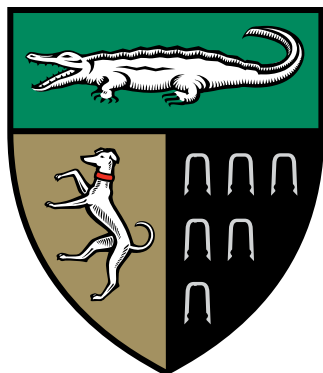


# Yale Law School

## 2013–2014



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The University reserves the right to withdraw or modify the courses of instruction or to change the instructors at any time.

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# Calendar

## 2013

### FALL

Sept. 2	M	Labor Day. Orientation for new J.D. students begins, 4 p.m.
Sept. 3	T	Orientation for graduate students begins Registration for all new students First-term small groups meet
Sept. 4–6	W–F	Orientation continues
Sept. 9	M	Registration for returning students Fall term begins, 8:10 a.m. Classes begin, 8:10 a.m.
Sept. 10	T	Add/drop period begins, 8:30 a.m.
Sept. 17	T	Add/drop period closes, 4:30 p.m.
Oct. 10	TH	Fall recess begins, 6 p.m.
Oct. 11	F	No classes will meet
Oct. 14	M	No classes will meet
Oct. 15	T	Fall recess ends; classes resume, 8:10 a.m.
Nov. 22	F	Thanksgiving recess begins, 6 p.m.
Dec. 2	M	Thanksgiving recess ends; classes resume, 8:10 a.m.
Dec. 17	T	Only Friday classes will meet Classes end; winter recess begins, 6 p.m.

## 2014

Jan. 6	M	Recess ends; examination period begins, 9 a.m.
Jan. 16	TH	Examination period ends Fall term ends, 5 p.m.

### SPRING

Jan. 20	M	Martin Luther King, Jr. Day; no classes
Jan. 21	T	Spring term begins, 8:10 a.m. Registration for all students Classes begin, 8:10 a.m.
Jan. 22	W	Add/drop period begins, 8:30 a.m.
Jan. 29	W	Add/drop period closes, 4:30 p.m.
Mar. 14	F	Spring recess begins, 6 p.m.
Mar. 24	M	Spring recess ends; classes resume, 8:10 a.m.
Apr. 28	M	Classes end
May 5	M	Examination period begins, 9 a.m.
May 12	M	Scheduled examinations end, 5 p.m.
May 15	TH	Self-scheduled examinations end, 5 p.m.
May 16	F	Rescheduled examinations end Spring term ends, 5 p.m.
May 19	M	University Commencement
May 28	W	Degrees voted by faculty

# The President and Fellows of Yale University

## President

Peter Salovey, A.B., M.A., Ph.D.

## Fellows

His Excellency the Governor of Connecticut, *ex officio*

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

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Joshua Bekenstein, B.A., M.B.A., Wayland, Massachusetts

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Charles Waterhouse Goodyear IV, B.S., M.B.A., London, England

Catharine Bond Hill, B.A., B.A., M.A., Ph.D., Poughkeepsie, New York (*June 2019*)

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Neal Leonard Keny-Guyer, B.A., M.P.P.M., Portland, Oregon (*June 2015*)

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Douglas Alexander Warner III, B.A., Locust Valley, New York



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Kathleen B. Overly, J.D., Ed.D., Associate Dean  
Asha Rangappa, A.B., J.D., Associate Dean  
Mike K. Thompson, M.B.A., J.D., Associate Dean

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Professorial Lecturer in Law  
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Owen M. Fiss, M.A., LL.B., Sterling Professor Emeritus of Law and Professorial  
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Robert W. Gordon, A.B., J.D., Chancellor Kent Professor Emeritus of Law and  
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 Steven G. Calabresi, B.A., J.D., Visiting Professor of Law (fall term)  
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 Toni Hahn Davis, J.D., LL.M., Associate Dean  
 Drew S. Days, III, B.A., LL.B., Alfred M. Rankin Professor Emeritus of Law and  
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 Giacinto della Cananea, Ph.D., Visiting Professor of Law (fall term)  
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 and Professorial Lecturer in Law  
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 Robert C. Ellickson, A.B., LL.B., Walter E. Meyer Professor of Property and Urban  
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 Hope R. Metcalf, B.A., J.D., Associate Research Scholar in Law and Director, Arthur  
 Liman Program  
 Nicolo Nourafchan, M.Sc., J.D., Associate Research Scholar in Law  
 Pranesh Prakash, B.A., LL.B., Postdoctoral Associate in Law and Access to Knowledge  
 Fellow, Information Society Project  
 Nicholas Rostow, Ph.D., J.D., Senior Research Scholar in Law  
 Megan Quattlebaum, B.A., J.D., Associate Research Scholar in Law and Senior Liman  
 Fellow in Residence  
 Marina Santilli, J.D., M.C.L., Senior Research Scholar in Law  
 Esteve Sanz, M.Phil., Ph.D., Postdoctoral Associate in Law and Thomson Reuters  
 Fellow, Information Society Project  
 Justin T. Sevier, A.B., J.D., Associate Research Scholar in Law  
 Yael Shavit, B.A., J.D., Associate Research Scholar in Law and San Francisco  
 Affirmative Litigation Project Fellow  
 Benjamin Shmueli, LL.M., 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  
 Sam Shpall, B.A., Ph.D., Postdoctoral Associate in Law, and Law and Philosophy  
 Fellow  
 Norman I. Silber, M.A., J.D., Senior Research Scholar in Law  
 Yuval Sinai, LL.B., Ph.D., Senior Research Scholar in 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  
 James A. Thomas, B.A., J.D., Jack B. Tate Senior Fellow and Decanal Adviser  
 Rick J. Trinkner, M.A., Ph.D., Postdoctoral Associate in Law  
 Manoj Viswanathan, J.D., LL.M., Associate Research Scholar in Law and Ludwig  
 Community Development Fellow  
 Ruth Wedgwood, A.B., J.D., Senior Research Scholar in Law  
 Robert D. Williams, B.A., J.D., Research Scholar in Law and Senior Fellow, The China  
 Law Center

#### **Lecturers in Law**

Emily Bazelon, B.A., J.D.  
 Gregg Gonsalves, B.S.  
 Linda Greenhouse, B.A., M.S.L., Joseph Goldstein Lecturer in Law  
 Lucas Guttentag, A.B., J.D.  
 Su Lin Han, M.A., J.D.  
 Jamie P. Horsley, M.A., J.D.



Margot E. Kaminski, B.A., J.D.  
 Hope R. Metcalf, B.A., J.D.  
 James E. Ponet, M.A., D.D.  
 Yael Shavit, B.A., J.D.  
 Robert D. Williams, B.A., J.D.

### **Visiting Lecturers in Law**

Guillermo Aguilar-Alvarez, Lic. en Derecho (J.D.)  
 Yas Banifatemi, Ph.D., LL.M.  
 Richard Baxter, M.A., J.D., John R. Raben/Sullivan & Cromwell Visiting Lecturer in  
 Accounting  
 Stephen B. Bright, B.A., J.D., Harvey Karp Visiting Lecturer in Law  
 Lincoln Caplan, A.B., J.D.  
 Susan L. Carney, B.A., J.D.  
 Robert N. Chatigny, A.B., 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.  
 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  
 Stephen Fraidin, A.B., LL.B.  
 Peter T. Grossi, Jr., M.A., J.D.  
 Benjamin W. Heineman, Jr., B.Litt., J.D.  
 Frank Iacobucci, LL.B., LL.M., Gruber Global Constitutionalism Fellow  
 Andrew J. Pincus, B.A., J.D.  
 Megan Quattlebaum, B.A., J.D.  
 Eric S. Robinson, M.B.A., J.D.  
 Charles A. Rothfeld, A.B., J.D.  
 Sarah Russell, B.A., J.D.  
 John M. Samuels, J.D., LL.M.  
 Paul Schwaber, M.A., Ph.D.  
 Michael S. Solender, B.A., J.D.  
 Sidney H. Stein, A.B., J.D.  
 Stefan R. Underhill, B.A., J.D.  
 John M. Walker, Jr., B.A., J.D.  
 Ashbel T. Wall II, B.A., J.D.

### **Clinical Lecturer in Law**

Joshua U. Galperin, J.D., M.E.M.

### **Clinical Visiting Lecturers in Law**

Sheldon S. Adler, B.A., J.D.  
 Melinda Agsten, A.B., J.D.

Helen V. Cantwell, B.A., J.D.

Allison Clements, B.S., J.D., S. Kinnie Smith, Jr. Clinical Visiting Environmental  
Lecturer in Law

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.

Beverly J. Hodgson, A.B., J.D.

Stephen M. Hudspeth, M.A., J.D.

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

Barbara B. Lindsay, J.D., LL.M.

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

Jennifer Mellon, B.A., 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.

Sia M. Sanneh, M.A., J.D.

Barry R. Schaller, B.A., J.D.

David A. Schulz, M.A., J.D., Floyd Abrams Clinical Visiting Lecturer in Law

Hunter Smith, M.Sc., J.D.

Lisa Suatoni, M.E.S., Ph.D., Timothy B. Atkeson Clinical Visiting Environmental  
Lecturer in Law

Thomas Ullmann, B.S., J.D.

Michael D. Weisman, B.A., J.D.

### **Tutors in Clinical Studies**

Juliett 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.

**Tutors in Law**

Thomaz Henrique Junqueira de Andrade Pereira, LL.M., LL.M.

Scott Stephenson, LL.B., LL.M.

**Assistants in Instruction**

*Coker Fellows*

Mathew S. Andrews, B.A.

Julia H. Brower, A.B.

Angela Cai, A.B.

James T. Dawson, B.A.

Halley W. Epstein, B.A.

David R. Felton, B.A.

Abigail A. Graber, B.A.

Sarah L. Grusin, B.A.

Andrew S. Hammond, B.A., M.Phil.

Lauren J. Hartz, A.B.

Alex C. Hemmer, B.A.

Christina M. Koningisor, A.B.

David S. Louk, B.A., M.Phil.

Edward Webb Lyons, B.A.

Jessica A. Marsden, B.A.

Anjali Motgi, A.B.

Celia C. Rhoads, B.A.

Matthew J. Rubenstein, A.B.

Michael Shih, A.B., M.Phil., M.Sc.

Caitlin B. Tully, A.B.

Jacob M. Victor, A.B.

Xiao Wang, B.A., M.P.P.

Emily A. Weigel, A.B.

