.

Attendance at Yale Law School is full-time for a period of six terms. During the terms that students are enrolled and in residence at Yale Law School, they cannot be simultaneously enrolled, either full-time or part-time, in any other school or college either within Yale University or at any other institution. For additional information about requirements for transfer students, see Transfer Policy/Advanced Standing in the chapter Admissions, Expenses, and Financial Aid. For additional information about requirements for joint-degree programs, see Joint Degrees, below.

Failure to attend scheduled classes without good cause, such as illness, constitutes adequate grounds for dismissal from the Law School.

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 eighteen 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) the basic course in Criminal Law or Criminal Law and Administration, (2) a course of at least 2 units substantially devoted to issues of legal ethics or professional responsibility, (3) beginning with students who matriculate after June 30, 2012, a course or program of at least 2 units involving the close supervision of professional skills, and (4) the writing requirements described below. Courses that meet the legal ethics/professional responsibility requirement are marked with an asterisk. (*Note:* Students who matriculate after June 30, 2012, and are planning to sit for the New York Bar should consult the Course Information and Selection Site to ensure that they enroll in a professional responsibility course that satisfies the New York State Bar requirements.) Courses that meet the professional skills requirement are marked with a dagger.

A student must enroll in no fewer than 12 and no more than 16 units of credit in any term, including the final term of residence.

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.

At the end of each academic year, the assistant dean and registrar will send a degree-progress report to all continuing J.D. candidates, including notification of graduation requirements completed, in progress, or not yet begun. The appropriate dean will consult with any student who appears not to be making satisfactory academic progress to prepare an academic plan and formal schedule for the completion of in-progress work.

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. Similarly, a faculty member may offer the option of taking a designated credit/fail course or clinic on a graded basis for some or all of the students participating. If a student is given the option to change the grading basis of a course, clinic, or program of individual work, the student must exercise the option within the first two weeks of the term. Once such election is made, it may not be changed. 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. That election, however, should be made at the beginning of the project.

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 the chapter Registration); the faculty certification must include a final grade for the paper. For most J.D. students, the penultimate term is the fifth term; however, for joint-degree students, the penultimate term is the fourth term. For students who will enter their penultimate term in the fall, the deadline for final certification is August 1; for those whose penultimate term is the spring, the deadline is the last day of the January examination period.

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. Students are strongly encouraged to begin their Supervised Analytic Writing paper no later than the beginning of their penultimate term. Many faculty members require a two-term commitment for Supervised Analytic Writing papers and will not supervise students beginning papers in their last term.

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

Supervised Analytic Writing papers or Substantial Papers may be prepared in connection with (1) seminars or courses, (2) research and writing under faculty supervision (see below), or (3) the Intensive Semester Research Program (see below). Work done in courses outside the Law School will not be accepted in satisfaction of the writing requirements.

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 First Term, above).
2. Research and writing in a clinical program (see Writing Requirements, above, and Clinical Programs, below).
3. Research and writing in connection with seminars or courses.
4. Individual research and writing under faculty supervision (see Reading Groups and Supervised Reading and Research Programs, below).
5. Research and writing in connection with the Intensive Semester Research Program (see below).

Faculty members and visiting professors may supervise either Supervised Analytic Writing or Substantial Papers. Lecturers and visiting lecturers may only supervise Substantial Papers in connection with the course they are teaching. 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 Prizes, in the chapter Alumni and Endowment Funds).

Clinical Programs

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

*Students who have completed one term of credit may, after certification by the dean, appear in state court and administrative proceedings upon compliance with the provisions of the Superior Court's Law Student Internship Rule, sections 3-14 through 3-21 of the Practice Book. Students who have completed one term may also appear in certain federal administrative courts, such as Immigration Court. Students who have completed legal studies amounting to two terms of credit may appear in U.S. District Court upon compliance with the provisions of Rule 83.9 of the Local Rules of the United States District Court for the District of Connecticut. Students who have completed four terms are eligible to appear in the U.S. Courts of Appeals for the Second Circuit and for Veterans Claims. Training and certification guidelines have been adopted by the Yale Law School faculty in compliance with all sets of rules.

LSO's work is divided into more than a dozen clinics: (1) Sol and Lillian Goldman Family Advocacy for Children and Youth Clinic, representing family members in juvenile court cases, particularly abuse, neglect, termination of parental rights, and delinquency cases; (2) Criminal Defense Project, representing criminal defendants in state and federal proceedings; (3) Immigration Legal Services, representing individuals seeking political asylum in the United States; (4) Innovations in Policing Clinic, working to improve the quality of policing in disadvantaged communities; (5) Landlord-Tenant, representing indigent tenants in eviction proceedings; (6) 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; (7) Legal Assistance, placing students in area legal services offices to represent the urban poor in civil matters; (8) Legal Services for Immigrant Communities, providing legal services to immigrants at an outreach site in New Haven; (9) Legislative Advocacy, representing clients seeking assistance in researching and drafting Connecticut legislation; (10) Mortgage Foreclosure, representing persons in foreclosure proceedings; (11) Transnational Development Clinic, representing organizations in a range of litigation and non-litigation projects that promote community-centered international development, with an emphasis on global poverty; (12) Veterans Legal Services Clinic, representing Connecticut veterans and their organizations in veteran benefits, discharge, upgrade, pardon, and naturalization applications, as well as legislative and regulatory advocacy projects; and (13) Worker & Immigrant Rights Advocacy Clinic, representing immigrants and low-wage workers and their organizations in labor, immigration, S1983, FOIA, trafficking, and other civil rights areas.

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

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

In addition to the LSO clinics and the Lowenstein Clinic, there are a number of other clinics, projects, and experiential learning opportunities at Yale Law School. These include (1) Capital Punishment; (2) Education Adequacy; (3) Environmental Protection Clinic; (4) Ethics Bureau; (5) Iraqi Refugee Assistance Project; (6) Ludwig Center for Community and Economic Development; (7) Media Freedom and Information Access Practicum; (8) Nonprofit Organizations Clinic; (9) Prosecution Externship; (10) San Francisco Affirmative Litigation Project; and (11) Supreme Court Clinic.

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 in the chapter Student Organizations and Journals. The student-directed programs for which ungraded credit is awarded are the Capital Assistance Project; Domestic Violence Temporary Restraining Order Project; Greenhaven Prison Project; Allard K. Lowenstein International Human Rights Law Project; Thomas Swan Barristers' Union; Morris Tyler Moot Court of Appeals; *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.

Because the study of law during the first term of law school is a difficult endeavor that requires near total concentration, students in their first term are strongly discouraged from working on law journals or participating in any activities other than their regular course work.

Reading Groups and Supervised Reading and Research Programs

After the first term and with the approval of 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 no later than one week before the first day of classes in each term. The proposal must (1) describe the law-related topic to be examined, (2) provide a complete reading syllabus, and (3) be reviewed and approved by the sponsoring faculty member. As noted above, ordinarily no more than 4 units of credit for reading groups may be counted toward the 83 units required for graduation. For fall 2012, the deadline for submitting faculty-reviewed and approved proposals to the registrar will be Wednesday, August 22; for spring 2013, Thursday, December 13.

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 9 ungraded credits, and (2) at least 3 graded credits must be for the faculty-supervised research paper. The faculty-supervised written work may, with the approval of the instructor, be designated in the application as being undertaken in satisfaction of the Supervised Analytic Writing requirement or the Substantial Paper requirement.

Proposals for Intensive 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, nonreimbursed costs, if any, of living and working away from New Haven, but the Law School will not necessarily adjust financial aid for all such extra costs, especially in connection with foreign placements.

A student may not receive compensation from any source for work related to the Intensive Semester Research Program. The student may, however, be permitted to accept reimbursement, from the agency or organization at which the student is located for

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. Students may not undertake supervised independent study or enroll in an outside practicum with non-Law School faculty. 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 online at www.yale.edu/bulletin.

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

JOINT DEGREES

In cooperation with other schools 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, Medicine, and Public Health. A joint-degree program is also offered in conjunction with the Woodrow Wilson School of Public and International Affairs at Princeton University. On a case-by-case basis, the Law School has permitted students to pursue joint degrees with relevant programs in other universities as well.

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. During the terms that joint-degree students are enrolled and in residence at Yale Law School, they cannot be simultaneously enrolled, either full-time or

part-time, in any other school or college either within Yale University or at any other institution. Joint-degree students must satisfy one of the two writing requirements before they can register for their penultimate term at the Law School (see Writing Requirements, above).

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.

Master of Business Administration

The School of Management offers a Master of Business Administration (M.B.A.), which is normally completed in two years. The Accelerated Integrated J.D.–M.B.A. joint-degree program reduces the time taken to obtain both degrees to three academic years (six terms without a summer session). The program is available to prospective students applying simultaneously to the Law School and the School of Management, and to first-year Yale Law students. The Accelerated Integrated J.D.–M.B.A. is directed to students interested in business law-related practice as well as in careers as entrepreneurs and managers in business and nonprofit organizations. Students in the Accelerated Integrated J.D.–M.B.A. program will graduate with their entering class at both schools.

A more detailed program description and application instructions can be found at www.law.yale.edu/JDMBA.

A J.D.–M.B.A. joint-degree program, in which the J.D. and M.B.A. degrees are earned in four years, is also offered as an option. Students may apply to both the Law School and the School of Management simultaneously or to one school during their first year at the School of Management or their first or second year at the Law School for admission to this program.

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 in early December for the Biological and Biomedical Sciences and the Departments of Economics, History, Political Science, Psychology, and Public Health; and in early January for other departments.

J.D./PH.D. IN FINANCE

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

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

Leaves of Absence and Readmission

A leave of absence may be taken only with the permission of the dean or the dean's delegate. 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, other than a medical leave of absence as set forth below, for no more than two academic years shall be readmitted unless the dean recommends otherwise to the faculty in 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 and, in the case of medical leave, as set forth in the medical leave of absence policies below. Readmission following leaves of more than two academic years may be granted in accordance with and upon completion of the terms of a plan approved by the dean prior to 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.

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

MEDICAL LEAVE OF ABSENCE

A student who must interrupt study because of illness or injury may be granted a medical leave of absence with the approval of the dean or the dean's delegate, on the written recommendation of a physician on the staff of Yale Health. The Law School reserves the right to place a student on a medical leave of absence when, on recommendation of the director of Yale Health or the chief of the Department of Mental Health and Counseling, the dean determines that the student is a danger to self or others because of a serious medical condition, or that the student has refused to cooperate with efforts deemed necessary by Yale Health and the dean to determine if the student is such a danger.

Before a student on medical leave may register for a subsequent term at the Law School, such student must secure written permission to return from a physician at Yale Health and comply with the requirements set forth by the dean for readmission. The general policies governing all leaves of absence, described above, shall apply to medical leaves.

LEAVE OF ABSENCE FOR PARENTAL RESPONSIBILITIES

A student who is making satisfactory progress toward his or her degree requirements and wishes or needs to interrupt his or her study temporarily for reasons of pregnancy, maternity care, or paternity care, may be granted a leave of absence for parental responsibilities. Any student planning to have or care for a child is encouraged to meet with the dean or the dean's delegate to discuss leaves and other short-term arrangements. The general policies governing all leaves are described above. The general policies governing health coverage for leaves of absence are described in the chapter *Living at Yale*, under *Health Services for Law School Students*. A student who is making satisfactory progress toward his or her degree requirements is eligible for parental leave of absence any time after the first term.

U.S. MILITARY LEAVE READMISSIONS POLICY

Students who wish or need to interrupt their studies to perform U.S. military service are subject to a separate U.S. military leave readmissions policy. In the event a student withdraws or takes a leave of absence from Yale Law School to serve in the U.S. military, the student will be entitled to guaranteed readmission under the following conditions:

1. The student must have served in the U.S. Armed Forces for a period of more than thirty consecutive days;
2. The student must give advance written or verbal notice of such service to the dean or the dean's delegate. In providing the advance notice the student does not need to indicate whether he or she intends to return. This advance notice need not come directly from the student, but rather, can be made by an appropriate officer of the U.S. Armed Forces or official of the U.S. Department of Defense. Notice is not required if precluded by military necessity. In all cases, this notice requirement can be fulfilled at the time the student seeks readmission, by submitting an attestation that the student performed the service.

3. The student must not be away from the School to perform U.S. military service for a period exceeding five years (this includes all previous absences to perform U.S. military service but does not include any initial period of obligated service). If a student's time away from the School to perform U.S. military service exceeds five years because the student is unable to obtain release orders through no fault of the student or the student was ordered to or retained on active duty, the student should contact the dean or the dean's delegate to determine if the student remains eligible for guaranteed readmission.
4. The student must notify the School within three years of the end of his or her U.S. military service of his or her intention to return. However, a student who is hospitalized or recovering from an illness or injury incurred in or aggravated during the U.S. military service has up until two years after recovering from the illness or injury to notify the School of his or her intent to return.
5. The student cannot have received a dishonorable or bad conduct discharge or have been sentenced in a court-martial.

A student who meets all of these conditions will be readmitted for the next term, unless the student requests a later date of readmission. Any student who fails to meet one of these requirements may still be readmitted under the general readmission policy but is not guaranteed readmission.

Upon returning to the School, the student will resume his or her education without repeating completed course work for courses interrupted by U.S. military service. The student will have the same enrolled status last held and with the same academic standing. For the first academic year in which the student returns, the student will be charged the tuition and fees that would have been assessed for the academic year in which the student left the institution. Yale may charge up to the amount of tuition and fees other students are assessed, however, if veteran's education benefits will cover the difference between the amounts currently charged other students and the amount charged for the academic year in which the student left.

In the case of a student who is not prepared to resume his or her studies with the same academic status at the same point where the student left off or who will not be able to complete the program of study, the School will undertake reasonable efforts to help the student become prepared. If after reasonable efforts, the School determines that the student remains unprepared or will be unable to complete the program, or after the School determines that there are no reasonable efforts it can take, the School may deny the student readmission.

Extending Time for Completion of Degree

Yale Law School requires students to complete their work for the J.D. degree in six terms in residence or the equivalent thereof. The Law School recognizes, however, that some students have special needs – arising 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. 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 Yale 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.). 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, subject to meeting unit degree requirements. An LL.M. candidate's program of study consists of a minimum of 24 units of credit (12 units per term), which must include at least 18 units of regular course and seminar offerings (in the Law School or other schools in the University). These 18 units may include up to 6 units of individual writing 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. Participation in student-run programs, reading groups, journals, and supervised reading may not exceed 4 units and does not count toward these 18 units, but may count toward the required 24 units. No uniform course of study is prescribed for LL.M. candidates.

Changes in the program may be arranged during the first week of each term. To qualify for the LL.M. degree a candidate must successfully complete a minimum of 24 units of credit. Up to 6 units per year (or 8 units if a candidate takes a first-term ungraded course) may be taken credit/fail, with the consent of the instructor. Work taken credit/fail should be designated as such on the records of the registrar at the time of registration; it may be so designated subsequent to registration only with approval of the dean's office. Students will be disqualified from the LL.M. program if they receive one Failure or more than one Low Pass during the two academic terms.

LL.M. candidates are expected to complete all degree requirements by the end of the spring term. If an extension is warranted, LL.M. work must be completed by December 1 of the year in which the student was to have graduated. Otherwise, the candidate will be withdrawn from the LL.M. program.

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

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

The Doctor of the Science of Law (J.S.D.) program is designed for LL.M. graduates of Yale Law School who intend to teach law and would like to pursue a research project promising a "substantial contribution to legal scholarship." 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 ordinarily be completed within five years from the date of J.S.D. admission. Extensions may be granted for extraordinary circumstances only, with the approval of the dissertation supervisor.

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.

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

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

Students from abroad should see The Office of International Students and Scholars, in the chapter Yale University Resources and Services, for information about international students at Yale.

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

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

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

Candidates for the M.S.L. degree are required to complete the first year of the J.D. program (27 units). There are four required first-term courses (Constitutional Law, Contracts, Procedure, and Torts; see First Term, in the chapter Academic Requirements and Options). First-term small groups are open only with the approval of the instructor. The M.S.L. candidate may substitute an elective for one of the first-term courses. 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. Typically no more than 6 units of credit for courses outside the Law School can be counted toward the degree. Students will be disqualified as M.S.L. candidates if they receive one Failure or more than one Low Pass during the two academic terms. 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. If an extension is warranted, M.S.L. work must be completed by December 1 of the year in which the student was to have graduated. Otherwise, the candidate will be withdrawn from the M.S.L. program.

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

Registration

All new J.D. students and all graduate students are required to register in person on August 28, 2012, at the Law School.

All returning J.D. students are required to register in person on September 4, 2012, at the Law School. Students may not register for their penultimate term unless they have completed one of the two writing requirements (see Writing Requirements, in the chapter Academic Requirements and Options).

All students must register in person for the spring term on January 22, 2013.

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

All J.D. students, except first-term students, and all graduate students may sample courses and rearrange course selections for a period of time following registration, as specified by the registrar for each term. 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 2012, the deadline for adding or dropping such a course will be Thursday, December 20; in spring 2013, the deadline will be Monday, April 29. A fee of \$20, \$40, or \$80 will be charged for each late course change, depending on the time of the change. A fee of \$200 will be charged for any course change that occurs in a term subsequent to the term in which the course was offered. 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 2012, requests for rescheduled examinations must be made between December 13 and 20; in spring 2013, between April 22 and 29.

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 or previous 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 instructor 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 200 in each entering class—requires an extremely selective admissions process. Admission is subject to approval by the dean, pursuant to policies promulgated by the faculty of the School and the Corporation of Yale University. Overall, the Law School seeks the most promising students in terms of professional and academic distinction. Students are considered for admission regardless of financial need.

An information brochure may be downloaded through the Yale Law School Web site at www.law.yale.edu/jdrequest.

To apply for the class entering in September 2013, an applicant must:

1. Have received or expect to receive a bachelor's degree (or the equivalent) from an approved college before registration day.
2. Take the Law School Admissions Test (LSAT) no later than February 2013.
3. Arrange for the submission of transcripts of undergraduate and graduate schools attended to the Law School Admission Council (LSAC) for the Law School Credential Assembly Service (CAS). Any new undergraduate grades received during the application process may be submitted through LSAC, which sends updated reports to law schools.
4. Arrange for the timely submission of at least two letters of recommendation 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 CAS subscription. Please visit www.lsac.org for instructions on using this service. If a recommender wishes to write specifically about the applicant's qualifications for study at Yale Law School, rather than for the study of law in general, the letter may be sent through LSAC or directly to Yale. All other letters should be sent through LSAC.
5. Complete and submit an admissions application form electronically using the LSAC electronic application service, which is available online at www.lsac.org as part of the applicant's CAS subscription. The application must be submitted by March 1, 2013. 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 a CAS 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 www.lsac.org 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 October 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 Office of Admissions notifies applicants by e-mail when their application has been received and when it is complete. Frequent phone and e-mail inquiries about application status delay consideration of applications. Applicants should not telephone to inquire about decisions.

An applicant to whom an offer of admission is being made will be notified immediately after the decision is made. 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 1 of the year in which the student intends to enroll.

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

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

Any requests for exceptions to the admissions and application requirements stated above should be addressed in writing to the Office of Admissions, Yale Law School, PO Box 208215, New Haven CT 06520-8215.

Personal interviews are not part of the admissions process.

Information concerning LSAC services, including the CAS and the LSAT, may be obtained directly from the Law School Admission Council (LSAC), online at www.lsac.org; 662 Penn Street, Newtown PA 18940-0998; or telephone 215.968.1001. Additional information is contained in *The Official Guide to ABA-Approved 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. A maximum of 28 units will be transferred from that school toward the J.D. requirements at Yale Law School. To be considered, an applicant must have received or expect to receive a bachelor's degree (or the equivalent) before matriculating at Yale Law School. Applicants in special programs in U.S. law schools who have completed the first year of law school while completing the requirements for a bachelor's degree may be considered for transfer.

Application forms for transfer are available online at www.lsac.org.

Transfer applications must be filed by July 1. A completed file includes an application form, a 250-word essay, a personal statement, a CAS report, law school transcripts, and at least two letters of recommendation from law school professors. CAS reports should be updated to reflect the applicant's complete undergraduate record. Spring-term law school grades must be received by Yale Law School before decisions can be made. Please see the application form for further information. Decisions on transfer candidates will be made 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 208215, New Haven CT 06520-8215. A complete application for visiting students contains an application form, a 250-word essay, a CAS report, deans' certifications from all degree programs in which the applicant has been enrolled, a law school transcript, two letters of recommendation from law school professors, and a cover letter explaining the applicant's reason for visiting. CAS reports should be updated to reflect the applicant's complete undergraduate record.

A visiting student must have permission from his or her degree-granting school to earn credit for course work at Yale. Any conditions imposed by that school must also be communicated to the appropriate associate dean. The student must pay full tuition to Yale Law School and is eligible to apply for federal and supplemental loans, but is not eligible for Yale Law School scholarships/grants. The student may have limited or restricted access to participation in student-run journals and may have a lower priority than Yale Law students in limited-enrollment courses.

Financing Law School

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

TUITION AND EXPENSES

Tuition, including mandatory fees, is \$26,800 per term. The total yearly bill is \$53,600, not including other necessary expenses such as books, food, housing, hospitalization insurance fees, etc. Bills are payable before the beginning of each term at the University Office of Student Financial Services.

For new students, the \$250 deposit required in the spring will be credited on the tuition bill if the student registers in the fall. If the applicant withdraws by June 1, the deposit will be refunded. After that date, the deposit will not be refunded. A student receiving an admission deferral (refer to admissions for the degree of Juris Doctor in the chapter Admissions, Expenses, and Financial Aid) will, upon matriculation, receive tuition credit for all deposits, but such a student will forfeit admission deposits if the student withdraws after June 1 of the year in which the deposit was made. Deferred students who withdraw forfeit their admission deposits from all previous years, but are eligible to receive a refund of a deposit made in the current year provided they withdraw by June 1. No deposits will be refunded after June 1.

Students will be charged a special roster fee of \$175 per term to be maintained on the school records during periods of nonattendance.

Tuition Rebate and Refund Policy On the basis of the federal regulations governing the return of Federal Student Aid (Title IV) funds for withdrawn students, the rebate and refund of tuition is subject to the following policy:

1. For purposes of determining the refund of federal student aid funds, any student who withdraws from the Law School for any reason during the first 60 percent of the term will be subject to a pro rata schedule that will be used to determine the amount of Title IV funds a student has earned at the time of withdrawal. Funds are earned according to the percentage of the term completed. A student who withdraws after the 60 percent point has earned 100 percent of the Title IV funds. In 2012–2013, the

last days for refunding federal student aid funds will be November 6, 2012, in the fall term and April 4, 2013, in the spring term.

2. For purposes of determining the refund of institutional aid funds and for students who have not received financial aid, tuition will be rebated in accordance with the following policy:
 - a. 100 percent of tuition will be rebated for withdrawals that occur on or before the end of the first 10 percent of the term (September 15, 2012, in the fall term and February 1, 2013, in the spring term).
 - b. A rebate of one-half (50 percent) of tuition will be granted for withdrawals that occur after the first 10 percent but on or before the last day of the first quarter of the term (October 1, 2012, in the fall term and February 17, 2013, in the spring term).
 - c. A rebate of one-quarter (25 percent) of tuition will be granted for withdrawals that occur after the first quarter of a term but on or before the day of midterm (October 27, 2012, in the fall term and March 25, 2013, in the spring term).
 - d. Students who withdraw for any reason after midterm will not receive a rebate of any portion of tuition.
3. The death of a student shall cancel charges for tuition as of the date of death, and the bursar will adjust the tuition on a pro rata basis.
4. If the student has received student loans or other forms of financial aid, funds will be returned in the order prescribed by federal regulations; namely, first to Federal Direct Unsubsidized Loans, if any; then to Federal Perkins Loans; Federal Direct Graduate PLUS Loans; next to any other federal, state, private, or institutional scholarships and loans; and finally, any remaining balance to the student.
5. Recipients of federal and/or institutional loans who withdraw are required to have an exit interview before leaving Yale. Students leaving Yale receive an exit packet from Student Financial Services with instructions on completing this process.

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

STUDENT ACCOUNTS AND BILLS

Student accounts, billing, and related services are administered through the Office of Student Financial Services, which is located at 246 Church Street. The telephone number is 203.432.2700, or visit www.yale.edu/sfs/contactus.

Bills Yale University's official means of communicating monthly financial account statements is through the University's Internet-based system for electronic billing and payment, Yale University eBill-ePay. Yale does not mail paper bills.

Student account statements are prepared and made available twelve times a year at the beginning of each month. Payment is due in full by 4 p.m. Eastern Time on the first business day of the following month. E-mail notifications that the account statement is available on the University eBill-ePay Web site (www.yale.edu/sis/ebep) are sent to all students at their official Yale e-mail addresses and to all student-designated authorized payers. It is imperative that all students 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 late fees of \$125 per month (up to a total of \$375 per term) if any part of the term bill, less Yale-administered loans and scholarships that have been applied for on a timely basis, is not paid when due. Nonpayment of bills and failure to complete and submit financial aid application packages on a timely basis may result in the student's involuntary withdrawal from the University.

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

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

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 \$125 late fee will be charged for the period the bill was unpaid.
2. If the payment was for a term bill to permit registration, the student's registration may be revoked.
3. If the payment was given to settle an unpaid balance in order to receive a diploma, the University may refer the account to an attorney for collection.

Yale 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 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, remittance advice with mailing instructions is available on the Web site.

Yale Payment Plan The Yale Payment Plan (YPP) is a payment service that allows students and their families to pay tuition, room, and board in ten equal monthly installments

throughout the year based on individual family budget requirements. It is administered by the University's Office of Student Financial Services. The cost to enroll in the YPP is \$100 per contract. The deadline for enrollment is June 20. For additional information, please contact Student Financial Services at 203.432.2700 and select "Press 1" from the Main Menu. The enrollment link can be found online in the Yale Payment Plan section of the Student Accounts Web site: www.yale.edu/sfas/financial/accounts.html#payment.

FINANCIAL AID

Applicants for financial aid must complete a Free Application for Federal Student Aid (FAFSA), which is available online at www.fafsa.ed.gov. A Need Access application is also required and is available online at www.needaccess.org. Applications must be submitted no later than March 15 for entering students, or April 15 for continuing students. No financial aid application will be processed unless it is completely filled out, including the required information about parents' finances. Students who are twenty-nine years of age or older as of December 31 of the academic year for which aid is requested need not supply information about parental finances.

The estimated budget for a single student for travel, books, and all living costs for the academic year 2012–2013 is \$20,080. Individual cases may, of course, vary from these estimates, but all financial aid need determinations are based on these averages.