Rachel G. Wiener, 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. J. Rubenfeld (Section A), P. Gewirtz (Section B), H.K. Gerken (Group 1), J.M. Balkin (Group 2), W.N. Eskridge, Jr. (Group 3), J. Forman, Jr. (Group 4), C. Rodriguez (Group 5), P.W. Kahn (Group 6)

**Contracts I (11001)** 4 units. I. Ayres (Section A), S.L. Carter (Section B), H. Hansmann (Group 1), L. Brilmayer (Group 2), A. Chua (Group 3)

**Procedure I (12001)** 4 units. H.H. Koh (Section A), A.D. Lahav (Section B), K.A. Collins (Section C), J. Resnik (Group 1)

**Torts I (13001)** 4 units. G. Calabresi (Section A), J. Klick (Section B), G.C. Keating (Section C), D. Kysar (Group 1), J.F. Witt (Group 2)

### *Advanced Courses*

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

**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. J.L. Mashaw

**Advanced Administrative Law: The Idea of Reasoned Administration (20419)** 2 units. This seminar will explore the idea of reason as a basis for legal legitimacy with special attention to administrative law both in the United States and in select foreign systems. Paper required. Enrollment limited to fourteen. 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 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 instructor required. J.L. Pottenger, Jr.

**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 matter that has not concluded: litigation on behalf of Abdullah al-Kidd, a material witness wrongfully arrested in a post-September 11 investigation of a Muslim charitable organization. One part of the case was heard by the Supreme Court in spring 2010, in

*Ashcroft v. al-Kidd*, No. 10–98, but claims against other defendants remain pending before the U.S. Court of Appeals for the Ninth Circuit and in U.S. District Court. Permission of the instructors required. Enrollment limited. M.J. Wishnie and L. Gelernt

**Advanced Criminal Justice Clinic (20603)** 1 to 3 units, credit/fail. A fieldwork-only option. Prerequisite: Criminal Justice Clinic. Permission of the instructors required. F.M. Doherty, T. Ullmann, and J. Mellon

†**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 (Web). Enrollment limited to fourteen. E.S. Robinson

**Advanced Education Adequacy Project (20479)** 1 to 3 units. Permission of the instructors required. H.V. Cantwell, A.A. Knopp, D.N. Rosen, H. Smith, and M.D. Weisman

**Advanced Educational Opportunity and Juvenile Justice Clinic (20651) and Fieldwork (20652)** 2 units, credit/fail, with a graded option, for the seminar portion of the clinic; 2 units, credit/fail, for fieldwork (4 units total). Open only to students who were enrolled in the School to Prison Pipeline project. Advanced EOJJC provides educational advocacy for children and youth facing delinquency charges and represented by the New Haven juvenile public defender's office. Our educational advocacy aims to help our clients achieve better outcomes in their delinquency cases and to achieve lasting success in school. In addition, we will represent clients in school discipline hearings. Class sessions will address four broad themes: (1) how the juvenile justice system operates (nationally, in Connecticut, and in New Haven); (2) effective client-centered lawyering when representing adolescents; (3) the relationship between the education and juvenile justice systems; and (4) race, class, and the juvenile and criminal justice systems. Class sessions will also focus on substantive law, ethical issues, case discussions, and lawyering competencies. Class will meet weekly, with an intensive "boot camp" during the first week of classes. This is a one-term clinic. This clinic is open only to J.D. students. Permission of the instructor required. J. Forman, Jr.

**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. †Students may only satisfy the professional skills requirement through this course if they receive 2 or more units. Permission of the instructor required. Enrollment limited to eight. L.J. Fox



**Advanced Immigration and Migration Topics: Comprehensive Immigration Reform (20611)** 2 units. This is an advanced seminar that will focus on prospective or actual federal immigration reform legislation under consideration by Congress. By the fall, “comprehensive immigration reform” (CIR) is expected to be in process or enacted. The class will examine in depth any bills pending and/or any legislation enacted during the fall of 2013. The seminar is designed for students with a solid foundation in immigration law—based on prior course work, significant clinical fieldwork, or academic study—who seek to engage in deeper examination of the current legislation, its content and prospects, and potential implementation. The seminar will explore the legislative process, including the political dynamics that led to introduction and consideration of the legislation in 2013, and the substantive provisions that are proposed or adopted. This will include exploring from historical, normative, constitutional, comparative, and practical perspectives the key components of any bill(s) such as the legalization program for undocumented immigrants, new or different enforcement measures, provisions addressing labor and employment, questions about border security, eligibility of immigrants for public benefits, and changes to family or employment immigration categories. Students working under the direction of the instructors will participate in and be responsible for developing some of the readings on particular issues. The precise content of the seminar will take into account the actual status of CIR legislation in September. Guest speakers involved in the legislation and related issues will be invited to share their insights and expertise. Prerequisites: a prior course in immigration law or policy or substantial supervised work in a clinical or other setting. Substantial Paper credit may be available. Paper required. Permission of the instructors required. Enrollment limited to sixteen. M.I. Ahmad and L. Guttentag

**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 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 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. 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. 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 instructor required. H.R. Metcalf

**Advanced SFALP (20516)** 1 to 3 units, credit/fail, with a graded option. Open only to those students who have completed Local Government in Action: San Francisco Affirmative Litigation Project. Permission of the instructors required. H.K. Gerken and Y. Shavit

†**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 Transnational Development Clinic (20607)** 1 to 3 units, credit/fail. Open only to students who have completed the Transnational Development Clinic. Permission of the instructor required. M.I. Ahmad and A.S. Lemar

**Advanced Veterans Legal Services Clinic (20595)** 2 or 3 units, graded or credit/fail at student option. A fieldwork-only option. Prerequisite: Veterans Legal Services Clinic. Permission of the instructors required. M.J. Wishnie, F.M. Doherty, and M.M. Middleton

**Advanced Worker and Immigrant Rights Advocacy Clinic (20488)** 1 to 3 units, graded or credit/fail at student option. A fieldwork-only option. Prerequisite: Worker and Immigrant Rights Advocacy Clinic. Permission of the instructors required. M.I. Ahmad, N. Hallett, and M.J. Wishnie

†**Advanced Written Advocacy (20422)** 3 units. This seminar will (1) train students to advocate for their clients more effectively and (2) familiarize students with the lifecycle of a civil lawsuit. To improve students' strategic writing, the class will scrutinize excellent trial motions and appellate briefs to see how top practitioners tell their clients' stories, organize and build legal arguments, and advance their clients' strategic interests. The class will also review numerous other types of litigation-related documents, including letters, memoranda, complaints, answers, scheduling orders, and document requests. The course will provide a fair amount of instruction about the stylistic side of "legal writing," but it will focus on advocacy's more substantive facets. Students will prepare three short but challenging assignments as part of a team and either one or two other assignments on their own. To familiarize students with the arc of a civil suit, members of the class will prepare short presentations about a prominent lawsuit; over the course of the term, these presentations will help students see how a case gets from filing to finality. Enrollment limited to sixteen. N. Messing

\*†**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

**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: 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 instructor. Permission of the instructor required. Paper required. Enrollment limited to six. A.K. Klevorick

†**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. 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 example and computation is advisable. Scheduled examination. R. Romano

†**Arbitration and Mediation Skills (20314)** 2 units. Ninety-eight percent of disputes that start in court are resolved by various forms of alternate dispute resolution. The course, taught by seasoned mediators and arbitrators, will provide practical experiential training in skills and theory central to these forms of legal practice. The course will be taught in small groups with weekly performance requirements. Short written assignments. Enrollment limited to twelve. S.I. Edelstein and B.J. Hodgson

**Arbitration in the United States (20650)** 2 units. Almost 180,000 contract disputes were handled last year by the American Arbitration Association compared to just 30,000 contract cases handled by federal courts, demonstrating that lawyers who want a sophisticated, nationwide commercial practice need to understand arbitration. This surge in cases has caused the Supreme Court to hear almost twenty arbitration cases in the past five years to refine – and, in some instances, overhaul – the jurisprudence in this area. Does the ascent of arbitration reflect that this form of dispute resolution is a faster, fairer, confidential alternative to litigation? Or does it reflect that corporations favor this approach as a way to limit their liability? Or is the rise merely the inevitable result of a faithful reading of federal statutes? Students will explore empirical research in the field, review the Federal Arbitration Act, examine federal and state case law, discuss the rules of domestic arbitration bodies, and read major articles and case studies about the law, theory, and mechanics of arbitration in the United States. Self-scheduled examination or paper option. N. Messing

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

**Bioethics and Law: Seminar (20201)** 3 units. The seminar will consider the justifications for overriding the individual choice of mentally competent people who want physician assistance in terminating their lives; or who want access to drugs that have not been approved by federal regulators; or who want medical treatment notwithstanding their physicians' data-based judgment that such treatment would be "futile"; or who want to participate in medical experiments deemed "excessively risky" by federal or state regulators; or who want to donate, sell, or buy their organs for transplantation. The class will also evaluate the ways that the individual choice norm has been extended to or withheld from individuals who have lost competence or who (because of mental impairment) had never been or (because they were infants or fetuses) had not yet become competent to decide for themselves. Throughout the seminar, students will explore psychological and practical realities that complicate, and may fundamentally call into question, the application of the individual choice norm in both medical therapy and research. Paper required. R.A. Burt

**[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. R.A. Burt, J.E. Ponet, and P. Schwaber

**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. Self-scheduled examination. J.D. Morley

†**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 spend two to three weeks in August at the Southern Center for Human Rights in Atlanta or the Equal Justice Initiative in Montgomery, Alabama, where they will meet attorneys, investigators, and mitigation specialists working on capital cases and become part of a team representing people facing the death penalty. They will work on cases, which may include interviews with witnesses, jurors, or clients, depending upon what is happening in the case at the time, as well as legal research, analysis, and writing. Students will continue their work over two terms upon return to law school. Students will 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 2014. Permission of the instructors required. Enrollment limited to six. S.B. Bright, A.M. Parrent, and S.M. Sanneh

†**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. Edelstein, and F.S. Gold

†**Community and Economic Development (20023)** 3 units, credit/fail. CED offers law students the chance to do pro bono transactional lawyering and policy work, rather than litigation. CED focuses on issues of neighborhood revitalization, 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, community development financial institutions, neighborhood associations, and small foundations. They work in regulatory, transactional, business, policy research, development, 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 non-stock corporations and LLCs); negotiating and drafting contracts; developing 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 that can then be used to inform policy development at the local, state, and federal levels. Students will gain skills in drafting, client contact, memo preparation, regulatory agency contact, administrative agency contact, and negotiation. Depending upon the particular project, students will be exposed in depth to banking, finance, land use, business, policy research, design, and advocacy.

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

**Comparative Administrative Law (20517)** 2 or 3 units. A seminar comparing the administrative law systems of the United States with those in other parts of the world. The seminar focuses on the way statutory and constitutional law guides and constrains policy making by government ministries and independent agencies, and it will consider the oversight role of courts and other bodies. The course will compare the United States with the European Union, France, Germany, and the U.K., and it will also examine administrative law in the transition to democracy in emerging economies and in non-democracies such as China. The particular comparative focus will depend on student background and interest. Prerequisite: one course on administrative law (either of the United States or of any other country). Thus, LL.M. students are eligible if they have studied administrative law during their legal training. Biweekly reading responses and either a self-scheduled examination or a term paper. Three units of credit available for papers designed to earn Substantial Paper credit or for comparable papers by graduate students. Enrollment limited to fifteen. S. Rose-Ackerman

**Comparative Constitutional Law: Seminar (20121)** 2 units. This seminar will provide a comparative perspective on U.S. constitutional law by looking at analogous case law and institutions from other constitutional democracies including the U.K., Germany, France, Japan, India, Canada, South Africa, Australia, Indonesia, South Korea, Brazil, Italy, Israel, and the European Union. Topics will include amendment mechanisms, secession, judicial review, separation of powers, federalism, fundamental rights, equality, freedom of expression, freedom of religion, comparative procedure, property rights and economic liberties, entitlements to government aid, and guarantees of democracy. The course requirements are a ten-page take-home exam essay and a twenty-five page paper. Permission of the instructors required. Self-scheduled examination and paper. A.R. Amar and S.G. Calabresi

**Comparative History of Human Rights (20257)** 2 or 3 units. Universal human rights were proclaimed at the end of the eighteenth century in America and in France. Today, they represent the world's premier moral language. But their full realization is still a work in progress. What are human rights? When and where did they emerge as claims? How and why did they spread? This course will examine the legal means by which some of them have been successfully guaranteed while questioning to what degree (are they absolute or conditional rights?) as well as their geographical scope (universal, regional, national). Exploring different fields within which "human rights" has developed since the Enlightenment era (including the abolition of torture, slavery, women's rights, citizenship and refugees, the reduction of racial and ethnic persecution and discrimination, as well as economic and social rights), the class will examine the values, interests, political events, and social interactions which permitted human rights to both progress and, occasionally, to regress in the West and elsewhere throughout the world. Self-scheduled examination or paper option. P. Weil

**[The] Constitution, the Common Law, and the Corporation (20621)** 2 units, credit/fail. A legal philosophy based on the relationship between precedent and judicial opinion. Self-scheduled examination. J.G. Deutsch

**†Constitutional Litigation Seminar (20259)** 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 a circuit court decision. 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. S.L. Carney and J.M. Walker, Jr.

**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. All students will make presentations on at least one topic during the term and will be expected to ask at least one question during others' presentations. Attendance and participation are therefore required. Students who have selected writing topics and have had those topics approved by November 30 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 corruption, economic development, and political and bureaucratic institutions. The seminar draws on research from law, economics, and political science. Topics covered include corruption and democracy, corruption and gift giving, organized crime and corruption, incentives for corruption in particular sectors (e.g., procurement, licensing, taxation), and the international regime designed to limit corruption and illicit financial flows. Paper (2 or 3 units) or self-scheduled examination (2 units). Enrollment limited to ten Law students. *Also PLSC 714a.* S. Rose-Ackerman

**\*†Criminal Justice Clinic (20519)** and **Fieldwork (20641)** 2 units, credit/fail, with a graded option, for each part (4 units total). The clinic and fieldwork must be taken simultaneously. Students represent defendants in criminal cases in the Geographical Area #23 courthouse (the “GA”) on Elm Street in New Haven. Students handle all aspects of their clients’ cases under the direct supervision of clinical faculty. Students learn how to build relationships with clients, investigate and develop their cases, construct persuasive case theories, negotiate with opposing counsel, prepare motions and briefs, and advocate for clients in court. Students also explore the legal framework governing the representation of clients in criminal cases, including the rules of professional responsibility. Throughout, students are encouraged to think critically about the operation of the criminal justice system and to reflect on opportunities for reform. Because of the frequency of court appearances, students must keep two mornings a week (Monday–Thursday, 9 a.m. – 1 p.m.) free from other obligations. Students must also return to the Law School the week of September 3, 2013, to participate in an orientation program intended to prepare them for criminal practice. Enrollment limited. F.M. Doherty, T. Ullmann, and J. Mellon

**Criminal Law and Administration (20061)** 3 units. This course will be concerned with fundamental topics in substantive criminal law. It will be concerned with the principles underlying the definitions of crimes (the definitions, primarily, of the acts and mental states that constitute crimes); with the way in which mistakes of fact and law are treated by the criminal law; with the law governing homicide and rape; with the general doctrines concerned with attempt and accomplice liability, which are of relevance to many different crimes; and with a selection of exculpating conditions, namely, insanity, intoxication, self-defense, necessity, and duress. The Model Penal Code will serve as the primary, although not exclusive, statutory text, as it does in many jurisdictions. Scheduled examination. G. Yaffe

**Criminal Procedure: Charging and Adjudication (20359)** 4 units. This course has also been called “Criminal Procedure II.” The class will examine the law governing prosecution and criminal trials in the United States. There is no prerequisite for this course, though we will necessarily encounter some questions and issues that relate to criminal law, criminal investigation, evidence, and federal courts. The emphasis will be on the rules and practices of the state and federal courts in the United States, but the course will also consider some comparative criminal adjudicative mechanisms. Students will be expected to critically consider the proper standards and institutions for provision of defense counsel and for regulating the grand jury, formal criminal charging, plea-bargaining, pre-trial release, discovery, jury selection, speedy trial, jury trial, sentencing, direct appeal, and collateral review of convictions. Scheduled examination. K. Stith



**Criminal Procedure: Investigation (20270)** 3 units. This course will cover the law regulating searches and seizures (including electronic eavesdropping); the interrogation of suspects, witnesses, and defendants; bail; preliminary hearings; grand jury proceedings; and the right to counsel. Attendance and participation may be considered in grading. Scheduled examination. S.B. Duke

**Democracy and Distribution (20538)** 2 or 3 units. An examination of relations between democracy and the distribution of income and wealth. Particular attention will be paid to the ways in which different classes and coalitions affect, and are affected by, democratic distributive politics. This course will meet according to the Yale College calendar. No Supervised Analytic Writing credit. Substantial Paper credit possible, with permission of the instructor. Paper required. Enrollment limited to six Law students. *Also PLSC 287a/EPE 411a.* M.J. Graetz and I. Shapiro

**[The] Development of the Western Legal Tradition (20285)** 4 units. This course will examine the rise and spread of the Western legal tradition, especially in the cultural centers of continental Europe. Topics discussed will include the development of the learned legal traditions of Roman and Canon law; the separation of law from religion in the Western world; relations between city and countryside; and the structures and eventual breakdown of social hierarchy. The course will also give some attention to the spread of Western legal forms and practices into Latin America and Asia. Self-scheduled examination or paper option. J.Q. Whitman

**\*†Education Adequacy Project (20403)** 3 units. The Education Adequacy Project (EAP) provides a unique opportunity for students to participate in and help lead institutional reform litigation. The only clinic of its kind in the nation, EAP pursues a single complex lawsuit to ensure the State of Connecticut provides all Connecticut children with adequate and equitable educations. Students work with attorneys at Debevoise & Plimpton as well as local counsel in an integrated trial team. Students play a significant role in determining the case's litigation strategy. EAP members pursue a variety of projects including education policy research, legal writing, legal research, and other tasks essential to litigation. Class time is devoted to litigation strategy and discussion with supervising attorneys; training in litigation skills; and internal clinic logistics. Permission of the instructors required. H.V. Cantwell, A.A. Knopp, D.N. Rosen, H. Smith, and M.D. Weisman

**\*†Educational Opportunity and Juvenile Justice Clinic (20311) and Fieldwork (20312)** 2 units, credit/fail, for each part (4 units total). EOJJC provides educational advocacy for children and youth facing delinquency charges and represented by the New Haven juvenile public defender's office. Our educational advocacy aims to help our clients achieve better outcomes in their delinquency cases and to achieve lasting success in school. In addition, we will represent clients in school discipline hearings. Class sessions will address four broad themes: (1) how the juvenile justice system operates (nationally, in Connecticut, and in New Haven); (2) effective client-centered lawyering when representing adolescents; (3) the relationship between the education and juvenile justice systems; and (4) race, class, and the juvenile and criminal justice systems. Class sessions will also focus on substantive law, ethical issues, case discussions, and lawyering competencies. Class will meet weekly, with an intensive "boot camp" during the first week of classes.

This is a one-term clinic. This clinic is open only to J.D. students. Enrollment limited to three rising second-year students. Permission of the instructor required. J. Forman, Jr.

**Employment Discrimination Law (20037)** 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 provides a comprehensive introduction to the major analytical frameworks for conceptualizing and relating difference, discrimination, and equality in the workplace. Race and sex are the primary focus, but with attention to and comparison with disability, national origin, religion, and sexual orientation. The course will integrate a technical, doctrinal perspective with a theoretical, sociolegal one, as it investigates the assumptions underlying various legal approaches and situates them within larger social and historical contexts. The course will provide both a solid theoretical foundation relevant to other areas of civil rights and antidiscrimination law and the practical knowledge necessary to identify and analyze employment discrimination problems in a clerkship or practice setting. Attention also is given to how antidiscrimination frameworks relate to other means of conceptualizing and advancing workplace fairness. Self-scheduled examination. N.D. Zatz

**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 (Web) or paper option. *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 instructors. Enrollment limited to thirty. *Also F&ES 970a*. A. Clements, J.U. Galperin, and L. Suatoni

\*†**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. Permission of the instructor required. Preference given to prior Ethics Bureau enrollees and students who previously took the instructor's ethics class. Enrollment limited to twelve. L.J. Fox

**\*Ethics in Law and Markets (20622)** 3 units. The focus of this course is 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. Students 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 also the future of trust, reputation, and ethics in business. Attention will be paid to ethical issues within the private sector as well as in government and across society generally. Paper required. J.R. Macey and G. Fleming

**\*Ethics in Literature (20293)** 3 units. This seminar will consider questions of professional responsibility by reflecting upon ethical dilemmas presented in literature and then examining legal analogues. The class will read works by, among others, Doctorow, Ishiguro, and Soyinka. Each student will write several (very) short essays on ethics, and will have the option of writing a longer paper or taking an examination. Self-scheduled examination or paper option. Enrollment limited. 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 (Web). D.M. Kahan

**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 and the functions and theories of federalism. The class will focus on the federal courts while examining the allocation of authority among the

branches of the federal government and the relationships among state, federal, and tribal governments within the United States. Questions of the meaning of national and 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 constitutional and statutory federal judges 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 ninety. Y. Listokin

**Groups, Diversity, and Law (20451)** 2 or 3 units (depending on paper). Immigration, intra-group and inter-group differentiation, and egalitarian and diversity values are producing deep tensions and conflicts in a traditionally individualistic society. In complex ways, law influences how individuals assume group identities; how groups form, evolve, fragment, and compete with one another for social goods; and how diversity as social goal or constraint is defined and achieved. In this seminar, legal and social science materials will be used to explore the meanings of diversity, the history of diversity-as-ideal, and specific efforts by the law to implement that ideal—sometimes as a remedy for past discrimination, sometimes as a by-product of other values such as religious freedom, and sometimes for its own sake. The focus will be on examples such as affirmative action, political representation, language rights, immigration, residential integration, religion, expressive associations, voting rights, and social mobility. The emphasis will be on racial and ethnic groups, not on gender and sexual preference, which are covered in other courses. Each student must write, and some may be asked to present, a research paper. Supervised Analytic Writing and Substantial Paper credit may be given. An ungraded credit/fail option is available under certain conditions. P.H. Schuck