Among the goals of the aid policy are allocating grant resources to the neediest students and balancing graduates' educational indebtedness. The Law School therefore uses a formula that increases the proportion of grant as total need increases. Students whose total need is relatively low will normally receive only loan assistance. While the formula varies each year, in 2012–2013 students are expected to meet \$39,600–\$41,600 (depending on their class year) of need with loans, typically relying on federally guaranteed loans to the maximum extent possible. The remainder of each award above the required loan portion is ordinarily met through supplemental loans and grants from the Law School. The Law School expects students who receive grants to help provide stewardship through letters, reports, or meetings with donors.

In calculating individual financial aid awards, the student's financial resources—including student assets, summer and term-time employment, and spouse's and parents' contribution—are taken into account. The Law School treats students who are twenty-nine years old or older as of December 31 of the academic year for which aid is sought as financially independent from their parents. For students twenty-seven and twenty-eight years old as of December 31, only one-half of the calculated parental contribution will be treated as a resource.

A handbook containing detailed information on financial aid policies is available from the Financial Aid Office, Yale Law School, PO Box 208215, New Haven CT 06520–8215 or www.law.yale.edu/admissions/Costs&FinancialAid.htm in the "Forms" section of the Web site. The director and staff of the office are available to discuss financial aid matters.

SUMMER PUBLIC INTEREST FELLOWSHIP

The Summer Public Interest Fellowship (SPIF) program provides funds to Yale students working at public interest, government, and nonprofit organizations. In the summer of 2011, the Law School provided fellowships for 182 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 2012, students are eligible to receive up to \$6,000 through SPIE.

CAREER OPTIONS ASSISTANCE PROGRAM

Yale Law School has long encouraged its graduates to consider the broad spectrum of careers available to them. In 1988, the School established the Career Options Assistance Program (COAP) to mitigate the influence of educational debts on the career choices of its graduates. COAP is one of the most generous postgraduation financial assistance programs in the country. Since its inception, more than 1,500 Yale Law School graduates have received more than \$30 million in benefits.

COAP provides grants to cover the shortfall between graduates' educational loan payments and the amounts graduates can afford to pay from relatively modest incomes. Unlike many other loan forgiveness programs, eligibility is based upon compensation levels, not type of employment. COAP participants work in local, state, and federal government; nonprofit organizations serving the public interest; academia; and private practice. COAP assistance is also available to judicial clerks in the form of loans. Eligibility does not depend on the political or ideological orientation of the graduate, the employer, or the work.

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

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

THE 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 with high rank from a law school that is a member of the Association of American Law Schools or approved by the American Bar Association. If from another country, have graduated with high rank from a law school or law faculty with standards substantially equivalent to those of American law schools. As a general rule, admission is not available to persons who have already obtained the LL.M. degree or an equivalent degree from another law school in the United States.
2. Submit the following materials by December 1, 2012:
 - (a) a completed online application from Yale Law School along with required additional materials;
 - (b) résumé or curriculum vitae;

- (c) original or certified copies of college and law school transcripts (or, in the case of international students, the nearest equivalent record of courses, grades, and rank). Transcripts must be in English or accompanied by an English translation;
- (d) two letters of recommendation from law professors or other references commenting in detail on the academic and professional qualifications of the applicant (letters must be in English or accompanied by an English translation).
3. Take the Test of English as a Foreign Language (TOEFL), administered at centers throughout the world by the Educational Testing Service, no later than November 1, 2012, unless the applicant's secondary (high school) education was completed in the United States, U.K., Australia, New Zealand, Ireland, or Canada (in English medium of instruction schools). Applicants who have at least a four-year degree from the United States or the countries listed above may request a waiver of the TOEFL. The admissions committee looks for a minimum score of 600 on the paper-based TOEFL or 100 on the iBT TOEFL.
 4. Pay a nonrefundable application fee of \$75 or submit a request for waiver of the fee, stating why payment would pose a financial hardship.

Application forms may be accessed and submitted online at www.law.yale.edu/admissions/stepsapplyLLM.htm. Early filing is recommended. LL.M. admission decisions are typically announced in mid-March.

A J.S.D. applicant must:

1. Show promise of superior scholarship. Admission to candidacy for the J.S.D. is highly selective. It does not follow automatically from admission to the LL.M. program or from the award of the LL.M. degree, but rests entirely on the graduate committee's independent judgment of the applicant's qualifications. The Yale LL.M. must ordinarily have been awarded within the five years preceding the student's J.S.D. application.
2. Submit:
 - (a) a completed application form from Yale Law School, plus a letter of application;
 - (b) a dissertation proposal;
 - (c) statements of contingent approval of three committee members willing to serve as supervisor and readers. The committee should be composed of at least two members of the Yale Law School faculty, one of whom must be the chair. A full-time faculty member of Yale University may serve as a second reader;
 - (d) letters of recommendation from two members of the Yale Law School faculty;
 - (e) a writing sample, which would ordinarily be a paper written as an LL.M. student.

The application and supporting materials should be submitted to the J.S.D. Program, Yale Law School, PO Box 208215, New Haven CT 06520-8215, by Wednesday, March 27, 2013. All J.S.D. admission decisions are typically announced in late April.

Students who have earned an LL.M. degree from another institution are admitted rarely and only under extraordinary circumstances. (Interested students from outside the Law School should contact the director of graduate programs [203.432.1681] to discuss their application plans prior to submitting a formal application and paying the non-refundable application fee of \$75.)

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 Financing Law School, above). Tuition for resident J.S.D. candidates will be \$20,000. To be maintained on Law School records, nonresident J.S.D. candidates are charged a \$175 fee per term. An additional fee of \$175 will be charged upon approval of a dissertation.

Grants and loan funds for tuition and living expenses are awarded by the Law School on the basis of the individual student's financial need, which includes an assessment of student assets and, if the student is twenty-eight years of age or younger, parental assets. Awards do not include funds for travel and research expenses. Applicants to the graduate programs are urged to apply to sources outside Yale Law School for support.

THE DEGREE OF MASTER OF STUDIES IN LAW (M.S.L.)

Admissions

Applicants for this program must:

1. Have a doctoral degree or be a doctoral candidate in a field other than law, unless the applicant is a working journalist. Journalists must have at least a bachelor's degree.
2. Submit:
 - (a) a completed application form (www.law.yale.edu/admissions/graduateprogram.htm);
 - (b) a current curriculum vitae;
 - (c) a letter describing the applicant's professional experience and interest in the program;
 - (d) official transcripts of all undergraduate and graduate work;
 - (e) three letters of recommendation from persons having knowledge of the candidate's academic ability and professional promise;
 - (f) three to five examples of professional work for those applying as journalists;
 - (g) TOEFL report (if English is not the candidate's primary language).

The letter of application, supporting materials, and the nonrefundable application fee of \$75 payable to Yale Law School should be submitted to the M.S.L. Program, Yale Law School, PO Box 208215, New Haven CT 06520-8215, by Thursday, January 10, 2013. All M.S.L. admissions decisions are made and announced in March.

Expenses and Financial Aid

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

Student Organizations and Journals, and Student Participation in Administration

STUDENT ORGANIZATIONS AND JOURNALS

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

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

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

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

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

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

The *Black Law Students Association* supports and advances the interests of its members and the broader Black community.

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

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

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

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

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

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

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

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

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

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

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

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

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

As the nation's oldest progressive legal association, the *National Lawyers Guild* is dedicated to the need for basic change in the structure of the political and economic system. The Yale chapter of the NLG provides an opportunity for students interested in the connections between law and organizing to get involved in grassroots campaigns, to become trained in legal observing, and to help create a vision and community for radical lawyering at the Law School.

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

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

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

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

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

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

Six Angry Men is an a cappella singing group composed of six male law students.

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

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

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

Universities Allied for Essential Medicine is a collaboration of students from law, medicine, and other disciplines who work to improve access to medicines in resource-limited countries. This multidisciplinary project involves fields including intellectual property law, health law, and international human rights law.

Women and Youth in Support of Each Other is a mentorship program that pairs female Yale Law School students with girls in New Haven high schools.

The *Women of Color Collective* is a community committed to the academic, professional, and social interests of women of color at Yale Law School. Among other activities, *WoCC* hosts monthly social dinners, facilitates alumni and professional networking for its members through panels and events, and offers a space to discuss special issues women of color face in the legal profession.

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

The *Yale Environmental Law Association* sponsors activities to advance thought, dialogue, and action on issues of environmental law and policy.

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.

The *Yale Forum on International Law* brings leading international practitioners and policymakers to speak at the Law School.

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

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

YIPPIE! (*Yale Incentive Program for Public Interest Employment*) encourages student participation in summer public interest work by raising funds to supplement Summer Public Interest Fellowship funding (SPIF).

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

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

The *Yale Journal of Law and Technology* offers its readers a cutting-edge, dynamic environment in which to acquire and produce knowledge about the interface between law and technology. The journal publishes scholarly articles, incisive think pieces, and lectures and written pieces by guests of the Law & Technology Society as well as other scholars and professionals.

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

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

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

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

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

The *Yale Law and Technology Society* provides a forum for the discussion of law and technology.

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

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

The *Yale Law International Association* serves as a social bridge between J.D. and LL.M. students, especially international students.

The *Yale Law Journal* is one of the nation's leading legal periodicals. The *Journal* publishes articles, essays, and book reviews by legal faculty and other professionals, as well

as student notes and comments. An editorial board of select second- and third-year students manages and produces eight issues of the *Journal* per year. The newly launched *YLJ Online* features original essays on timely and novel legal developments as well as responses to articles from the print *Journal*. *YLJ Online* replaces the *Journal's* previous online forum, *The Pocket Part*, and advances the *Journal's* mission of making substantive legal scholarship readily accessible online.

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

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

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

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

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

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

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

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

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

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

STUDENT PARTICIPATION IN ADMINISTRATION

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

1. There are eleven elected representatives of the student body—three from each J.D. class, one representing the LL.M. and M.S.L. classes, and one representing the J.S.D. class—entitled to be present at faculty meetings and to participate fully in the deliberation of the faculty during these meetings, although the student representatives

- do not vote.* Meetings of the faculty typically are convened to address academic policy matters. Meetings of other governing bodies of the Law School—such as the Governing Board and the Expanded Governing Board, which consist of tenured, tenure-track, and clinical faculty and deans—are often devoted to faculty hiring matters, and student representatives do not participate in those meetings.
2. Student representatives are elected for a term of one academic year, commencing with the beginning of the fall term. Representatives for the second- and third-year classes are elected during the spring of the academic year preceding their term of office. Representatives for the first-year and graduate classes are elected at the beginning of the fall term of the academic year for which they will serve. Elections for all classes are held under the auspices of the student representatives in office at the time of the election.
 3. The elected student representatives, and other students selected by appropriate procedures, participate in the work of standing committees of the faculty and, where appropriate, in the work of ad hoc committees. The form and nature of such participation depend upon the character of the work of each committee. All elected student representatives serve on committees.
 4. Yale Law School invites students to share any concerns they might have about the Law School's curriculum, particularly any issues that directly implicate the School's compliance with the ABA's Accreditation Standards. Students having such a concern should submit the concern, in writing, to the associate dean for student affairs, who will work with the appropriate administrator to address the issue. The associate dean for student affairs, or another associate dean, as appropriate, will keep a record of all submissions and their resolutions.

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

STUDENT FEEDBACK REGARDING ABA STANDARDS

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

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

The complaint should identify the ABA Standard(s) in question and describe the issue with enough specificity to enable the appropriate Law School associate dean, assistant dean, or other senior administrator to identify and, as appropriate, investigate and

respond to the merits of the complaint. The complaint should include the student's University-provided yale.edu e-mail address, telephone number, and street/ mailing address to allow further communication about the matter.

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

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

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

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

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

Career Development Office

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

CDO's services include:

- Offering advice from attorney counselors specializing in the public interest and private sectors, as well as in judicial clerkships, fellowships, and law teaching.
- Sponsoring more than sixty 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 200 legal employers register, from all parts of the country and abroad, to interview students for summer and permanent positions. Approximately twenty-five employers register to interview first-year students at CDO's spring interview program. Yale also cosponsors two public service recruitment events and one international graduate student interview event off-campus each year.
- Publishing guides and brochures on career development topics and specific employment sectors. CDO also manages an online job posting system where hundreds of employers post opportunities for Yale Law students and graduates, available on CDO's Web site at www.law.yale.edu/cdo.
- Coordinating with the Office of Alumni Affairs, an online alumni mentor network to assist with career exploration. YLS Career Connections allows students and alumni access to more than 1,800 graduates who have offered to serve as career advisers. CDO also invites graduates to serve as mentors in residence, where they meet individually with students seeking information about particular careers.

Nearly all first- and second-year law students who seek summer legal employment are able to secure positions with law firms, government agencies, or public interest organizations. Through Summer Public Interest Fellowships, the Law School ensures that everyone who needs funding for summer public interest or government work—in the United States or abroad—receives it. Upon graduation, virtually all Yale Law students have accepted employment. These jobs include prestigious judicial clerkships; positions with private law firms, public interest organizations, or government agencies; and national and international public interest fellowships. Although New York, Washington, D.C., and California are the most popular destinations for Yale Law School graduates, members of the Class of 2011 accepted employment in thirty-two different states. Through Yale Law School's generous Career Options Assistance Program (COAP), graduates have the ability to obtain loan forgiveness if they choose to work in lower-paying positions, regardless of the employment sector. See Career Options Assistance Program, in the chapter Admissions, Expenses, and Financial Aid, for further details.

All employers using the services of CDO are informed of Yale Law School's non-discrimination policy, which states "Yale Law School is committed to a policy against

discrimination based upon age, color, handicap or disability, ethnic or national origin, race, religion, religious creed, gender (including discrimination taking the form of sexual harassment), marital, parental, or veteran status, sexual orientation, gender identity, gender expression, or the prejudice of clients.”

Lillian Goldman Law Library

IN MEMORY OF SOL GOLDMAN

The Lillian Goldman 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 sophisticated array of online sources, as well as the strong 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 collections, both print and digital, 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 250,000-volume foreign and international law collection. Basic U.S. materials include the reported state and federal court decisions, 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. 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 are among the best of any law library in the world and include strong holdings of English legal history sources, including a superb collection of Blackstone editions. The rare book collection also has substantial holdings of Roman law, American trials, and illustrated law books.

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

Members of the Law School community enjoy 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, with links to online versions of the same documents. MORRIS also includes the major legal periodical indexes and provides a convenient link to the online catalogue of the Yale campus libraries. Full-text sources of digitized legal information are among the best of any law library worldwide. These include the major commercial services, such as LEXIS and WESTLAW, 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—most with dual degrees in law and library science—and technology 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 courses and 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.

Life at Yale Law School

RULES OF DISCIPLINE

In 1970, the faculty and students first adopted a disciplinary code that describes the basic rights and duties of members of the Law School and provides a set of procedures governing alleged violations of the code. Copies of the current code are available in the Office of Student Affairs. In addition, all students are admitted with full recourse to and subject to the statutes, rules, discipline and grievance procedures, and remedies established by the University to address allegations of misconduct.

HOUSING

The 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 Apartments 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 2012–2013 are available as of April 1 online and can be submitted directly from the Web site (www.yale.edu/gradhousing/incoming). For new students at the University, a copy of the letter of acceptance from Yale will need to be submitted to the Dormitory or Apartments office. 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.aps@yale.edu, tel. 203.432.8270, fax 203.432.4578.

Yale Off Campus Housing is a database of rental and sale listings available to the Yale community. The system has been designed to allow incoming affiliates to the University access to the online database at www.yale.edu/och. The use of your University NetID allows you immediate access to search the listings. It also allows you to set up a profile to be a roommate or search for roommates. Those without a NetID can set themselves up as guests by following the simple instructions. For answers to questions, please e-mail offcampushousing@yale.edu or call 203.432.9756.

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 a meal plan, or items may be purchased with cash or credit/debit cards, or charged to a bursar account. The Law School Dining Hall also provides catering services for the Law School community. The dining hall is closed on Saturday and Sunday.

INFORMATION TECHNOLOGY

In support of research and instruction at the Law School, Information Technology Services (ITS) maintains a Windows computer cluster with several high-speed network printers. All the computers 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 \$0.10 per page for black-and-white printing; \$0.12 per double-sided black-and-white sheet; and \$0.30 per page for color.

All students are assigned a Network ID (NetID) that enables access to Yale resources. To stay connected for research, learning, and collaboration, the Law School community uses YLS: Inside, the Law School's intranet and learning management system. For more information, visit <https://inside.law.yale.edu>.

Yale Law School Information Technology Services assists students with questions and concerns about computer hardware and software. For more information visit the Law School's ITS Web page at www.law.yale.edu/its or contact the manager of student computing at 203.432.3509.

CHILD CARE

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

SECURITY IN THE LAW SCHOOL

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

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

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

CLASS CANCELLATIONS

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

SPECIAL EVENTS

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

Yale University Resources and Services

A GLOBAL UNIVERSITY

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 a report entitled “International Framework: Yale’s Agenda for 2009 to 2012,” which is available online at www.world.yale.edu/framework.

International activity is coordinated by several University-wide organizations in addition to the efforts within the individual schools and programs.

The Office of International Affairs (OIA) supports the international activities of all schools, departments, offices, centers, and organizations at Yale; promotes Yale and its faculty to international audiences; and works to increase the visibility of Yale’s international activities around the globe. See <http://world.yale.edu/oia>.

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

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. See description in this bulletin and www.yale.edu/macmillan.

Opened in fall 2010, the Jackson Institute for Global Affairs seeks to institutionalize the teaching of global affairs throughout the University and to inspire and prepare Yale students for global citizenship and leadership. See <http://jackson.yale.edu>.

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

The Yale World Fellows Program hosts fifteen emerging leaders from outside the United States each year for an intensive semester of individualized research, weekly seminars, leadership training, and regular interactions with the Yale community. See www.yale.edu/worldfellows.

For additional information, the “Yale and the World” Web site offers a compilation of resources for international students, scholars, and other Yale affiliates interested in the University’s global initiatives. See www.world.yale.edu.

CULTURAL, RELIGIOUS, AND ATHLETIC RESOURCES

Two sources of information about the broad range of events at the University are the *YaleNews* Web site at <http://news.yale.edu> and the Yale Calendar of Events, an interactive calendar available online at <http://events.yale.edu/opa>. *YaleNews* also features news about Yale people and programs, as well as videos and slide-shows.

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

The Yale University Art Gallery is the oldest college art museum in the United States, having been founded in 1832 when the patriot-artist John Trumbull gave more than one hundred of his paintings to Yale College. Since then its collections have grown to more than 200,000 objects ranging in date from ancient times to the present. In addition to its world-renowned collections of American paintings and decorative arts, the gallery is noted for outstanding collections of Greek and Roman art, including the artifacts excavated at the ancient Roman city of Dura-Europos; the Jarves, Griggs, and Rabinowitz collections of early Italian paintings; the Société Anonyme Collection of early-twentieth-century European and American art; Impressionist, modern, and contemporary works; Asian art; African art; art of the ancient Americas; and Indo-Pacific art. The gallery is in the final phase of a comprehensive expansion project that began with the restoration and renovation of the landmark Louis Kahn building (1953), completed in 2006, and continues today with the renovation and restoration of the Old Yale Art Gallery (1928) and Street Hall (1866). The current phase of construction will unite all three buildings into a cohesive whole opening in December 2012. The gallery is both a collecting and an educational institution, and all activities are aimed at providing an invaluable resource and experience for Yale faculty, staff, and students, as well as for the general public. For more information, please visit www.artgallery.yale.edu.

The Yale Center for British Art is home to the largest and most comprehensive collection of British paintings, sculpture, prints, drawings, and rare books outside the United Kingdom. Given to the University by Paul Mellon, Yale Class of 1929, it is housed in a landmark building by Louis Kahn.

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. In addition to recitals by graduate and faculty performers, the School of Music presents the Philharmonia Orchestra of Yale, the Onepo Chamber Music Series at Yale, the Duke Ellington Jazz Series, the Horowitz Piano Series, New Music New Haven, Yale Opera, and concerts at the Yale Collection of Musical Instruments. Undergraduate organizations include the Yale Concert and Jazz bands, the Yale Glee Club, the Yale Symphony Orchestra, and numerous other singing and instrumental groups. The Department of Music sponsors the Yale Collegium, Yale Baroque Opera Project, productions of new music and opera, and undergraduate recitals. The Institute of Sacred Music

presents Great Organ Music at Yale, the Yale Camerata, the Yale Schola Cantorum, and numerous special events.

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

The Graduate and Professional Student Senate (GPSS) is composed of elected representatives from each of the thirteen graduate and professional schools at Yale. Any student in one of these schools is eligible to run for a senate seat during fall elections. As a governing body, the GPSS advocates for student concerns and advancement within Yale, represents all graduate and professional students to the outside world, and facilitates interaction and collaboration among the schools through social gatherings, academic or professional events, and community service. GPSS meetings occur on alternating Thursdays and are open to the entire graduate and professional school community, as well as representatives from the Yale administration. GPSS also oversees the management of the Graduate-Professional Student Center at Yale (GPSCY), located at 204 York Street. GPSCY provides office and event space for GPSS and other student organizations and houses Gryphon's Pub. For more information, please visit www.yale.edu/gpss.

The McDougal Graduate Student Center in the Hall of Graduate Studies provides space and resources for building intellectual, cultural, and social community among graduate students, and for enhancing professional development activities across the departments of the Graduate School. The McDougal Center houses the cooperating offices of Graduate Career Services, Graduate Student Life, the Graduate Teaching Center, and the Graduate Writing Center, which work collaboratively with the Graduate School Office for Diversity. Graduate Career Services provides individual advising, programs, and resource materials to assist Graduate School students and alumni/ae with career planning and decision making. In the Graduate Student Life Office, McDougal Fellows, who are current graduate students, plan and organize socials; public service activities; arts, music, and cultural events; sports and wellness activities; religious life events; and events for international students and students with children. The Graduate Teaching Center provides in-class observation, individual consultation, certificates, and workshops. The Writing Center offers individual consultations with writing advisers, regular academic writing workshops, dissertation writing groups and boot camp, and events with invited speakers. The McDougal Center welcomes the participation of postdoctoral fellows, alumni/ae of the Graduate School, students from other Yale professional schools, and members of the larger Yale community. The center has a large common room with comfortable furnishings for study or lounging, an e-mail kiosk, WiFi, newspapers and magazines, and the student-run Blue Dog Café, which serves coffee and light foods. Other resources include a large meeting room with AV equipment, a small meeting room, a music practice room, a family playroom, and an ITS computer lab with printer and copier. The McDougal Center is open weekdays, weeknights, and weekends during the academic year, with reduced hours during recesses and summer. For more information or to sign up for various e-mail notes, please visit www.yale.edu/graduateschool/mcdougal; tel., 203.432.BLUE; e-mail, mcdougal.center@yale.edu.

The religious and spiritual resources of Yale University serve all students, faculty, and staff. These resources are coordinated and/or supported through 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, the Muslim Student Association, and many others. Hours for the Chaplain's Office during the academic term are Monday through Thursday from 8:30 a.m. to 11 p.m., and Sunday evenings from 5 to 11 p.m. 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. Kiphuth Exhibition Pool; the Brady Squash Center, a world-class facility with fifteen international-style courts; the Adrian C. Israel Fitness Center, a state-of-the-art exercise and weight-training complex; the Brooks-Dwyer Varsity Strength and Conditioning Center; the Colonel William K. Lanman, Jr. Center, a 30,000-square-foot space for recreational/intramural play and varsity team practice; the Greenberg Brothers Track, an eighth-mile indoor jogging track; the David Paterson Golf Technology Center; and other rooms devoted to fencing, gymnastics, rowing, wrestling, martial arts, general exercise, and dance. Numerous physical education classes in dance (ballet, modern, and ballroom, among others), martial arts, zumba, yoga, pilates, aerobic exercise, and sport skills are offered throughout the year. Yale undergraduates and graduate and professional school students may use the gym at no charge throughout the year. Academic term and summer memberships at reasonable fees are available for faculty, employees, postdoctoral and visiting fellows, alumni, and student spouses. Additional information is available online at <http://sportsandrecreation.yale.edu>.

During the year various recreational opportunities are available at the David S. Ingalls Rink, the McNay Family Sailing Center in Branford, the Yale Outdoor Education Center in East Lyme, the Yale Tennis Complex, and the Golf Course at Yale. Students, faculty, employees, students' spouses, and guests of the University may participate at each of these venues for a modest fee. Up-to-date information on programs, hours, and specific costs is available online at <http://sportsandrecreation.yale.edu>.

Approximately fifty club sports come under the jurisdiction of the Office of Outdoor Education and Club Sports. Most of the teams are for undergraduates, but a few are available to graduate and professional school students. Yale undergraduates, graduate and professional school students, faculty, staff, and alumni/ae may use the Yale Outdoor Education Center (OEC), which consists of 1,500 acres surrounding a mile-long lake in East Lyme, Connecticut. The facility includes overnight cabins and campsites, a pavilion and dining hall available for group rental, and a waterfront area with supervised swimming, rowboats, canoes, and kayaks. Adjacent to the lake, a shaded picnic grove and gazebo are available to visitors. In another area of the property, hiking trails surround a wildlife marsh. The OEC runs seven days a week from the third week of June through

Labor Day. For more information, call 203.432.2492 or visit <http://sportsandrecreation.yale.edu>.

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

HEALTH SERVICES

The Yale Health Center is located on campus at 55 Lock Street. The center is home to Yale Health, a not-for-profit, physician-led health coverage option that offers a wide variety of health care services for students and other members of the Yale community. Services include student medicine, gynecology, mental health, pediatrics, pharmacy, laboratory, radiology, a seventeen-bed inpatient care unit, a round-the-clock acute care clinic, and specialty services such as allergy, dermatology, orthopedics, and a travel clinic. Yale Health coordinates and provides payment for the services provided at the Yale Health Center, as well as for emergency treatment, off-site specialty services, inpatient hospital care, and other ancillary services. Yale Health's services are detailed in the *Yale Health Student Handbook*, available through the Yale Health Member Services Department, 203.432.0246, or online at www.yalehealth.yale.edu/understand-your-coverage.

Eligibility for Services

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

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

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

All students who purchase Yale Health Hospitalization/Specialty Coverage (see below) are welcome to use specialty and ancillary services at Yale Health Center. Upon referral, Yale Health will cover the cost of specialty and ancillary services for these students. Students with an alternate insurance plan should seek specialty services from a provider who accepts their alternate insurance.

Health Coverage Enrollment

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

YALE HEALTH HOSPITALIZATION/SPECIALTY COVERAGE

For a detailed explanation of this plan, see the *Yale Health Student Handbook*, available online at www.yalehealth.yale.edu/understand-your-coverage.