**Guantánamo (20527)** 2 units. This course will examine a range of issues growing out of the post-9/11 detentions of “enemy combatants” at Guantánamo Bay. The class will focus on presidential authority, separation of powers, and judicial responses. Topics will include the Bush and Obama Administrations’ actions, the modern context of habeas corpus, litigation on behalf of detainees and military commission defendants, congressional activity, and leading cases. Readings will include court of appeals and Supreme Court

briefs, argument transcripts, and decisions; Office of Legal Counsel memoranda; legislative materials; and scholarly commentary. Paper required. L. Greenhouse and E.R. Fidell

**Guns in the United States (20642)** 3 units. Guns are an important part of American society and culture. With more than 270 million guns held by private citizens and a Constitutional amendment associated with gun ownership, the possession, regulation, meaning, and use of firearms reach into important realms of American society, including: civil rights and liberties, identity and cognition, crime and violence, and public health and personal safety. This course explores the multifaceted role guns play in the United States by surveying historical, sociological, psychological, legal, and political research. From a firm foundation of the historical and constitutional origins of the second amendment, the course will focus on a range of topics around guns in America, including: the prevalence and distribution of guns; attitudes and opinions about gun ownership, possession, and use; illegal and legal gun markets; gun crime and injuries; and the varieties of responses to gun injuries and crime, including, importantly, the legislative and political processes that attend their development. This course will meet according to the Yale College calendar. Paper required. *Also SOCY 509a.* T.L. Meares and A. Papachristos

**Human Rights Workshop: Current Issues and Events (20134)** 1 unit, credit/fail. Conducted in workshop format and led by Professor Paul Kahn, Director of the Orville H. Schell, Jr. Center for International Human Rights, the course will discuss recent writings in the field, presentations from outside guests and participants, and newsworthy events in the human rights arena. This course will meet in weeks when the Legal Theory Workshop does not meet. 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

**Information Privacy Law (20454)** 2 units. Controversy over information privacy has grown dramatically in recent years. Information that many individuals view as private is gathered and deployed using a growing number of new technologies and practices — online tracking, “Big Data” analytics, facial recognition software, genetic testing, and much more. Constitutional, statutory, and common law have sought to respond to rapid changes in information gathering, storage, and dissemination. This course will provide a broad-ranging overview of the rapidly growing area of information privacy law. The required written work will be four four-page analytic essays on the course concepts and materials. Students interested in completing their Substantial Paper or Supervised Analytic Writing in the information privacy law area may seek permission to add additional independent writing credit, as neither Substantial Paper nor Supervised Analytic Writing projects can be substituted for the four required essays for the course. C. Jolls

**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. Enrollment limited to twenty. M.R. Damaška

**International Investment Arbitration: Seminar (20643)** 2 units. This seminar will focus on investor-state arbitration (ISA), a system of dispute resolution established through bilateral investment treaties and regional agreements such as NAFTA. In recent years, the importance of ISA has exploded along with scholarly interest. Students will read and discuss the most important recent scholarship in the field in view of developing research projects of their own. A paper or literature review is required. A. Stone Sweet

**†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

**[The] Judicial Role in Constitutional Interpretation: Comparing the United States 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. 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 near the beginning of the term. (Specific times for class sessions will be set to accommodate the schedules of enrolled students.) Paper required. 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 Law (20004)** 3 units, credit/fail. Students in this clinical seminar will provide legal assistance, under the supervision of clinical faculty, to low-income tenants facing eviction in the New Haven Housing Court. Topics to be covered in discussions and class materials will include the substantive law of landlord-tenant relations, the Connecticut Rules of Practice and Procedure, ethical issues arising in the representation of clients, social and housing policy, and the development of lawyering skills, particularly in interviewing, litigation, negotiation, and mediation. Weekly class sessions and supervision sessions, plus eight to twelve hours per week of casework. Enrollment limited 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. C. Jolls

**Law and Economics: Directed Research (20371)** 1 to 3 units. This seminar will help students develop research papers in law and economics or law and finance, while enjoying input from peers with similar interests. Any paper topic in law and economics or law and business, broadly conceived, is welcome. Paper required. Enrollment limited to eight. Y. Listokin

**\*[The] Law and Regulation of Banks and Other Financial Intermediaries (20346)**

2 or 3 units. This course will begin with an overview of the legal and business environment in which banks and other financial intermediaries (investment banks, insurance companies) operate. The course will focus on the law, history, politics, and economics affecting firms engaged in businesses such as banking, insurance, investment banking, mutual funds. The class will then discuss entry into the business of banking; the dual banking system; the shadow banking system; corporate governance of banks, activities restrictions, and limitations on investments; the regulation of deposit taking; safety and soundness regulation and prudential restriction of bank activities; consumer protection and lender liability; mutual funds; consumer protection and capital requirements; insurance and securities powers of banks and non-banks; affiliations between banks and other companies; examination and enforcement issues; bank failure; and international banking. Particular attention will be paid to the recurring problem of financial crisis, systemic risk, and to the Dodd-Frank Wall Street Reform and Consumer Protection Act provisions related to consumer protection and the resolution of failed banks. The concept of “Systemically Important Financial Institutions,” and the “Volcker-rule,” which purports to prohibit banks and bank holding companies from engaging in proprietary trading (trading with their own capital rather than on behalf of customers) also will be a subject of attention in this course. There are no prerequisites for this course. Information about financial economics and accounting and market microstructure that may be necessary in order to understand the legal and policy concepts developed in the course will be taught as part of the course. Self-scheduled examination and short paper required for 3 units of credit, or self-scheduled examination only for 2 units of credit. J.R. Macey

**†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 Ethics (20012)** 3 units. This course will explore issues involving professional responsibility. Topics will include the role of advocates; the adversary system; the conditions of practice, diversity, candor, and confidentiality; conflicts of interest; lawyer-client relationships; regulatory structures; and legal education. Special attention will also focus on the profession's public obligations in areas such as access to justice and pro bono service. Grades will be based on class participation and (1) short weekly reflection papers or (2) a long paper. Paper required. Enrollment capped at fifty. D.L. Rhode

**Legal Pluralism and Global Law (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 (informal social norms, custom, 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); the interaction between human rights and custom in developing countries, focusing on women’s rights; and in regional treaty agreements and international law. Students will be evaluated on the basis of (1) a 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). Paper required. A. Stone Sweet and G. della Cananea

**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 laws 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. The class will use a casebook (Susan Martyn and Lawrence Fox, *Traversing the Ethical Minefield*) and a standards book (Susan Martyn, Lawrence Fox, and Brad Wendel, *The Law Governing Lawyers*). Class attendance and participation are essential. Scheduled examination (Web). L.J. Fox

**†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 a Connecticut public interest organization of their choice. 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. Recently, students in the clinic have focused on public education, juvenile justice, tax policy, and women’s health. One of the clinic’s longtime clients (Connecticut Voices for Children) is a key player on a broad spectrum of 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, students will meet with legislators to get their bills introduced, develop oral and written testimony in support thereof, identify other witnesses, shepherd their bills through the committee process, and work to get them adopted. During the legislative session, students will also monitor other proposed legislation that might affect the clinic’s clients. To allow all students to participate in both the training/issue development and direct action aspects of the clinic’s work, priority will be given to students who commence their participation in the fall term. Enrollment limited to twelve. J.L. Pottenger, Jr., S.D. Geballe, and A.A. Knopp

**†Liman Public Interest Practicum (20632)** 2 units, credit/fail. 2 units, credit/fail; with permission of the instructors, students may elect to write a related Supervised Analytic Writing or Substantial Paper for additional graded credit. 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: studying prison policies in all fifty states regarding the use of long-term isolation; investigating avenues to curtail prosecutorial misconduct; analyzing how prison visitation rules operate in practice; exploring how immigration status affects parental interactions with state child welfare agencies; 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. Students work in teams and meet regularly with supervisors. Permission of the instructors required. J. Resnik, H.R. Metcalf, and M. Quattlebaum

**Liman Public Interest Workshop: Incarceration (20324)** 2 units, credit/fail. The practices of incarceration have changed over time. The numbers of people in jails and prisons rose substantially from the 1970s through the present; rates in some states have recently begun to level off or even decline. As of 2011, some 1.6 million persons were in jails or prisons. Some 5.1 million people were under supervision through probation, parole, and supervised release. According to the Bureau of Justice Statistics, one in 107 American adults was behind bars, a rate roughly five times the worldwide average, and one in fifty was under some type of supervision. Incarceration does not have the same impact on all who live in the United States; race, gender, age, nationality, and ethnicity interact to affect the likelihood that one will be detained or have family and community members in detention. People of color are disproportionately in prison. In 2009, African Americans and Latinos constituted more than 60 percent of imprisoned offenders. African American males were incarcerated in state and federal prisons at 6.4 times the rate of non-Hispanic white males, and Hispanic males at 2.4 times the rate of non-Hispanic whites. African American women are incarcerated at a rate 2.8 times that of non-Hispanic whites. Participants in this workshop will explore the history of detention and imprisonment in the United States; the rise of detention facilities owned and operated by the private sector; the use of specific forms of detention such as solitary confinement and specialized supermax facilities; and growing concerns about the costs—financial, dignitary, social, and political—of the system now in use. Our sessions will explore the law of prisons, the market for prisons, and the perspectives of those who direct prisons, who work in them, and who are detained by them. We will consider the degree of oversight that courts, legislatures, and other actors have in shaping the parameters of permissible sanctions

and regulating conditions of confinement. In addition to understanding U.S. law and practices, we will explore these issues comparatively and from a transnational perspective. J. Resnik, H.R. Metcalf, M. Quattlebaum, and A.T. Wall

**†Local Government in Action: San Francisco Affirmative Litigation Project (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). In addition, any student enrolling in this course for the first time in fall 2013 must complete their one-year commitment in the course to receive professional responsibility credit. Permission of the instructors required. H.K. Gerken and Y. Shavit

**Markets, Norms, and Regulations (20626)** 1 unit. The course will focus on private and public 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. Last year's speakers included Graham Allison, Paul Volcker, John Kerry, Robert Rubin, Stanley McChrystal, and Miguel Maduro. The focus on this year's class will be on decision making in the context of investment in Egypt, either by the IMF or by private sources. Paper required. Enrollment limited. 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

**†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

**National Security Law (20355)** 4 units. This course will be an introductory examination of U.S. national security law. The class will study questions relating to the exercise of military force, the conduct of intelligence operations, and the detention, treatment, and individual targeting of enemy combatants. In considering those questions, special attention will be paid to (1) how to allocate decision-making authority among the President, the Congress, and the courts; (2) how to strike the proper balance, substantively, between security and liberty and, procedurally, between secrecy and transparency; and (3) how to reconcile domestic law and policy objectives with international obligations and norms. Inquiries will be guided largely by domestic sources of law—the Constitution and such statutes as the National Security Act, the War Powers Resolution, the Foreign Intelligence Surveillance Act, the USA PATRIOT Act, and the Military Commissions Act—but, at times, we will look to international law and the laws of other nations to supplement our understanding of domestic law. Self-scheduled examination or paper option. J.D. Michaels