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

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

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

YALE HEALTH STUDENT TWO-PERSON AND FAMILY PLANS

A student may enroll his or her lawfully married spouse or civil union partner and/or legally dependent child(ren) under the age of twenty-six in one of two student dependent

plans: the Two-Person Plan or the Student Family Plan. These plans include services described in both Yale Health Basic Coverage and Yale Health Hospitalization/Specialty Coverage. Yale Health Prescription Plus Coverage may be added at an additional cost. Coverage is not automatic and enrollment is by application. Applications are available from the Member Services Department or can be downloaded from the Web site (www.yalehealth.yale.edu) and must be renewed annually. Applications must be received by September 15 for full-year or fall-term coverage, or by January 31 for spring-term coverage only.

YALE HEALTH STUDENT AFFILIATE COVERAGE

Students on leave of absence or extended study, students paying less than half tuition, or students enrolled in the Eli Whitney Program prior to September 2007 may enroll in Yale Health Student Affiliate Coverage, which includes services described in both Yale Health Basic and Yale Health Hospitalization/Specialty Coverage. Prescription Plus Coverage may also be added for an additional cost. Applications are available from the Member Services Department or can be downloaded from the Web site (www.yalehealth.yale.edu) and must be received by September 15 for full-year or fall-term coverage, or by January 31 for spring-term coverage only.

YALE HEALTH PRESCRIPTION PLUS COVERAGE

This plan has been designed for Yale students who purchase Yale Health Hospitalization/Specialty Coverage and student dependents who are enrolled in either the Two-Person Plan, the Student Family Plan, or Student Affiliate Coverage. Yale Health Prescription Plus Coverage provides protection for some types of medical expenses not covered under Yale Health Hospitalization/Specialty Coverage. Students are billed for this plan and may waive this coverage. The online waiver (www.yhpsstudentwaiver.yale.edu) 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 *Yale Health Student Handbook*.

Eligibility Changes

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

Leaves of absence Students who are granted a leave of absence are eligible to purchase Yale Health Student Affiliate Coverage during the term(s) of the leave. If the leave occurs during the term, Yale Health Hospitalization/Specialty Coverage will end on the date the leave is granted and students may enroll in Yale Health Student Affiliate Coverage.

Students must enroll in Affiliate Coverage prior to the beginning of the term during which the leave is taken or within thirty days of the start of the leave. Fees paid for Yale Health Hospitalization/Specialty Coverage will be applied toward the cost of Affiliate Coverage. Coverage is not automatic and enrollment forms are available at the Member Services Department or can be downloaded from the Web site (www.yalehealth.yale.edu). Fees will not be prorated or refunded.

Extended study or reduced tuition Students who are granted extended study status or pay less than half tuition are not eligible for Yale Health Hospitalization/Specialty Coverage and Yale Health Prescription Plus Coverage. They may purchase Yale Health Student Affiliate Coverage during the term(s) of extended study. This plan includes services described in both Yale Health Basic and Yale Health Hospitalization/Specialty Coverage. Coverage is not automatic, and enrollment forms are available at the Member Services Department or can be downloaded from the Web site (www.yalehealth.yale.edu). Students must complete an enrollment application for the plan prior to September 15 for the full year or fall term, or by January 31 for the spring term only.

For a full description of the services and benefits provided by Yale Health, please refer to the *Yale Health Student Handbook*, available from the Member Services Department, 203.432.0246, 55 Lock Street, PO Box 208237, New Haven CT 06520-8237.

Required Immunizations

Measles (rubeola), German measles (rubella), and mumps All students who were born after January 1, 1957, are required to provide proof of immunization against measles (rubeola), German measles (rubella), and mumps. Connecticut state law requires two doses of measles vaccine. The first dose must have been given on or after January 1, 1980, *and* after the student's first birthday; the second dose must have been given at least thirty (30) days after the first dose. Connecticut state law requires proof of two doses of rubella vaccine administered on or after January 1, 1980, *and* after the student's first birthday. Connecticut state law requires proof of two mumps vaccine immunizations administered on or after January 1, 1980, *and* after the student's first birthday; the second dose must have been given at least thirty (30) days after the first dose. The law applies to all students unless they present (a) a certificate from a physician stating that such immunization is contraindicated, (b) a statement that such immunization would be contrary to the student's religious beliefs, or (c) documentation of a positive blood titer for measles, rubella, and mumps.

Meningitis All students living in on-campus housing must be vaccinated against meningitis. The vaccine must have been received after January 1, 2008. Students who are not compliant with this state law will not be permitted to register for classes or move into the dormitories for the fall term, 2012. Please note that the State of Connecticut does not require this vaccine for students who intend to reside off campus.

Varicella (chicken pox) All students are required to provide proof of immunization against varicella. Connecticut state law requires two doses of varicella vaccine. The first dose must have been given on or after the student's first birthday; the second dose must

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

TB screening The University requires tuberculosis screening for all incoming students. This screening includes a short questionnaire to determine high-risk exposure and, if necessary, asks for information regarding resulting treatment. Please see the Yale Health Web site (www.yalehealth.yale.edu/forms) for more details and the screening form.

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

RESOURCE OFFICE ON DISABILITIES

The Resource Office on Disabilities facilitates accommodations for undergraduate and graduate and professional school students with disabilities who register with and have appropriate documentation on file in the Resource Office. Early planning is critical. Documentation may be submitted to the Resource Office even though a specific accommodation request is not anticipated at the time of registration. It is recommended that matriculating students in need of disability-related course accommodations at Yale University contact the Resource Office by June 15. Special requests for University housing need to be made in the housing application. Returning students must contact the Resource Office at the beginning of each term to arrange for course and exam accommodations.

The Resource Office also provides assistance to students with temporary disabilities. General informational inquiries are welcome from students and members of the Yale community and from the public. The mailing address is Resource Office on Disabilities, Yale University, PO Box 208305, New Haven CT 06520-8305. The Resource Office is located at 35 Broadway (rear entrance), Room 222. Office hours are Monday through Friday, 8:30 a.m. to 4:30 p.m. Voice callers may reach staff at 203.432.2324; fax at 203.432.8250. The Resource Office may also be reached by e-mail (judith.york@yale.edu) or through its Web site (www.yale.edu/rod).

RESOURCES ON SEXUAL MISCONDUCT

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

Sexual misconduct incorporates a range of behaviors including rape, sexual assault (which includes any kind of nonconsensual sexual contact), sexual harassment, intimate partner violence, stalking, and any other conduct of a sexual nature that is nonconsensual, or has the purpose or effect of threatening or intimidating a person or persons. Sexual activity requires consent, which is defined as voluntary, positive agreement between the participants to engage in specific sexual activity. Violations of Yale's Policy

on Teacher-Student Consensual Relations also constitute sexual misconduct. Yale aims to eradicate sexual misconduct through education, training, clear policies, and serious consequences for violations of these policies. In addition to being subject to University disciplinary action, sexual misconduct may lead to civil liability and criminal prosecution. Yale provides a range of services, resources, and mechanisms for victims of sexual misconduct. The options for undergraduate, graduate, and professional school students are described at <http://smr.yale.edu>.

SHARE: Advocacy, Information, and Support

24/7 hotline: 203.432.2000

<http://sharecenter.yale.edu>

SHARE, the Sexual Harassment and Assault Response and Education Center, has trained counselors available at any time of day or night via its direct hotline to discuss sexual misconduct with any member of the Yale community. SHARE counselors offer confidential or anonymous support and help callers make informed decisions. SHARE can provide professional help with medical and health issues (including accompanying students to the hospital), as well as advice and assistance with contacting police and/or initiating a complaint. SHARE works closely with the University-Wide Committee on Sexual Misconduct, the Title IX coordinators, the Yale Police Department, and other campus resources.

If you wish to make use of SHARE's services, you can call the crisis number (203.432.2000) at any time. Some legal and medical options are time-sensitive, so if you have been assaulted, we encourage you to call SHARE and/or the Yale Police as soon as possible. Counselors can talk with you over the telephone or meet you in person at the Yale Health Center or the Yale-New Haven Emergency Room. If it is not an acute situation and you would like to speak with Dr. Carole Goldberg, the director of SHARE, she can be reached at 203.432.0290 during business hours or via e-mail at carole.goldberg@yale.edu.

Title IX Coordinators

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

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

Each school, including Yale College, has assigned a senior administrator to act as a Title IX coordinator. Coordinators provide information, track and resolve complaints, and address issues relating to gender-based discrimination and sexual misconduct within their respective schools. Coordinators are knowledgeable about, and will provide information on, all options for complaint resolution, and can initiate institutional action when necessary. They also work closely with the SHARE Center, the University-Wide Committee on Sexual Misconduct, and the Yale Police Department.

University-Wide Committee on Sexual Misconduct

203.432.1834 (business hours)

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

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

Yale Police Department

24/7 hotline: 203.432.4400

<http://publicsafety.yale.edu/departement-information#sensitivedcrimes>

The Yale Police Department (YPD) offers 24-hour availability by telephone and walk-in for confidential consultations regarding possible criminal investigations and actions. The YPD can provide information on available victims' assistance services and also has the capacity to perform full criminal investigations. If you wish to speak with Sergeant Robbins-Hoffman, the Sensitive Crimes coordinator, she can be reached at 203.432.9547 during business hours or via e-mail at marnie.robbs@yale.edu. The YPD works closely with the New Haven State's Attorney, the Yale SHARE Center, the University's Title IX coordinators, and various other departments within the University. Talking to the YPD does not commit you to collecting evidence or pressing charges; with few exceptions, all decisions about how to proceed are up to you.

OFFICE OF INTERNATIONAL STUDENTS AND SCHOLARS

The Office of International Students and Scholars (OISS) coordinates services and support for Yale's nearly 4,500 international students, faculty, staff, and their dependents. OISS staff provides assistance with issues related to employment, immigration, and personal and cultural adjustment, as well as serves as a source of general information about living at Yale and in New Haven. As Yale University's representative for immigration concerns, OISS can provide assistance to students, faculty, and staff on how to obtain and maintain legal nonimmigrant status in the United States. All international students and scholars must register with OISS as soon as they arrive at Yale; see www.yale.edu/oiss/coming/arrival/oiss.

OISS programs, like the Community Friends hosting program, daily English conversation groups, U.S. culture workshops and discussions, bus trips, and social events, provide an opportunity to meet members of Yale's international community and become acquainted with the many resources of Yale University and New Haven. Spouses and

partners of Yale students and scholars will want to get involved with the International Spouses and Partners at Yale (ISPY), which organizes a variety of programs for the spouse and partner community.

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

OISS is housed in the International Center for Yale Students and Scholars, which 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 during the academic year, the center—located at 421 Temple Street, across the street from Helen Hadley Hall—also provides meeting space for student groups and a venue for events organized by both student groups and University departments. In addition, the center has nine work carrels that can be reserved by academic departments for short-term international visitors. For more information about reserving space at the center, send a message to oiss@yale.edu or call 203.432.2305. For information about the center, visit www.yale.edu/oiss/about/icenter.

Law School Students

DEGREES CONFERRED

Juris Doctor, September 24, 2011

Sara Elizabeth Haleva
Cynthia Denise Johnson

Master of Laws, September 24, 2011

Tammy Katsabian
Shashank Prabhat Kumar
Einat Solnik
Tian Yan
Roman Zinigrad

Doctor of the Science of Law, September 24, 2011

Jingxia Shi
Philippa Mahal Webb

Juris Doctor, December 10, 2011

Andrew Reginald Iliff

Master of Laws, December 10, 2011

Mohammed Mohsin Alam Bhat
Tomas Dumbrovsky

Doctor of the Science of Law, December 10, 2011

Ben Willem Frederik Depoorter

Juris Doctor, February 25, 2012

Kristin S. Burgess
Vanessa K. Selbst
Faizan Ahmed Tukdi

Juris Doctor, April 21, 2012

Valarie Kaur Brar

Doctor of the Science of Law, April 21, 2012

Martin Federico Bohmer
Maciej Kisilowski

Juris Doctor, May 30, 2012

Lauren C. Abendshien
Melissa Susan Ader
Michael Tadashi Aikins
Daniel Scott Alterbaum

Barrett James Anderson
Pounch Aravand
Taylor Andrew Asen
Nila Bala
Russell Bernard Balikian
Leah Jane Bellshaw
James Allen Bergin
Grant Alexander Bermann
Simi Bhat
Isra Javed Bhatt
Jennifer Deanne Bishop
Lauren Margaret Blas
Brian William Bombassaro
Kathryn Joyce Bradley
John Thomas Byrnes III
Kathryn Elizabeth Cahoy
Jacqueline Allison Carter
Leah Cristina Aird Carter
Katherine Ashworth Chamblee
Heather Lynne Cherry
Celia Ruth Choy
Matthew Robert Christiansen
Estella M. Cisneros
Rachel Koenig Clapp
Whitney Cloud
Yehonathan Cohen
Laura Rebecca Cole
George Michael Collins
Betsy Catherine Cooper
Jomaire Alicia Crawford
Kathleen Ann Cullinan
Katherine Leigh D'Ambrosio
Christopher Robert DeCoro
Rachael Lightfoot Doud
Bonnie Cochran Doyle
Michael Leon Drezner
Forrest Dunbar
Julie Anne Duncan
Sarah S. El-Ghazaly
Daniel G. Evans
Frances E. Faircloth

Miles Belin Farmer
 Daniel Jacob Feith
 Alexander Mitchell Fenner
 Mark Patrick Fitzgerald
 Michael Angelo Formichelli
 Ruth Anne French-Hodson
 Alison Ellis Frick
 Kennedy Kiminda Gachiri
 Romy Colleen Ganschow
 Arpit Kumar Garg
 William Tai Gaybrick
 Clay George
 Manuel Andrés Giner
 Jason Edward Glick
 Nathan S. Goralnik
 Robert Warren Gray, Jr.
 Sue Siyan Guan
 Lisa Qing Guo
 Jeffrey Brennan Gurrola
 Hanna-Ruth Christine Gustafsson
 Amanda Yamila Gutierrez
 Jorge Manuel Gutiérrez, Jr.
 Elizabeth Anna Hanft
 Matthew Jon Hegreiness
 Behesht Caroline Heidary
 Daniel Jacob Hemel
 Juliana Burch Herman
 Yenev Hernandez
 Abigail Moss Hinchcliff
 Christopher Michael Hines
 Katharine Collins Hinkle
 Adam Tyler Hockensmith
 Brian Alexander Holbrook
 Nicholas Hoy
 Kevin Love Hubbard
 Peter Huffman
 Laura Huizar
 Christopher Lynton Hurtado
 Daniel Mark Isaacs
 Danielle Cruz Jackson
 Heeyong Daniel Jang
 Kevin Zhaokun Jiang
 Jonathan David Kandelshein
 Jeremy Bert Kaplan-Lyman
 Joy Njeri Karugu
 Ramya Kasturi
 Stephanie Alanna Keene
 Elizabeth Ann Kelly
 Kevin Patrick Kiley
 Amos Hwan Kim
 Alyssa Elizabeth Stimson King
 Musisi Eddin Kiwanuka
 Michael David Knobler
 Daniel John Knudsen
 Madhuri Kommareddi
 Alexia Dorothea Koritz
 Lawrence Werner Kornreich
 Talia B. Kraemer
 Anant Kumar
 Jeremy Alexander Kutner
 Allyssa Marie Lamb
 Jeremy Landau
 Danielle Marie Lang
 Kristen Cathryn Lang
 David Adam Lebowitz
 Stephanie Hyunji Lee
 Robert Leider
 Haninah Zephaniah Peretz Levine
 Philip Joseph Levitz
 Joseph Lewinsohn
 Paul Peter Linden-Retek
 Anastasiya Lisovskaya
 Jeffrey Alexander Love
 Michael Bryant Love
 Suzanne Marie Love
 Noelle Elizabeth Lyle
 Dermot William Lynch
 Kristofer David Machado
 Kristin Macleod-Ball
 Sarah Elizabeth Magen
 Tasha Dhamayanthi Manoranjan
 Jordi CarloSantiago Martínez-Cid
 Edward Mark McCarthy
 Deborah Frances Megdal
 Joshua Semonoff Meltzer
 Eric Matthew Merrill
 Christopher Constantine Miller
 Kasdin Elizabeth Miller
 Caitlin Mitchell
 William John Moccia

Anthony Louis Inver Moffa
 Christina Panagiota Moniodis
 Albert Barnett Monroe IV
 William Jin Moon
 Amber Jane Moren
 Yannick Beale Morgan
 Patrick Ryan Moroney
 Ester Murdukhayeva
 Ramanujan Desikan Nadadur
 Kathleen Claire Neace
 Amir Nezar
 Haley Marie Nix
 Caroline Anne Novogrod
 Aileen Elizabeth Nowlan
 Katherine Elizabeth Oberembt
 Marianna B. Ofosu
 Mark Adams Pedulla
 Timothy Josiah Pertz
 Farah Frances Peterson
 Alexander Isidor Platt
 Alexander Jacob Post
 David Lowry Pressly III
 Agnieszka Anna Rafalska
 Mridula Saroja Raman
 Edward Fortunato Ramos
 Jariel Aron Rendell
 Tara Lynn Rice
 Eva Vittoria Rigamonti
 David G. Robinson
 Crystal Noel Robles
 Elizabeth Nicole Roehm
 George David Rojas II
 David Russell Roth
 Ryan Takeo Sakoda
 Yaman Salahi
 Andrew Philip Schalkwyk
 Nicholas A. Serafin
 Matthew Abraham Shapiro
 Rupali Sharma
 Sirine Shebaya
 Alice Shih
 Ezra Isaac Siller
 David Linfield Simons
 Natane Ameera Singleton
 Paul Joseph Slattery

Dmitry Slavin
 Jonathan James Smith
 Matthew Allan Smith
 Eugene Alexis Sokoloff
 Benjamin Paul Stern
 Emily Judith Stolzenberg
 Zachary Gene Strassburger
 Trevor Porter Stutz
 Matias Alejo Sueldo
 Sebastian Amadeus Swett
 Sarah Chaya Tallman
 Xiyin Tang
 Fabien Manohar Thayamballi
 Kenneth Lane Townsend
 Lindsey Ann Trachtenberg
 Dennis Brandon Trice
 Stephanie Blair Turner
 Lorraine Alofa Van Kirk
 Caroline Sage Van Zile
 Timothy Leo Vander Kamp
 Larisa Maratovna Vaysman
 Ana Angelica Viciana
 Nicholas Charles Edmund Walter
 Qian Julie Wang
 Joanne Leigh Williams
 Rebecca Elizabeth Wilson
 David Aaron Wishnick
 Edward Martin Wittenstein
 Jason Wu
 Daniel Taylor Young
 Jingni Jenny Zhao
 Benjamin Daniel Zimmer
 Jilliana Kerryli Zou
 Carleen Mary Zubrzycki
 Zorana Zupac

Master of Laws, May 30, 2012

Gerrit Marian Beckhaus
 Issar Birger
 Gabriela Bueno de Almeida Moraes
 Gina Cabarcas
 Xiaodong Ding
 Farshad Ghodoosi
 Martin Gross-Langenhoff
 Leora Dahan Katz

Nathaniel Yong-Ern Khng
 Kyle Jordan Kirkup
 Stefan Otto Klingbeil
 Zhi Xiang Liang
 Yakov Malkiel
 Aleksandar Marsavelski
 Aaron James Mills
 Sophie Schoo Nunnelley
 Matthias Rossbach
 Paolo Saguato
 Aditya Singh
 Khemthong Tonsakulrungruang

Zoilo Atencio Velasco
 James Mingliang Yap
 Yilu Zuo

Master of Studies in Law, May 30, 2012

Suevon Youmie Lee
 Rachel Lauren Stockman

**Doctor of the Science of Law,
 May 30, 2012**

Conor W. Hanly
 Anastasia Sotiropoulou
 Karin Carmit Yefet

SUMMARY OF ENROLLMENT, 2011–2012

Juris Doctor Candidates

| | |
|---------------------------|-----|
| Class of 2012 | 222 |
| Class of 2013 | 204 |
| Class of 2014 | 207 |
| Joint Degree | 24 |
| <i>Total Juris Doctor</i> | 657 |

| | |
|------------------------------|-----|
| Doctor of the Science of Law | 17 |
| Master of Laws | 24 |
| Master of Studies in Law | 2 |
| Visiting Researchers | 12 |
| Visiting Student | 1 |
| <i>Total enrollment</i> | 713 |

INSTITUTIONS REPRESENTED, FALL 2011

One student from each institution unless otherwise indicated

| | |
|---|--|
| Albert-Ludwigs-Universität Freiburg [Germany] | Bard College |
| American University | Barnard College [Columbia University] |
| American University of Beirut [Lebanon] | (3) |
| Amherst University (5) | Bates College |
| Aristoteleio Panepistimio Thessalonikis [Greece] | Bayerische Julius-Maximilians- Universität Würzburg [Germany] |
| Arizona State University (2) | Baylor University |
| Athinisin Ethnikon Kai Kapodistriakon Panepistimion [Greece] | Birmingham Southern College |
| Australian National University [Australia] | Boston College (3) |
| Bar-Ilan University [Israel] | Boston University |
| | Bowdoin College |
| | Brandeis University (4) |
| | Brigham Young University (4) |

- Brown University (22)
 Bucerius Law School [Germany]
 California Institute of Technology
 California State University (2)
 Calvin College
 Carleton University [Canada] (2)
 Carnegie Mellon University (2)
 China University of Political Science and
 Laws [People's Republic of China]
 Chulalongkorn University [Thailand]
 City University of New York [Hunter
 College]
 City University of New York [Lehman
 College]
 Clemson University
 Coe College
 Columbia University (15)
 Cornell University (13)
 Creighton University
 Dartmouth College (14)
 Dickinson College
 Duke University (17)
 East China University of Politics and Law
 [People's Republic of China]
 Eastern University
 Emory University (4)
 Florida State University
 Fordham University
 Franklin and Marshall College
 George Washington University (2)
 Georgetown University (5)
 Grinnell College
 Harvard University (80)
 Hebrew University of Jerusalem [Israel]
 Hillsdale College
 Howard University (2)
 Indiana University (3)
 Johns Hopkins University (2)
 Kenyon College
 Kon-Kuk University [Republic of Korea]
 London School of Economics and
 Political Science [United Kingdom]
 Louisiana State University (2)
 Loyola College [Maryland]
 Loyola University [Illinois]
 Macalester College (3)
 Massachusetts Institute of Technology
 (2)
 McGill University [Canada] (4)
 Middlebury College
 Millsaps College
 Morehouse College
 Mount Allison University [Canada]
 Mount Holyoke College
 Nalsar University of Law [India]
 National Law School of India University
 [India] (2)
 National Taiwan University [Taiwan]
 National University of Ireland [Ireland]
 National University of Singapore
 [Singapore]
 New York University (13)
 Northwestern University (9)
 Oberlin College (3)
 Ohio State University (3)
 Patrick Henry College
 Peking University [People's Republic of
 China] (2)
 Pennsylvania State University
 Pomona College (4)
 Princeton University (39)
 Purdue University
 Reed College (2)
 Rice University
 Rutgers, State University of New Jersey
 Saint John's University [New York]
 Saint Peter's College
 Samford University
 San Beda College [Philippines]
 Scripps College (2)
 Seoul National University [Republic of
 Korea] (3)
 Southern Methodist University
 Spelman College
 Stanford University (34)
 State University of New York at Stony
 Brook
 Sun Yat-Sen University [People's
 Republic of China]
 Sveučilište U Zagrebu [Croatia]
 Swarthmore College (8)
 Taylor University

- Tel-Aviv University [Israel] (3)
 Temple University
 Trinity College [Connecticut]
 Tsinghua University [People's Republic
 of China]
 Tufts University
 Tulane University (2)
 United States Air Force Academy (2)
 United States Military Academy
 United States Naval Academy (3)
 Universidad de Chile [Chile]
 Universidad de Los Andes [Colombia]
 Universidad Nacional de Córdoba
 [Argentina]
 Universidade de São Paulo [Brazil] (2)
 Universidade Mackenzie [Brazil]
 Università degli Studi di Genova [Italy]
 Universität Zürich [Switzerland]
 Université de Paris IV [Paris-Sorbonne]
 [France]
 University of Adelaide [Australia]
 University of Alabama (2)
 University of Arkansas
 University of Asmara [Eritrea]
 University of California at Berkeley (14)
 University of California at Irvine
 University of California at Los Angeles
 (6)
 University of California at San Diego (2)
 University of California at Santa Barbara
 University of California at Santa Cruz
 University of Cambridge [United
 Kingdom]
 University of Chicago (13)
 University of Connecticut
 University of Delaware (2)
 University of Dublin Trinity College
 [Ireland]
 University of Florida (4)
 University of Georgia (4)
 University of Iowa
 University of Kansas
 University of Mary Washington
 University of Maryland (4)
 University of Massachusetts (2)
 University of Melbourne [Australia]
- University of Miami (3)
 University of Michigan at Ann Arbor (12)
 University of Missouri
 University of North Carolina at Chapel
 Hill (7)
 University of Notre Dame [Indiana] (2)
 University of Ohio
 University of Oregon
 University of Oxford [United Kingdom]
 (2)
 University of Pennsylvania (21)
 University of Pittsburgh (2)
 University of Rochester
 University of Seattle
 University of Southern California (3)
 University of Tehran [Iran]
 University of Tennessee
 University of Texas at Austin (6)
 University of Tokyo [Japan]
 University of Toronto [Canada] (2)
 University of Tulsa
 University of Virginia (9)
 University of Wales [United Kingdom]
 University of Washington (2)
 University of Wisconsin at Eau Clair
 University of Wisconsin at Madison (3)
 University of the Witwatersrand,
 Johannesburg [South Africa]
 Vanderbilt University (4)
 Vassar College (2)
 Virginia Polytechnic Institute and State
 University
 Washington and Lee University (4)
 Washington State University
 Washington University [Missouri] (4)
 Wellesley College (3)
 Wesleyan University (10)
 Westfälische Wilhelms-Universität
 Münster [Germany] (3)
 Williams College (6)
 Yale University (86)
 Yeshiva University
 York University [Canada]
- Total institutions, 178*

GEOGRAPHICAL DISTRIBUTION, FALL 2011

One student from each state or country unless otherwise indicated

United States

Alabama (3)
 Alaska
 Arizona (6)
 Arkansas
 California (75)
 Colorado (6)
 Connecticut (99)
 Delaware (3)
 District of Columbia (9)
 Florida (25)
 Georgia (10)
 Hawaii
 Illinois (26)
 Indiana (5)
 Iowa (3)
 Kansas (3)
 Kentucky (5)
 Louisiana (5)
 Maine (4)
 Maryland (27)
 Massachusetts (28)
 Michigan (8)
 Minnesota (5)
 Mississippi
 Missouri (3)
 Montana (2)
 Nebraska
 New Hampshire (3)
 New Jersey (26)
 New Mexico (2)
 New York (89)
 North Carolina (9)
 North Dakota
 Ohio (6)
 Oklahoma
 Oregon (7)
 Pennsylvania (21)
 Rhode Island
 South Carolina (2)
 South Dakota (3)
 Tennessee (5)

Texas (25)
 Utah (2)
 Vermont (4)
 Virginia (17)
 Washington (11)
 West Virginia
 Wisconsin (9)

Total states, 48

Foreign Countries

Argentina
 Australia (2)
 Barbados
 Brazil (4)
 Canada (16)
 China, People's Republic of (9)
 Croatia
 Dominican Republic
 Eritrea
 France (2)
 Germany (7)
 Greece (2)
 Hong Kong
 India (5)
 Iran
 Ireland
 Israel (5)
 Italy
 Kenya
 Korea, Republic of (7)
 Lebanon
 New Zealand
 Philippines (2)
 Poland
 Singapore (4)
 South Africa
 Sweden
 Switzerland (2)
 Taiwan
 Thailand
 United Kingdom (2)

Total countries, 31

Alumni and Endowment Funds

ALUMNI

Yale Law School alumni serve as distinguished practitioners, public servants, academics, judges, and business entrepreneurs all over the world. Renowned in their professional lives, the more than 12,500 alumni play a vital role in the global Yale Law School community. They renew social ties, network with one another, and offer their knowledge of legal scholarship and practice at Law School gatherings in a variety of places in the United States and abroad throughout the year. Graduates also serve as practitioners-in-residence and mentors in the School's centers and programs, and attend and participate in the many lectures and conferences occurring at their alma mater.