**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—organizations that 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 units. *Also MGT 695a.* J.G. Simon, M. Agsten, L.N. Davis, and B.B. Lindsay

**Political and Civil Rights in Canada and the United States (20600)** 2 units. Canada and the United States share more than an international border: both were colonies of Great Britain; both are federal systems; both countries' legal systems, with the exception of Quebec's, reflect an English common law heritage; and both are modern, industrialized societies. Canada did not, however, adopt a written bill of rights or institute the practice of judicial review until 1982. Prior to that time, its legal system operated according to principles of parliamentary supremacy. This comparative constitutional law seminar will explore the similarities and differences, both before and after Canada's 1982 constitutional change, between the two legal systems with respect to protection of individual rights. Attention will be given to the issues of hate speech, language rights, abortion, pornography and obscenity, religious liberty, affirmative action, criminal justice, press freedom, and the impact of international human rights norms on domestic decision making. Permission of the instructor required. Paper required. Enrollment limited to fifteen. D.S. Days, III

**\*Professional Ethics, Public Interest, and the Media (20644)** 3 units. This class is designed to explore the obligations of and restrictions on lawyers, journalists, and the courts to provide the public with information. The class will consider the responsibilities of lawyers to their clients, journalists to their subjects, and both to the public. The focus will be on the tensions these competing professional responsibilities engender. The class will also examine the role of the courts in disseminating information to the public

or shielding the public from what happens in court. Paper required. Enrollment limited to fifteen. D.L. Curtis and E. Bazelon

**Property (20207)** 4 units. The course will explore the law regulating the rights of private property broadly conceived. The principal focus will be on entitlements in land, but we will also think about the legal entitlements to other scarce resources. Topics will include limitations on the rights of landowners to exclude others; estates in land; co-ownership; landlord-tenant law and the slum housing problem; nuisance law; easements and covenants as means of cooperation among neighbors; and eminent domain, zoning, and other tools of public land use regulation. Scheduled examination. I. Ayres

**Property (20013)** 4 units. This course will cover the legal doctrines and other substantive content of the basic Property course with enrollment limited to fifteen and a required research paper. Property inquires 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 interest, and limitations on property. While the main focus will be property in land, the class will discuss the implications of property in other resources, such as wild animals, body parts, water, and information. The course will also examine recording and other notice-giving devices, interests in land over time, easements and deed restrictions, planned communities and “private government,” landlord-tenant relations, issues of differential wealth and civil rights, and public land use regulation. Students will develop research topics with the assistance of the professor. Self-scheduled examination and paper required. Enrollment limited to fifteen. C. Priest

**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. The work 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 America, 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. The class 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. The class will follow the development of proportionality in recent American Constitutional Law and evaluate its place in the constitutional scheme of things. This course will meet during the first half of the term. Paper required. 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

**Proseminar in Law: The Foundations of Legal Scholarship (50501)** 3 units. A critical assessment of influential legal scholarship. The goal of the seminar will be to define key issues for contemporary legal inquiry. This seminar is required for entering Ph.D. in Law students and is strongly recommended for entering J.S.D. students. Enrollment is limited, but applications are also invited from other students preparing for an academic career in legal studies. B. Ackerman and T. Tyler

**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, Rubinfeld, Siegel, and Strauss). Permission of the instructor required. Self-scheduled examination or paper option. A.R. Amar

**Reason and Passion in the Law (20645)** 2 units. Should a judge be a mechanical instrument of pure, detached reason, or an active personality imbued with human empathy? The course will consider this issue by looking at landmark cases heard by South Africa's first Constitutional Court, which deals with terrorism and torture, social and economic rights, the truth commission, same-sex marriages, and whether the law has a sense of

humor. The course will seek to examine the inextricable, if at times baffling, link between reason and passion in the law. Paper required. A. Sachs

**[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, Mellon, 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 Antitrust 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. 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 or her interrelationship 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. Hours to be arranged. Paper required. A. Barak

**Securities Regulation (20288)** 3 units. This course is an introduction to the statutes and rules administered by the Securities and Exchange Commission, with primary focus on the Securities Act of 1933 and the Securities Exchange Act of 1934. These statutes and rules regulate companies’ ability to finance their operations by issuing stocks, bonds, and other securities. The course is often dense and technical, but it has great practical relevance for students interested in the practice of law. The course will prepare students for work in capital raising, acquisitions, and other corporate transactions, as well as for litigation involving allegations of fraud in public and private companies. Self-scheduled examination. J.D. Morley

**Separation of Powers and Executive Branch Legal Interpretation: Seminar (20646)** 2 units. This course will explore the parameters of the executive-congressional relationship, with a special focus on the mechanisms through which the Executive Branch engages in legal interpretation, both of the Constitution and of statutes. In addition to examining the case law that structures the relationship between the political branches, the class will consider how the Executive conceptualizes and implements its “Take Care”

function, through its own forms of constitutional interpretation, in rulemaking, and in the exercise of prosecutorial discretion. The class also will explore how the congressional oversight and appropriations processes affect the relationship between the branches. Among the specific topics to be studied will be the scope of the President's foreign affairs and national security powers and Congress's efforts to limit those powers; the President's authority to decline to defend and enforce federal laws; and the roles of the Office of Legal Counsel and the interagency process, particularly in the mediation of conflict within the Executive Branch. Prerequisites: Constitutional Law I and either Administrative Law, Legislation, or a course on the Regulatory State. Paper required. Enrollment limited to fifteen. C. Rodríguez

**Social Science Research Methods (20647)** 3 units. This class is an introduction to the research methods used in social science with a particular focus on applications to law. Principles of research design will be presented, including experimental designs, quasi-experimental approaches, and the use of non-experimental methods. Key elements in survey research will also be presented. While the use of laboratory approaches will be considered, research in field settings of the type reflected in law will be emphasized. The class is intended to acquaint students with the issues relevant to becoming intelligent evaluators of empirical research as well as providing a basis for those who want to design and conduct their own empirical research. Self-scheduled examination or paper option. Enrollment capped at thirty-five. *Also PSYC 629a*. T. Tyler

**\*+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

**Theories of Statutory Interpretation: Seminar (20588)** 2 or 3 units. This seminar will focus on recent theoretical and doctrinal work on matters of statutory interpretation. Authors will often present their own work; students in the seminar will research and write original papers of their own, under the instructor's supervision. Prerequisite: Legislation. Paper required. Enrollment limited to fifteen. W.N. Eskridge, Jr.

**[The] Theory of International Law (20161)** 3 units. This course will attempt to examine the phenomenon of international law from a variety of disciplinary perspectives (e.g., historical, political, philosophical, legal). Questions addressed will include: Is international law really law? Do states actually obey international law and, if so, why? What is sovereignty? Is Westphalian sovereignty a myth (and where is Westphalia anyway)? What do the laws of war tell us about the nature of international law, and law more generally? Does international law exacerbate global inequality? Is international law morally legitimate?



An introductory course on international law is desirable but not a prerequisite. Scheduled examination. S.J. Shapiro

**Transnational Corporations and Human Rights (20648)** 2 units. Apple's use of child labor; Goldcorp's operations in Guatemala; the complicity of Dow Chemical/Union Carbide in the Bhopal chemical disaster; Shell's involvement in the executions of activists protesting the company's environmental and development policies in Nigeria. These are just a few examples of alleged corporate malfeasance that have emerged on the international stage. The purpose of this seminar is to introduce students to the debate concerning the accountability of transnational corporations that are complicit in rights-violating activities. At the international level, there has been a striking new strategy in the protection of human rights: a transition from focusing solely on rights violations committed by governments to a detailed examination of transnational corporate conduct. Indeed, it has now become trite to say that particular corporations have directly or indirectly participated in violations of human rights.

In order to address the fundamental question of whether corporations should in fact be socially responsible, the seminar will begin with an introduction to corporate theory. Students will then explore some of the key issues in the debate. Namely, whether transnational corporations can properly be included under the international law of state responsibility; mechanisms for self-regulation (e.g., voluntary corporate codes of conduct); the utility of the U.S. Alien Tort Claims Act; the advantages and disadvantages of UN initiatives (e.g., the work of the former UN Special Representative on Business and Human Rights); and the relevance of domestic corporate and securities law mechanisms (e.g., shareholder proposals and social disclosure).

The course will provide a comparative analysis of the U.S. and Canadian experiences, in particular. Paper required. Enrollment limited to ten. A. Dhir

**\*+Transnational Development Clinic (20577)** 3 units, credit/fail, with a graded option. Students in the Transnational Development Clinic work on a range of litigation and non-litigation projects designed to explore the sites for productive intervention of U.S.-based lawyers in development work. With a focus on global poverty, students in the clinic will identify models of what could be termed "development lawyering." The clinic takes a critical perspective on development, interrogating its troubled histories, ideologies, and institutions, and considering shifts in development theory and practice away from an exclusive focus on economic growth and toward equitable distribution of growth, accountable and effective institutions, and capacities-based approaches and understandings. Rather than work with traditional international development institutions, such as the World Bank or UN bodies, the clinic partners with community-based clients, membership-based organizations, and nongovernmental organizations and provides them with legal advice, counseling, and representation in order to promote models of inclusive development. With these collaborative partners, the clinic uses a range of domestic and international mechanisms to either affirmatively promote inclusive development projects or mount resistance to traditional, institutional approaches to development. The projects are transnational in that they involve mechanisms, strategies, and partnerships both situated in the United States and spanning national boundaries.

Current projects focus on (1) land reform, foreign direct investment, and the transition to democracy in Burma/Myanmar; and (2) demands for UN accountability for its

role in causing a massive cholera outbreak in Haiti. Past projects have focused on intersections of development and labor, trade, environment, and intellectual property, including: use of International Finance Institution (IFI) accountability mechanisms (e.g., the World Bank Inspection Panel, the International Finance Corporation Ombudsperson and Compliance Advisor/Ombudsman) on behalf of communities adversely affected by environmental consequences of IFI-funded projects; representation of workers and unions with workers' rights claims in proceedings under labor provisions of multilateral free trade agreements (e.g., North American Agreement on Labor Cooperation [the NAFTA labor side agreement], CAFTA labor chapter complaint mechanism); and support of patent litigation in developing countries with pharmaceutical manufacturing capacity, designed to increase access to affordable medications for poor people. Projects may involve international travel.