The Yale Law School Association consists of all graduates. It was founded to strengthen the ties both among graduates and between graduates and the Law School. In approximately twenty cities across the United States and abroad, Yale Law School local associations provide social, intellectual, and professional opportunities for graduates. Whether it is a group of alumni in Los Angeles discussing social media and privacy with Chicago-Kent professor Lori Andrews '78; New York City alumni and their guests enjoying the play *Anything Goes* (and the talkback by author John Weidman '75 and Cole Porter biographer Robert Kimball '67); a panel discussion in Washington, D.C., on the Supreme Court's preceding term; an informal discussion about same-sex rights across state lines in Chicago with Northwestern professor Andrew Koppelman '89; or a Summer Happy Hour in New Orleans with alumni, summer associates, and incoming students, Yale Law School alumni maintain important connections with each other, with current students, and with their alma mater. For a listing of upcoming alumni events and further information about YLS alumni, visit www.law.yale.edu/alumni; e-mail alumni.law@yale.edu; telephone 203.432.1690.

The Yale Law School Association is headed by an Executive Committee consisting of approximately 180 alumni. Meetings take place twice a year at the Law School, led by the present officers: chair, Cynthia H. Cwik '87; president, John R. Firestone '85; vice presidents, Jody Adams '73, Alex M. Azar II '91, Victoria A. Cundiff '80, Paul T. Friedman '80, Nancy J. Gellman '71, Leora Herrmann '78, Shahana Basu Kanodia '99; treasurer, Intisar Rabb '04; and secretary, Richard Horenstein '90.

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

All graduates of the Law School are invited to annual Alumni Weekends, which take place at the Law School in the fall for three days of events, including talks, panel discussions, class events, and festive meals. Many students attend events, serve as aides, and are matched for a breakfast with returning alumni on the basis of their legal areas of interest. Graduates celebrating their reunions (fifth, tenth, fifteenth, etc.) reconnect

with classmates at special Saturday reunion dinners in local dining halls and Sunday brunches at the homes of faculty or other alumni. The theme for Alumni Weekend 2012 is “Entertainment and the Law.”

ENDOWMENT FUNDS

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

Professorships

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

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

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

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

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

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

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

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

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

William O. Douglas Clinical Professorship of Law (1989) A gift from Mrs. Gordon B. Tweedy and Mr. and Mrs. Tweedy's daughters, Clare Tweedy McMorris, Ann Tweedy, and Margot Tweedy, in memory of Gordon Bradford Tweedy, B.A. 1929, LL.B. 1932, on the occasion of the anniversaries of his graduation from Yale College and Yale Law School, and in honor of the Honorable William O. Douglas, M.A. 1932, Sterling Professor of Law at Yale Law School and Associate Justice of the U.S. Supreme Court, 1939–75.

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

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

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

Macklin Fleming Professorship of Law (1999) Established by a bequest from Macklin Fleming, B.A. 1934, LL.B. 1937, former Justice of the California Courts of Appeal.

Martin R. Flug '55 Professor of International Law Fund (2010) Established by a gift from Martin R. Flug, LL.B. 1955, and the Margulf Foundation, to support the teaching and research activities of a preeminent scholar with a uniquely distinguished reputation who has demonstrated continued excellence, innovation, and intellectual vitality in the field of international law.

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

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

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

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

Sol and Lillian Goldman Professorship (2004) Established by a gift from the Sol Goldman Charitable Trust and the Lillian Goldman Charitable Trust, to be held by the sitting dean of Yale Law School.

Sol Goldman Clinical Professorship (2008) Established by a gift from the Sol Goldman Charitable Trust, to support teaching and research activities associated with the professorship.

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

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

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

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

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

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, 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.

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

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

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

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

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

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

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

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.

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

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

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

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

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

Potter Stewart Professorship of Constitutional Law (1989) Established through the generosity of family, friends, and former law clerks to honor the memory of the Honorable Potter Stewart, LL.B. 1941, Associate Justice of the U.S. Supreme Court, 1958–81. The memorial fund supports a Yale Law School chair, the holder of which also offers courses in Yale College.

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

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

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

Anne Urowsky Visiting Professorship (2008) Established by a gift from Richard J. Urowsky, B.A. 1967, J.D. 1972, in honor of his mother, Anne Urowsky, to support visiting or junior (nontenured) faculty members.

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

J. Skelly Wright Professorship (2008) Established by a bequest of Mrs. Helen Wright and gifts from former law clerks and friends, to honor the life and career of James Skelly Wright, LL.D. Hon. 1961, an eminent and courageous judge on the U.S. District Court for the Eastern District of Louisiana (1948–62) and the U.S. Court of Appeals for the District of Columbia Circuit (1962–87).

General Purpose and Research Funds

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

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

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

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.

Gregg L. Engles '82 Fund (2008) Established by a gift from Gregg L. Engles, J.D. 1982, for the general support of the Law School.

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

Faculty Memorial Fund (2009) Established by gifts from faculty, friends, and relatives in memory of deceased Yale Law School faculty members.

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

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

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.

Horace W. Goldsmith Foundation Fund II (2008) Established by the Horace W. Goldsmith Foundation to be used for general support.

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

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

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

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.

Jonathan P. Rosen '70 Fund for Faculty Support (2004) Established by a gift from Jonathan P. Rosen, J.D. 1970, for the general support of Yale Law School faculty.

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

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

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

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

John G. Simon Fund for Teaching and Research at Yale Law School (2007) Established by a gift from Robert C. Pozen, J.D. 1972, J.S.D. 1973, in honor of Professor John G. Simon, to support law and economics research, teaching, and related activities associated with the Law School.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Davis and Bessie Albert Scholarship Fund (2008) Established by a bequest from the estate of Harry M. Albert, LL.B. 1935, in memory of his parents, with a preference for residents of Waterbury, Connecticut, the State of Connecticut, or for graduates of Suffield Academy, Suffield, Conn.

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

R. Bruce Allensworth Scholarship Fund (2008) Established by R. Bruce Allensworth, J.D. 1978, on the occasion of his thirtieth Law School reunion, for Yale Law School students, preferably J.D. candidates.

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

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

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

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

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

Thomas D. Barr '58 Scholarship Fund (2008) Established by Cornelia H. Barr honoring her husband, Thomas D. Barr, LL.B. 1958, with a preference for students interested in litigation.

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

Edward R. Becker '57 Scholarship (2009) Established by gifts from the Becker family, former law clerks, and friends of the Honorable Edward R. Becker, LL.B. 1957, with a preference for students from the greater Philadelphia area.

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

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

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.Hon. 1951, for scholarships or loan forgiveness.

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

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

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

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

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

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

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

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

Robert Fisk Cavanagh '56, '59 J.D. Scholarship (2009) Established in memory of Bob Cavanagh, for Yale Law School students who share the spirit of local civic commitment that he exemplified over the course of his fifty-year professional life.

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

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

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

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

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

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

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 (1967) Established by his family in memory of Oscar Cox, B.A. 1927, LL.B. 1929, for the purpose of providing scholarship assistance to talented students with preference to Law School applicants of Italian, Belgian, or French nationality.

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

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

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

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

Debevoise & Plimpton Scholarship Fund (1977) Established by gifts from Oscar M. Ruebhausen, LL.B. 1937, and members of the firm.

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

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

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

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

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

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

J. Fuller Feder Scholarship Fund (2009) Established by a bequest from Joseph F. McCrindle, LL.B. 1948, in memory of his grandfather, to assist students with tuition and other school-related expenses.

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

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

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

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

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

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

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

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

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

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

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

Joey Hanzich 2010 Fund (2007) Established by Yale Law School and gifts from relatives and friends in memory of Joey Hanzich, a member of the Class of 2010, to provide financial aid to students committed to public service and the common good; may also be used to support activities related to health care law and policy.

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

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

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

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

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

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

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

Paul E. Kalb, M.D., J.D., and Susan M. Ascher, M.D., Scholarship Fund (2009) Established by a gift from Paul E. Kalb, J.D. 1990, and his wife, Dr. Susan M. Ascher, for scholarships, with a preference for students with an interest in law and health.

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

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

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

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

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

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

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

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

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

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

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

The Elias and Essie Mag Fund (1975) Established by many descendants of Elias and Essie Mag, seven of whom graduated from the Yale Law School. To be awarded as scholarship funds.

Nathan E. Mag Scholarship Fund (1982) Bequest of Arthur Mag, Ph.B. 1918, LL.B. 1920, 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.

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

Charles F. Martin '35 Scholarship Fund (1992) Established by gift from Mrs. Dorcas M. Little, sister of Charles F. Martin, B.A. 1932, J.D. 1935, to support financially needy students pursuing corporate law interests. Preference is given to residents of the state of Connecticut, who, assuming satisfactory academic performance and continuing financial need, may receive continuing grants for up to three years of law study.

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

William A. 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) Organized by Akosua Barthwell Evans, J.D. 1990, and established by gifts from alumni and friends of Yale Law School in memory of Warner Thornton McGuinn, LL.B. 1887, a well-known Baltimore lawyer and civil rights leader, and an early African American graduate of the School.

Edward A. and Marion D. McKirdy Scholarship Fund (2007) Established by a gift from Edward D. McKirdy, J.D. 1962, in memory of his parents, to provide scholarships for students with demonstrated financial need.

Ivan S. Meitus Memorial Scholarship (2001) Gift in memory of Ivan S. Meitus, LL.B. 1959, from a trust established by his family, for Jewish law students at Yale Law School.

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

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

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

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

Quigg Newton, B.A. '33, J.D. '36, M.A.H. '51 Scholarship Fund in Yale Law School (2001) Gift of Quigg Newton, J.D. 1936; mayor of Denver, Colorado, 1947–55; and president of the University of Colorado, 1957–63; also the donor of a scholarship in Yale College.

Robert J. Nordhaus Indian Law Scholarship (1986) Established in honor of Robert J. Nordhaus, Ph.B. 1931, J.D. 1935, by his son Robert R. Nordhaus; the firm of Nordhaus, Haltom, Taylor & Taradash; the firm of Van Ness, Feldman, Sutcliffe & Curtis; and other friends of Mr. Nordhaus. Preference to Native American students.

Walter W. Oberreit Memorial Scholarship (2001) Established in honor of Walter W. Oberreit '58 by the partners of the firm of Cleary, Gottlieb, Steen & Hamilton, to provide financial assistance for meritorious LL.M. candidates from Europe.

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.

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

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

Glenn M. Reiter Scholarship Fund (2006) Established by a gift from Glenn M. Reiter, Yale College Class of 1973 (B.A.) and Yale Law School Class of 1976 (J.D.), on the occasion of his thirtieth Law School reunion.

Henry Ralph Ringe Scholarship (1959) Established by bequest from H. Ralph Ringe, LL.B. 1909. For citizens of a Latin American country.

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

Eric S. and Sally Spears Robinson Fund (2007) Established by a gift from Eric S. Robinson, J.D. 1982, and Sally Spears Robinson, J.D. 1982, in honor of their twenty-fifth reunion, to support Yale Law School graduates participating in the Career Options Assistance Program.

Walter Bigelow Rosen Scholarship Fund (1991) Gift from Mrs. Anne Bigelow Stern in memory of her brother, Walter Bigelow Rosen, LL.B. 1941, who died in World War II in the service of the Royal Canadian Air Force. Awards are made with a preference for minority students and students with unusually strong financial needs.

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

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

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

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

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

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

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

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

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.

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

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

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

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

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

Senator Arlen Specter '56 Scholarship (2007) For talented and deserving students at Yale Law School.

Benjamin F. Stapleton, Jr. Scholarship (1994) Established by Benjamin F. Stapleton III, LL.B. 1969, in memory of his father, Benjamin F. Stapleton, Jr., LL.B. 1942, to support Yale Law School students who also study at the Yale School of Forestry & Environmental Studies. In the event that no student is eligible in any given year, scholarships are awarded to Law School students from the Rocky Mountain States.