A seminar accompanying the fieldwork provides readings and structured discussion to explore the relationships among law, development and advocacy. In addition, the seminar examines practice-based advocacy skills, including brief writing, oral advocacy, and policy advocacy, and considers professional responsibility as applied to transnational development practice. Permission of the instructor required. Enrollment limited. M.I. Ahmad and A.S. Lemar

**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

**U.S. Law and Legal Scholarship: Graduate Seminar (50110)** 2 units, credit/fail (1 fall, 1 spring). A general introduction to the U.S. legal system designed for LL.M. students. Topics to be discussed include U.S. constitutional development and recent scholarship in major areas of U.S. law, including property, criminal law, torts, and administrative law. This course will meet weekly for two terms and is strongly recommended for all LL.M. students. S. Rose-Ackerman and G. Silverstein

**\*†Veterans Legal Services Clinic (20569) and Fieldwork (20596)** 2 units, graded or credit/fail at student option, for each part (4 units total). The clinic and fieldwork must be taken simultaneously. There are approximately 250,000 veterans currently 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) benefits applications for veterans who have suffered PTSD, sexual assault, Agent Orange-related cancer, and other injuries, in the first instance, on administrative appeal, and on judicial review of administrative denials; and (2) discharge upgrade applications, on administrative appeal and in U.S. District Court. Students also represent local and national veterans organizations in Freedom of Information Act litigation in U.S. District Court; civil rights litigation arising from sexual assault, other-than-honorable discharges of service members suffering undiagnosed PTSD, and denial of spousal benefits to veterans married to a partner of the same sex; and federal and state regulatory and legislative advocacy concerning veterans' employment issues, and treatment of service members with PTSD and those who have experienced military sexual assault and rape. The seminar portion is a practice-oriented examination of advocacy on behalf of veterans and of social justice lawyering generally. Permission of the instructors required. Enrollment limited. M.J. Wishnie, F.M. Doherty, and M.M. Middleton

**Why Government Fails So Often, and How It Might Do a Little Better: Seminar (20649)** 2 or 3 units. This seminar, based on a book of the same title (Princeton University Press, spring 2014), is almost entirely policy/analytically-oriented rather than legal, and is concerned only with federal domestic policy making. The topics will follow the book's chapter structure and will explore the deep, endemic, structural reasons for government ineffectiveness. They include: introduction to the problem of government failure; methodology for assessing policy success, failure, and in-between; the policy-making process; political culture; incentives and irrationality; information, rigidity, lack of credibility, and mismanagement; markets; implementation; the limits of law; bureaucracy; policy successes; and remedies for ineffectiveness. Substantial Paper and Supervised Analytic Writing credit is possible with permission of the instructor. If Supervised Analytic Writing, the paper will receive 3 units of credit. A credit/fail option is possible under certain conditions. Paper required. P.H. Schuck

**Work and Gender (20398)** 5 units. This course will examine how workplaces, jobs, and workers come to be structured along gendered lines. The class will read theoretical accounts, empirical studies, ethnographies, and legal cases to obtain an understanding of the mechanisms through which work becomes gendered. Among the questions the course will address are: Does the workplace reflect or rather actively reproduce gendered social relations and identities? What is the relationship among wage work, citizenship, and gender? How do structural features of organizations tend to reproduce sex segregation and gender harassment? How should we understand the relationship between gender and sexuality at work? Which theories ground past and present interpretations of the law's ban on sex discrimination? Which theories should do so? The representation of gender and work in the popular media will also be explored, through an accompanying, required in-class film series. Scheduled examination. V. Schultz

**\*+Worker and Immigrant Rights Advocacy Clinic (20465) and Fieldwork (20468)** 2 units, graded or credit/fail at student 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, Board of Immigration Appeals, U.S. District Court, the Second Circuit, and state courts. The non-litigation work will include representation of grassroots, labor, and faith 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 (4 credits each term). The clinical course and fieldwork must be taken simultaneously in both terms. Permission of the instructors required. Enrollment limited. M.I. Ahmad, N. Hallett, and M.J. Wishnie

**Working with Intellectual Property: Patents and Trade Secrets (20236)** 2 units. This course will examine current issues in patent law by focusing on the activities of lawyers who litigate and advise on patent and other intellectual property cases. 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 and will examine working arrangements and disputes that frequently do not make their way into court at all. The course will look behind the scenes to consider how lawyers help their clients work through intellectual property issues. The class will examine documents such as various kinds of licensing agreements, deposition transcripts, expert reports, briefs, and other “building blocks” underlying reported decisions, as well as applicable statutory and case law authority. As a counterpoint to discussion of issues presented by patent law, the class will look at some alternative legal constructs, primarily trade secrets law. Guest lecturers who have had significant influence in shaping intellectual property law will participate in a number of 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 reaction papers and 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. 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 Law School. Instructor will be able to accept a limited number of papers in satisfaction of the Substantial Paper requirement. Permission of the instructor required. V.A. Cundiff

## 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.

**Administrative Law (21048)** 4 units. There are vast areas of life in which much (often most) lawmaking 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. The written work required for the course will be five five-page analytic essays, due over the course of the term, on the course concepts and materials, and one 10–15-page term paper exploring an issue in administrative law in greater depth. Students interested in completing their Substantial Paper or Supervised Analytic Writing credit on an administrative law topic should seek permission to sign up for additional writing credit and in that case may substitute a longer paper for the required term paper. Paper required. C. Jolls

**Administrative Law (21119)** 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. J.D. Michaels

**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 instructor required. J.L. Pottenger

**Advanced Civil Liberties and National Security after September 11 (21674)** 2 units, graded or credit/fail at student option. This clinic has ended but continues to handle one matter that has not concluded: litigation on behalf of Abdullah al-Kidd, a material witness wrongfully arrested in a post-September 11 investigation of a Muslim charitable organization. One part of the case was heard by the Supreme Court in spring 2010, in *Ashcroft v. al-Kidd*, No. 10-98, but claims against other defendants remain pending before the U.S. Court of Appeals for the Ninth Circuit and in U.S. District Court. Permission of the instructors required. Enrollment limited. M.J. Wishnie and L. Gelernt

**Advanced Education Adequacy Project (21558)** 1 to 3 units. Permission of the instructors required. H.V. Cantwell, A.A. Knopp, D.N. Rosen, H. Smith, and M.D. 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 the Ethics Bureau at Yale clinic or the instructor's course, Traversing the Ethical Minefield, and who wish to earn 1 to 3 units by

contributing further to the work of the Bureau. †Students may only satisfy the professional skills requirement through this course if they receive 2 or more units. 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 an instructor required. C.L. Lucht, J.K. Peters, and H.V. Zonana

**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)** 2 or 3 units. An advanced exploration of the specialized methods and sources of legal research in some of the following areas: secondary legal authority, case law, statutory authority, legislative history, court rules and practice materials, and administrative law. The course also covers the legal research process and tracking research, as well as other strategies for efficient and effective legal research. Class sessions will integrate the use of online, print, and other research sources. Laptop computer recommended. Students are required to complete a series of assignments, in addition to other course requirements. Students who wish to qualify for a third unit will need to write a paper, in addition to the other course requirements. Enrollment will be capped at thirty. S.B. Kauffman, R.D. Harrison, J. Graves Krishnaswami, J.B. Nann, and J. Eiseman

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

†**Advanced 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 instructor 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 Y. Shavit

**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. J.M. Balkin, L. Greenhouse, N. Messing, J.A. Meyer, A.J. Pincus, and C.A. Rothfeld

**Advanced Topics in Civil Procedure (21735)** 3 units. This course will focus on selected topics of federal civil procedure that often do not receive in-depth attention in the basic procedure course. Topics will include multi-party litigation, jurisdiction in multi-party litigation, vertical choice of law, injunctive relief, and the rule-making process. Materials covering these and other subjects will focus on the legal, theoretical, practical, and political challenges and problems confronting lawyers, judges, and legislators who design, use, and implement the rules that govern litigation in the federal courts. Self-scheduled examination. K.A. Collins

**Advanced Topics in Federalism (21736)** 3 units. This class will be devoted to canvassing the major theoretical debates in federalism with a heavy emphasis on recent work. Class readings will be drawn primarily from the works of legal scholars, political scientists, and political theorists. Students will also take part in a series of workshops with faculty members presenting works-in-progress. The class should be of interest to anyone interested in developing expertise in the field or becoming an academic. In lieu of an examination, students will be required to write a series of short reflection papers as well as a final paper. Paper required. Enrollment limited to twenty. H.K. Gerken

**Advanced Veterans Legal Services Clinic (21631)** 2 or 3 units, graded or credit/fail at student option. A fieldwork-only option. Prerequisite: Veterans Legal Services Clinic. Permission of the instructors required. M.J. Wishnie and M.M. Middleton

**Advanced Worker and Immigrant Rights Advocacy Clinic (21555)** 1 to 3 units, graded or credit/fail at student option. A fieldwork-only option. Prerequisite: Worker and Immigrant Rights Advocacy Clinic. Permission of the instructors required. M.I. Ahmad, N. Hallett, and M.J. Wishnie

**†Advanced Written Advocacy (21475)** 3 units. This seminar will (1) train students to advocate for their clients more effectively and (2) familiarize students with the lifecycle of a civil lawsuit. To improve students' strategic writing, the class will scrutinize excellent trial motions and appellate briefs to see how top practitioners tell their clients' stories, organize and build legal arguments, and advance their clients' strategic interests. The class will also review numerous other types of litigation-related documents, including letters, memoranda, complaints, answers, scheduling orders, and document requests. The course will provide a fair amount of instruction about the stylistic side of "legal writing," but it will focus on advocacy's more substantive facets. Students will prepare three short but challenging assignments as part of a team and either one or two other assignments on their own. To familiarize students with the arc of a civil suit, members of the class will prepare short presentations about a prominent lawsuit; over the course of the term, these presentations will help students see how a case gets from filing to finality. Enrollment limited to sixteen. N. Messing

**\*†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 Legal History through 1860 (21063)** 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. It 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 747b*. C. Priest

**Antidiscrimination Law (21417)** 3 units. This course will examine constitutional and civil rights law addressing discrimination on the basis of race, sex, and sexual orientation. It will begin with framework questions concerning discrimination and other practices that enforce inequality, analyzing equal protection and related bodies of substantive due process law; and then surveying federal employment discrimination law, with occasional consideration of related bodies of civil rights legislation. The course will examine competing theories of equality in the areas of race, gender, and sexuality; models of bias; concepts of dignity that connect liberty and equality claims; and special problems associated with regulating public and private actors. What kinds of change can law remedying inequality effectuate, and how has the law responded to resistance? Are there distinctive roles that courts, legislatures, and administrative bodies might play in redressing inequality? What might local or transnational law contribute? Are there alternative approaches that we might uncover through historical or comparative analysis? Scheduled examination. R.B. Siegel

**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

**[The] Art and Science of Legal History (21181)** 1 or 2 units. This course will be devoted to executing and analyzing papers on topics developed in the prior term in *The Constitution, the Common Law, and the Corporation*. The theory of the course is that substantive legal history (history concerned about the validity of its argument rather than agreement with its conclusions) is argument aware of the fact that litigation is a contest (since it involves a judge or jury as well as litigators) among different versions of history. Training in legal analysis, therefore, should make one aware that the focus should be neither on the definition of the problem nor the validity of the proposed solution, but rather on attempting to explicate exactly how and why the two fit together. Paper required. J.G. Deutsch



**Artificial Intelligence, Robotics, and the Law (21737)** 2 units. This research seminar will study the emerging legal and social issues of robotics and artificial agents. Topics will include robot-human interactions, cyborg technologies, civilian and military drones, self-driving automobiles, and computer-generated speech and production. Students will be required to develop and present their own works-in-progress. Paper required. Permission of the instructors required. Enrollment limited to ten. J.M. Balkin and M.E. Kaminski

**Business Organizations (21241)** 4 units. A general introduction to the role and structure of organizational law. Although broadly held business corporations will be the principal focus of the course, attention will also be paid to other modes of organizing both commercial and noncommercial enterprise. Scheduled examination. H. Hansmann

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

**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 thirty-five. 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 six. S.B. Bright, A.M. Parrent, and S.M. Sanneh

**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

**\*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—the BP oil spill, Google's clash with the Chinese government, the Mark Hurd resignation from Hewlett-Packard, the Goldman Sachs mortgage case. 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.