Neal Steinman Scholarship Fund (1995) Created through the generosity of family, friends, and members of the Philadelphia law firm of Blank, Rome, Comisky &

McCauley, to memorialize Neal Steinman, J.D. 1971, an adviser to governments and their underserved constituencies. Preference is given to first-generation professionals.

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

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

Wesley A. Sturges Fund (1954) Established through contributions of the students in the Law 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 Law School.

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

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

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

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

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

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

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

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

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

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

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

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

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

Eugene M. Zuckert Class of 1937 Scholarship (1998) Gift from Eugene M. Zuckert, LL.B. 1937, and augmented by a gift from his widow, Harriet J. Zuckert.

Library Endowments

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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 that promote an understanding of the cultural basis of law.

Marvin A. Chirelstein Colloquium (2007) Established by a gift from Mark S. Campisano, J.D. 1980, to support a colloquium to be administered through the Center for the Study of Corporate Law.

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 (1943–1986), 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.

Curtis-Wizner Fellowship Fund (2009) Established by gifts from Yale Law School alumni on celebrating Forty Years of Clinical Education at Yale Law School. The fund honors the program's founders, Dennis E. Curtis, LL.B. 1966, Clinical Professor Emeritus of Law and Professorial Lecturer in Law, and Stephen Wizner, William O. Douglas Clinical Professor of Law and Supervising Attorney. To support the activities of the fellowship.

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

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.

Heyman Federal Public Interest Fellowship Fund (1996) Established by a gift from the Samuel J. and Ronnie F. Heyman Philanthropic Fund. To provide support for recent Yale Law School graduates to work closely with high-level leaders in the federal government for one year, either through an existing position or through a “special assistantship.”

Kronman-Postol Lectureship (2004) Established by a gift from Sidney S. Postol, B.A. 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.

Judge Jon O. Newman Lectureship (2008) Established by former law clerks and friends of Judge Jon O. Newman, LL.B. 1956, on the occasion of his fiftieth Yale Law School reunion. The purpose of the fund is to support an annual lecture in global justice, or public international, human rights, or comparative law, by a distinguished individual who is not a citizen of, and does not reside in, the United States.

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 Law School an individual with the high qualities of intellect, integrity, and leadership exemplified by John R. Raben.

Irving S. Ribicoff Emerging Scholars Fund (1996) Established by a gift from Belle Ribicoff, wife of Irving S. Ribicoff, LL.B. 1939, to support the teaching and research activities associated with the Ribicoff Emerging Scholars Fellowship.

Sherrill Lectures (1927) This fund was established by a gift from General Charles Hitchcock Sherrill, B.A. 1889, LL.B. 1891. The income from this fund is made available to provide lectures on international law and relations.

Storrs Lectures (1889) Through the gift of the Misses Eliza T. and Mary A. Robinson in memory of their great-uncle, the Honorable William L. Storrs, B.A. 1814, at one time Chief Justice of the Supreme Court of Errors of Connecticut and professor in the Law School, a fund was established to provide for a course of lectures dealing with fundamental problems of law and jurisprudence. These lectures are given by an American or foreign jurist or scholar who is not ordinarily a member of the regular faculty of the Law School.

James A. Thomas Lectures (1989) Established in honor of Dean James A. Thomas, LL.B. 1964, and his many years of service to the Law School, to provide for a lecture by a scholar whose work addresses the concerns of communities or groups currently marginalized within the legal academy or society at large.

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

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

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

Prizes

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

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

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

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

Nathan Burkan Memorial Competition Prize (1938) 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.

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

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

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

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

Judge William E. Miller Prize (1976) Gift from Victor S. Johnson, Jr., LL.B. 1941, in memory of William E. Miller, LL.B. 1933, formerly judge of the United States Sixth Circuit Court of Appeals. For the student writing the best paper on a subject concerning the Bill of Rights.

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

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.

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

Yale University awards certain other prizes, in particular the John Addison Porter Prize, for which law students may compete.

Other

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

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

Tom and Andi Bernstein Fund for Human Rights (2008) Established by Tom Bernstein, B.A. 1974, J.D. 1977, and his wife, Andi, to further the study and advancement of human rights scholarship and activism at Yale Law School.

Ralph S. Brown Fund for Special Student Needs (1998) A fund supporting student organizations pursuing new initiatives that reflect the interests of Ralph S. Brown, B.A. 1935, LL.B. 1939, former Simeon E. Baldwin Professor of Law. These interests might include individual rights and liberties; intellectual property and the protection of ideas; local government and community development; and the environment.

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

The Francis Coker Fund (1963) Established in memory of Francis Coker by gifts of his classmates and friends. To endow funds to provide salaries for teaching assistants in the Law School's first-year small-group program.

Jonathan E. Colby '71 Fund for Globalization (2007) Established by a gift from Jonathan E. Colby, J.D. 1971, to support globalization initiatives at the Law School.

Arthur Bliss Dayton Fund (1970) Bequest of Arthur Bliss Dayton, Ph.B. 1911.

EMIKA Fund for Public Service Initiatives (2008) Established by a gift from Meridee A. Moore, J.D. 1983, to support public service initiatives at Yale Law School, including Summer Public Interest Fellowships, postgraduate public interest fellowships, and public service clinical opportunities, with a preference for supporting students and projects that relate to the intersection of social justice, law, and trade.

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.

Sol and Lillian Goldman Family, Advocacy for Children and Youth Clinic Fund (2008) Established by a gift from the Sol Goldman Charitable Trust, to support the activities of the clinic.

Joel I. Greenberg Residential Facilities Fund (2008) Established by a gift from Joel I. Greenberg, J.D. 1973, to support the new Law School residential space at 100 Tower Parkway. Annual income from the fund will support general maintenance, improvements, and student life in the building.

Arthur Groman Trial Advocacy Fund (1994) Established by Arthur Groman, LL.B. 1939, and Occidental Petroleum, Inc., his client for over forty years, to enhance the teaching of litigation skills at Yale Law School. The fund supports distinguished practitioners and judges in teaching and mentoring.

Lewis Gruber Memorial Fund (1972) Bequest of Lewis Gruber.

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

Geoffrey Gund Program in Legal Writing (1990) Established by a gift from Geoffrey Gund, LL.B. 1972, to support a program in legal writing.

Howard M. Holtzmann Endowment Fund for International Arbitration and Dispute Resolution (1992) Established by Howard M. Holtzmann, J.D. 1947, to support research and study of arbitration, conciliation, and other means for resolving disputes involving international, commercial, or public international law issues.

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

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

Nicholas deB. Katzenbach Discretionary Fund (1985) A gift in honor of the Honorable Nicholas deB. Katzenbach, LL.B. 1947, professor of law, attorney general of the United States, undersecretary of state of the United States, and senior vice-president, law and external relations, of the International Business Machines Corporation, from the International Business Machines Corporation and numerous individuals, to be used or accumulated and used, at the discretion of the dean, for the benefit of the Law School and of its faculty, students, library, and physical plant.

Knight Law and Media Scholars Program (2007) Established by a grant from the John S. and James L. Knight Foundation to train legal journalists and media lawyers.

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

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

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

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

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 and Economic Development Program (2005) Established by a gift from Eugene Ludwig, J.D. 1973, and his wife, Carol, to support the work of the clinic.

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

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

Lizabeth Moody and Alan Buchmann Fund (2007) Established by a gift from Lizabeth Moody, LL.B. 1959, for the study of law and religion.

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

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

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

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

Oscar M. Ruebhausen Fund (2005) Established by a bequest of Oscar M. Ruebhausen, LL.B. 1937, to support projects or programs that will increase student access to intellectual

stimulation and social perceptions beyond standard law school programs, and to support innovative legal or social policy research.

Zelia and Oscar Ruebhausen/Debevoise & Plimpton Fund (2005) Established by a bequest of Oscar M. Ruebhausen, LL.B. 1937, and augmented by members of the Debevoise & Plimpton firm, honoring Oscar's wife, Zelia, to support student intellectual activities, social motivation, or creative interests, or to support productive interaction among the students and the Yale Law School faculty.

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

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

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

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

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

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

Bert W. Wasserman Workshop in Law and Finance (2007) Established by a gift from Craig Wasserman, B.A. 1982, M.A. 1982, J.D. 1986, in honor of his father, to support a series of corporate law workshops administered through the Center for the Study of Corporate Law at Yale Law School.

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

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

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

The Work of Yale University

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

Yale College Est. 1701. Courses in humanities, social sciences, natural sciences, mathematical and computer sciences, and engineering. Bachelor of Arts (B.A.), Bachelor of Science (B.S.).

For additional information, please 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, <http://admissions.yale.edu>

Graduate School of Arts and Sciences Est. 1847. 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 Est. 1810. Courses for college graduates and students who have completed requisite training in approved institutions. Doctor of Medicine (M.D.). Post-graduate study in the basic sciences and clinical subjects. Five-year combined program leading to Doctor of Medicine and Master of Health Science (M.D./M.H.S.). Combined program with the Graduate School of Arts and Sciences leading to Doctor of Medicine and Doctor of Philosophy (M.D./Ph.D.). Master of Medical Science (M.M.Sc.) from the Physician Associate Program.

For additional information, please 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://medicine.yale.edu/education/admissions>

Divinity School Est. 1822. Courses for college graduates. Master of Divinity (M.Div.), Master of Arts in Religion (M.A.R.). Individuals with an M.Div. degree may apply for the program leading to the degree of Master of Sacred Theology (S.T.M.).

For additional information, please 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, divinity.admissions@yale.edu; Web site, <http://divinity.yale.edu>. Online application, <https://apply.divinity.yale.edu/apply>

Law School Est. 1824. Courses for college graduates. Juris Doctor (J.D.). For additional information, please write to the Admissions Office, Yale Law School, PO Box 208215, New Haven CT 06520-8215; 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 Engineering & Applied Science Est. 1852. Courses for college graduates. Master of Science (M.S.), Master of Engineering (M.Eng.), and Doctor of Philosophy (Ph.D.) awarded by the Graduate School of Arts and Sciences.

For additional information, please write to the Office of Graduate Studies, Yale School of Engineering & Applied Science, PO Box 208267, New Haven CT 06520-8267; tel., 203.432.4250; e-mail, grad.engineering@yale.edu; Web site, <http://seas.yale.edu>

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

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

School of Music Est. 1894. Graduate professional studies in performance, composition, and conducting. Certificate in Performance, Master of Music (M.M.), Master of Musical Arts (M.M.A.), Artist Diploma, Doctor of Musical Arts (D.M.A.).

For additional information, please 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, <http://music.yale.edu>

School of Forestry & Environmental Studies Est. 1900. Courses for college graduates. Master of Forestry (M.F.), Master of Forest Science (M.F.S.), Master of Environmental Science (M.E.Sc.), Master of Environmental Management (M.E.M.). Doctor of Philosophy (Ph.D.) awarded by the Graduate School of Arts and Sciences.

For additional information, please 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, www.environment.yale.edu

School of Public Health Est. 1915. Courses for college graduates. Master of Public Health (M.P.H.). Master of Science (M.S.) and Doctor of Philosophy (Ph.D.) awarded by the Graduate School of Arts and Sciences.

For additional information, please write to the Director of Admissions, Yale School of Public Health, PO Box 208034, New Haven CT 06520-8034; tel., 203.785.2844; e-mail, ysph.admissions@yale.edu; Web site, <http://publichealth.yale.edu>

School of Architecture Est. 1916. Courses for college graduates. Professional degree: Master of Architecture (M.Arch.); nonprofessional degree: Master of Environmental Design (M.E.D.). Doctor of Philosophy (Ph.D.) awarded by the Graduate School of Arts and Sciences.

For additional information, please visit www.architecture.yale.edu, write to gradarch.admissions@yale.edu, or call 203.432.2296. Postal correspondence should be directed to the Yale School of Architecture, PO Box 208242, New Haven CT 06520-8242.

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

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

For additional information, please write to the Admissions Office, Yale School of Drama, PO Box 208325, New Haven CT 06520-8325; tel., 203.432.1507; e-mail, ysd.admissions@yale.edu; Web site, www.drama.yale.edu

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

For additional information, please write to the Admissions Office, Yale School of Management, PO Box 208200, New Haven CT 06520-8200; tel., 203.432.5635; fax, 203.432.7004; e-mail, mba.admissions@yale.edu; Web site, <http://mba.yale.edu>

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, or national or ethnic origin; nor does Yale discriminate on the basis of sexual orientation or gender identity or expression.

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

Inquiries concerning these policies may be referred to the Director of the Office for Equal Opportunity Programs, 221 Whitney Avenue, 203.432.0849 (voice), 203.432.9388 (TTY). For additional information, see www.yale.edu/equalopportunity.

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. In addition, in accordance with federal law, the University maintains information concerning current fire safety practices and prepares an annual fire safety report concerning fires occurring in on-campus student housing facilities. Upon request to the Office of the Associate Vice President for Administration, PO Box 208322, 2 Whitney Avenue, Suite 810, New Haven CT 06520-8322, 203.432.8049, 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. The Equity in Athletics Disclosure Act (EADA) report is also available online at <http://ope.ed.gov/athletics>.

For all other matters related to admission to Yale Law School, please telephone the Director of Admissions, 203.432.4995, or the Director of Graduate Programs, 203.432.1696.

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| Admissions (J.D.) | 203.432.4995 |
| Alumni Affairs | 203.432.1690 |
| Building Services | 203.432.4980 |
| Business Office | 203.432.8582 |
| 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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