**\*Colloquium on Contemporary Issues in Law and Business (21502)** 2 units. This course will bring leading members of the corporate bar, business, and investment communities, judges, and regulators, to the Law School to discuss emerging practice and regulatory issues, as well as scholars from other institutions to present their ongoing research on corporate governance and finance. An aim of the colloquium will be to provide a realistic sense of the varieties of business law practice and careers in business. Weekly short papers required during the term; writing will not qualify for Substantial Paper or Supervised Analytic Writing credit. Prerequisite: Business Organizations. Enrollment limited to seventeen. R. Romano and J.D. Morley

**†Community and Economic Development (21016)** 3 units, credit/fail. CED offers law students the chance to do pro bono transactional lawyering and policy work, rather than litigation. CED focuses on issues of neighborhood revitalization, 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, community development financial institutions, neighborhood associations, and small foundations. They work in regulatory, transactional, business, policy research, development, 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 non-stock corporations and LLCs); negotiating and drafting contracts; developing 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 that can then be used to inform policy development at the local, state, and federal levels. Students will gain skills in drafting, client contact, memo preparation, regulatory agency contact, administrative agency contact, and negotiation. Depending upon the particular project, students will be exposed in depth to banking, finance, land use, business, policy research, design, and advocacy.

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

**Community of Equals (21077)** 4 units. Should the law be used for eradicating the inequalities that mark American society and, if so, how? This seminar offers students an opportunity to pursue research projects on this question. The inequalities that are

the subject of these papers may be defined broadly, including those based on race, class, gender, sexual orientation, language, nationality, or immigration status. Enrollment limited. O.M. Fiss

**†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. Permission of the instructor required. Enrollment limited to twenty. S.R. Underhill

**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 (Web) or paper option. *Also PLSC 842b*. B. Ackerman

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

**\*Corporate Governance Seminar (21614)** 3 units. The purpose of this course will be to introduce students to public policy debates regarding the way that corporations should be regulated from the outside by government and from the inside by directors, officers, and shareholders. The course will focus on economic and public choice theory as well as issues in corporate finance about the nature of the corporation and the role of the corporation in society. Students will be encouraged to be cognizant of the value of markets and the need to improve the quality of public decision making in areas related to the regulation of corporate governance and capital markets. Paper required. J.R. Macey

**Criminal Law and Administration (21303)** 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. Self-scheduled examination. J.Q. Whitman

**Criminal Law and Procedure: Advanced Research (21647)** 2 or 3 units. Students who have completed a course in criminal law or in criminal procedure will conduct research and writing and, if there is mutual interest, present their work to others. Permission of the instructor required. Paper (or several shorter projects) required. K. Stith

**Criminal Procedure: Disposition (21217)** 3 units. This course will cover pretrial proceedings, plea-bargaining, right to trial by jury, effective assistance of counsel, joinder and severance, right of confrontation, prosecutorial discretion, some trial proceedings, and double jeopardy. Class participation is expected and may be taken into account in grading. Scheduled examination. S.B. Duke

**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

**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 United States to become less dependent on imported oil, but until recently our “addiction” to imported oil (in the words of George W. Bush) increased. Will the recent boom in shale gas and unconventional oil change all that and turn the United States into an energy exporter? 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. This course 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. Self-scheduled examination (Web) or paper option. Enrollment limited to twenty-five. *Also F&ES 841b.* E.D. Elliott

**Critical Race Theory (21039)** 3 units. In the mid-1980s, a new scholarly movement developed in legal academia, Critical Race Theory (CRT). Early advocates of CRT—including Derrick Bell, Mari Matsuda, Charles Lawrence, Richard Delgado, Kimberlé Crenshaw, and Patricia Williams—challenged both the substance and style of conventional legal scholarship. Substantively, race critics rejected formal equality, individual rights, and color-blind approaches to solving legal problems. Stylistically, critical race scholars often employed new methodologies for legal scholarship, including storytelling and narrative. The goal of this course is to examine the genesis of CRT and explore CRT’s possibilities and limitations. Such explorations will require students to think carefully not only about race and racism, but also about sexism, classism, and heterosexism. Hopefully, the course will provide an opportunity to challenge—critically and collegially—the most basic assumptions about race, law, and justice. Among the current topics the class will study are racial identity; the social construction of race; affirmative action; white privilege; implicit bias; identity performance; inter- and intra-minority tensions; race and racism in law schools and law firms; lawyering; race, intimacy, and family; and race and criminal law and procedure. Self-scheduled examination. Enrollment limited to thirty. A. Onwuachi-Willig

**Cuba: Human and Political Rights (21238)** 3 units. This seminar will begin by examining the history of Cuba’s political system, society, economy, and laws. The class will also critically consider a variety of written materials bearing on Cuba’s future, but its focus will be on the present state of human rights in Cuba and whether it would be feasible to construct here at the Law School a clinic (or other experiential learning approach) whose purpose would be to enhance political and civil rights in Cuba. In the second half of the course, some part of each session will be devoted to the students’ paper topics, which may relate to any of the aforementioned topics. Paper required. K. Stith

**Designing Organizations (21617)** 2 or 3 units. Recent decades have brought rapid and continuing innovation in organizational forms and organizational law for commercial, private noncommercial, and governmental enterprise. This seminar will focus

on important elements of this process, with the objective of developing (1) a broader familiarity with current forms and their uses; (2) a deeper understanding of the historical development and likely future evolution of organizational forms and organizational law; and, generally (3) a sense of what kinds of organizational structures are workable, in both practical and legal terms, in contemporary society. Among the topics likely to be discussed are: the functions served by a separate body of organizational law; the disappearing boundary between organizational law and contract law; transactions on the firm/contract boundary, such as asset securitization; evolving forms such as LLCs, statutory trusts, and cell companies; the organization of mutual funds, hedge funds, and private equity firms; social enterprise and the development of special hybrid nonprofit/for-profit forms (including the L3C and the B-Corporation) to promote it; the distinction between governmental (public) and nongovernmental (private) organizational forms and their respective roles; the contemporary evolution of governmental forms such as municipal corporations and special districts; the breakdown of the partnership form and the struggle over alternative forms for law practice and other service industries; and the changing structure of marriage and civil unions. Students seeking 2 units will be asked to write comments on the readings for eight weeks among the thirteen weeks of the term, or alternatively three such comments and a short paper of broader scope. Students seeking 3 units will be asked to write three comments plus a paper of the type suitable for Substantial (or Supervised Analytic Writing) credit. Prerequisite: Business Organizations. Permission of the instructor required. Paper required. Enrollment limited to twelve. H. Hansmann

**Dialogue between the Highest Courts: Cooperation, Cohabitation, or Conflict? (21433)**  
2 units. One of the emerging trends in modern countries is the development of so-called multidimensional protection of individual rights. In consequence, questions concerning protection of those rights may be parallelly addressed under different norms of reference (e.g., national constitutions as well as international and supranational instruments) and adjudicated before different (national, international, and supranational) judicial bodies. While potentially beneficial for protection of rights, multinational dimensional protection may result in jurisdictional overlaps. In the national-level perspective, there may be an endemic competition between a supreme court and a constitutional court. In the international-level perspective, there may be no clear borders between jurisdiction of different courts, as is the case with the two European highest courts: the European Court of Human Rights and the Court of Justice of the European Union. And, finally, in the cross-level perspective, national and international courts may be called to decide on the same matter. It generates a considerable potential for conflict, as it is in the nature of every highest court that it may not be willing to accept limitations to its jurisdictional supremacy. This seminar will identify and review several examples of dialogue between the highest courts. The class will mostly focus on different European systems and will devote particular attention to cases concerning individual rights and liberties. The class will see that, in the realities of judicial dialogue, different courts arrive at different solutions and—while quite often there is a common will to cooperate—some courts could hardly resist the temptation to enter into an open conflict. In brief, this seminar will serve as an introductory guide into the complicated system of constitutional and international jurisdictions in the modern world. Self-scheduled examination or paper option. L. Garlicki

**†Drafting and Negotiating Merger and Acquisition Transactions (21665)** 2 units. The class will provide students with an understanding of the structure and basic provisions of an acquisition agreement and will focus on drafting and negotiation skills. The class will provide an understanding of the key provisions of acquisition agreements by highlighting the differences between the ABA Model agreement and “real-world” agreements. Students will be provided with a hypothetical purchase agreement, and the class will be divided into Buyer and Seller teams. Students will practice drafting and negotiating skills by participating in a simulated negotiation of the hypothetical transaction. Students will be guided by experienced M&A practitioners and investment bankers who will serve as guest coaches for the simulated negotiation. Preference given to J.D. students. Enrollment limited to sixteen. S.S. Adler

**Drug Product Liability Litigation (21147)** 3 units. More product liability lawsuits are filed against drug manufacturers than all other industries combined. As one scholar put it, the pharmaceutical industry is now “in tobacco-land terms of how much people hate it,” and drug product liability litigation is a “growth industry.” This course, taught by a practitioner with twenty-five years of experience trying such cases, will consider the theory and practice of such litigation. At the outset, we will focus on the similarities and differences between pharma cases and other product liability cases, using the Diet Drug cases tried by the instructor as a model. The class will then consider the doctrines governing such lawsuits – such as “failure to test”; inadequate warning; learned intermediary; medical causation; and various forms of damages – discussing those issues both in their classic formulation in a single lawsuit, but also in the way those principles are applied in mass litigation, where there may be several thousand individual cases and multiple trials. The course will also consider the practical aspects of those cases, such as the special evidentiary problems when doctors are witnesses; techniques to present scientific material to juries; approaches to trial examination; and jury selection strategies. Short mid-term “bench memorandum” (40 percent); self-scheduled final (open book, 50 percent); class participation (10 percent). Self-scheduled examination. P.T. Grossi, Jr.

**Drugs and the Criminal Law (21738)** 2 units. This course will concern a collection of philosophical questions about the criminal law and drugs. The course will discuss the criminalization of drugs; the value and defensibility of the drug courts; the nature of addiction, considered from a philosophical, decision-theoretic and neuroscientific perspective; responsibility for crimes performed in service of addiction; responsibility for crimes committed while intoxicated; and the nature and justifiability of criminal possession. Paper required. Enrollment capped at twenty. G. Yaffe

**\*†Education Adequacy Project (21470)** 3 units. The Education Adequacy Project (EAP) provides a unique opportunity for students to participate in and help lead institutional reform litigation. The only clinic of its kind in the nation, EAP pursues a single complex lawsuit to ensure the State of Connecticut provides all Connecticut children with adequate and equitable educations. Students work with attorneys at Debevoise & Plimpton as well as local counsel in an integrated trial team. Students play a significant role in determining the case’s litigation strategy. EAP members pursue a variety of projects including education policy research, legal writing, legal research, and other tasks essential to litigation. Class time is devoted to litigation strategy and discussion with supervising attorneys;

training in litigation skills; and internal clinic logistics. Permission of the instructors required. H.V. Cantwell, A.A. Knopp, D.N. Rosen, H. Smith, and M.D. Weisman

**Empirical Research Seminar (21745)** 3 units. This class will provide students with an opportunity to conduct empirical research. Students will be expected to have a background understanding of empirical research methods. In the class, students with a research topic will design, conduct, analyze, and write up their research project. Prerequisite: fall class on research methods (Tyler) or equivalent prior class. Permission of the instructor required. Paper required. Enrollment limited. *Also PSYC 630b*. T. Tyler

**Employment and Labor Law (21136)** 2 units. This course will explore the major legal issues in the employment relationship. Topics include the Fair Labor Standards Act; collective organization of workers and other issues under the National Labor Relations Act; alternative processes for union organization in recent decades; legal rules governing workplace safety and health and major employee “fringe benefit” programs (pensions and health insurance); free speech rights of employees; legal rules governing genetic screening, drug testing, and other testing of employees; mandatory arbitration of employment disputes; unemployment insurance; the legal treatment of employee non-compete agreements; the Family and Medical Leave Act; and prohibitions on employment discrimination on the basis of race and other traits. The written work required for the course will be four four-page analytic essays on the course concepts and materials. Students interested in completing Substantial Paper or Supervised Analytic Writing credit in the employment and labor law area may seek permission to add additional independent writing credit, as neither Substantial Paper nor Supervised Analytic Writing projects can be substituted for the four required essays for the course. C. Jolls

**[The] Engineering and Ownership of Life (21441)** 2 units. This course will examine the history of innovation in plants, animals, 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. Attention will be given to key cases bearing on patent protection for natural products. In the first half of the course, which will run to about 1950, the class 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 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. Enrollment limited to thirty. *Also F&ES 970b.* A. Clements, J.U. Galperin, and L. Suatoni

**\*†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

**European Convention on Human Rights: Selected Problems (21150)** 3 units. This course will offer an introduction to the international human rights law as developed in Europe under the 1950 European Convention on Human Rights. The European Convention represents the most developed mechanism of protection of human rights on a regional level, and the case law of the European Court of Human Rights is referred to in many jurisdictions outside Europe, albeit not always in a fully affirmative manner. Global implications of human rights acquire particular prominence in the context of the

“war on terror,” and the European Court has been able to produce a considerable body of judgments on that matter.

After a general presentation of the European Convention as well as the organization, jurisdiction, and procedure of the European Court of Human Rights, examples and cases taken from five substantive areas will be discussed: right to life, focused, in the first place on the use of lethal force by State agents, but also addressing positive obligations of the State to protect human life and questions like euthanasia (mercy killing) and abortion; prohibition of ill treatment and its current extensions in the Court’s case law, particularly in respect to deportations, extraditions, and renditions and also in respect to modern interpretation of the prohibition of slavery and forced labor; right to personal autonomy, including rights to personal identity and decisions on individual and family matters; freedom of religion, particularly in conjunction with educational rights, religious symbols, and “new religions”; and freedom of expression, focused, in the first place on limitations imposed on “hate speech” and calls to violence, but also on limitations justified by protection of privacy and reputation of others. Take-home exam in which students will be invited to propose a draft judgment of the ECHR. Self-scheduled examination. L. Garlicki

**Evidence (21277)** 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. The class will do some comparative work as well. Scheduled examination. S.L. Carter

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

**Federal Indian Law (21739)** 3 units. The course will examine the concept of indigenusness 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 to a nearby reservation. Self-scheduled examination or paper option. E.R. Fidell

**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

**[The] First Amendment (21230)** 4 units. This course will study the constitutional rights of freedom of expression and freedom of religion guaranteed by the First Amendment. Among the topics covered will be offensive speech; defamation; pornography; symbolic speech; commercial speech; campaign finance; Internet and broadcast regulation; restrictions on time, place, and manner of expression; freedom of association; religious autonomy; rights of religious communities; aid to parochial schools and other religious institutions; permissible accommodations of religious practice; and state establishments of religion. Self-scheduled examination or paper option. J.M. Balkin

**Foreign Relations and National Security Law (21634)** 4 units. This course will cover the central constitutional and statutory doctrines relevant to U.S. foreign relations and national security matters. It will address the distribution of foreign relations and national security powers among the three branches of the U.S. federal government, the scope of the treaty power, the status of international law in U.S. courts, and the international and domestic laws that govern the use of armed force by the United States. The class will discuss many of these topics in the context of current events that have placed long-standing legal frameworks under pressure, including the capture, detention, and trial of terrorism suspects; the emergence of cyber-attacks; and the use of remotely piloted drones for targeted killing. Students will have the opportunity to write brief case studies on recent developments in the law. Self-scheduled examination. O. Hathaway

**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 in the twenty-first century. Students will have the opportunity to explore analytic and practical frameworks that engage a diverse range of legal frameworks and processes that act as key mediators of health, including producing or responding to health disparities in the United States and worldwide. 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, and to build their competence to work with colleagues in other disciplines around such interventions.

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 within a global context. 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 Global Health Justice Partnership between Yale Law School and the School of Public Health. There will be several clinic projects, and student interest will be taken into account when selecting project teams. As an example, one project is likely to relate to GHJP's mining health justice project, which works with colleagues in southern Africa to address the critical failures of the current mining system in South Africa to protect miners' health. Resources will be available for 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 twelve. A. Kapczynski, A. Miller, and G. Gonsalves

**Habermas and Rawls on Justice and Politics (21054)** 2 units. In different ways, John Rawls and Jürgen Habermas have profoundly shaped the political discourse of the past few decades in the anglophone world and in Continental Europe, respectively. This seminar will discuss their approaches in a comparative way, paying special attention to their exchanges with and comments on each other as well as to the subsequent work and debates these two thinkers have inspired. Permission of the instructors required. This course will meet according to the Law School calendar. Enrollment limited to eighteen. *Also PHIL 708b.* S. Benhabib and T. Pogge

**History of Political Philosophy from Grotius to Kant (21189)** 2 units. This course will discuss major figures in the history of legal and political philosophy in the seventeenth and eighteenth centuries, with a focus on the works of Hugo Grotius, John Locke, and Immanuel Kant. Among the topics addressed will be the acquisition of property, the role of consent in the creation and transfer of rights, the relation of the individual to the state, and the legitimacy of war as a legal institution. Paper required. Enrollment limited to fifteen. *Also PHIL 707b.* S.J. Shapiro, S. Darwall, and G. Yaffe

**Human Rights Workshop: Current Issues and Events (21193)** 1 unit, credit/fail. Conducted in workshop format and led by Professor Paul Kahn, the course will discuss recent writings in the field, presentations from outside guests and participants, and newsworthy events in the human rights arena. This course will meet in weeks when the Legal Theory Workshop does not meet. P.W. Kahn

**Immigration Law and Policy (21305)** 4 units. This course will survey U.S. immigration and citizenship law. The course will begin by covering several constitutional issues: acquisition and meaning of citizenship; Congress's plenary immigration power and the separation of powers in immigration law; immigration federalism; and the application of equal protection and due process to noncitizens. It will then turn to the statutory and administrative frameworks that govern the admission and removal of noncitizens. Students will work closely with the Immigration and Nationality Act and consider aspects of judicial review and the law of habeas corpus. The course will conclude with a consideration of select topics in immigration law and policy, such as the intersection of national security and immigration law and the basics of refugee and asylum law. Throughout the course, students will engage various theoretical questions: What defines membership in a polity? How should the rights of citizens and noncitizens differ? When is it appropriate to force noncitizens to leave the United States? Are there any moral/humanitarian constraints on the state's interest in controlling its borders? Self-scheduled examination. C. Rodríguez

**\*+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

**\*In-House Lawyering: Ethics and Professional Responsibility (21451)** 3 units. This course will focus on the ethical challenges and professional responsibility issues facing corporate (or “in-house”) counsel, which can differ markedly from the law firm context and which in-house lawyers must often identify and resolve 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 or lead class discussion. Readings will include the New York Rules of Professional Conduct and the American Bar Association’s Model Rules of Professional Conduct, published opinions, and journal articles. (It is anticipated that most readings will be accessible through the Internet, Westlaw/Lexis, or the Law Library.) 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

**[The] Institution and Practice of the Federal District Court (21335)** 2 units. This course will examine the institution and practice of the federal district court from the perspective of the judge. Weekly reading materials, available on the course Web site, will include articles on topics covered in the seminar as well as case filings and judicial decisions. Emphasis will be given to effective lawyering techniques at key stages of civil and criminal cases. Grades will be based on class participation (25 percent) and a series of short written submissions (75 percent). For example, for the session devoted to sentencing, students will be asked to submit a memorandum in aid of sentencing either on behalf of the government or the defendant. There will be no examination. Open only to J.D. students. Enrollment limited to twenty. R.N. Chatigny

**[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, the 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. Students who wish to write a paper in lieu of the exam must present a proposal before spring break and receive the instructor’s permission. Paper required. Enrollment limited to thirty, with preference given to first-year J.D. students. L. Greenhouse

**Intellectual Property (21167)** 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 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. Enrollment capped at seventy. A. Chua

**International Commercial Arbitration (21283)** 2 units. International commercial arbitration has increased as a function of world trade. This seminar will examine systematically and comparatively, through statutes, rules, national and international cases, and treaties, the establishment, operation, and implementation of awards of international arbitration tribunals; the role of national courts in compelling, facilitating, and enforcing or vacating arbitral awards; and policies currently under consideration for changing arbitral practices. Scheduled examination (Web) or paper option. Enrollment capped at twenty-five. W.M. Reisman, Y. Banifatemi, and E. Gaillard

**International Human Rights Law (21247)** 3 units. This course will survey international human rights law and its role in the contemporary world order. Beginning with the historical and philosophical roots of this concept, the course will turn to the legal instruments, institutions, and methods that have developed to enforce and implement human rights at the international, regional, and domestic levels. Throughout, the class will struggle with the meaning of human rights, the disjuncture between the ideals and the reality of human rights law, and the challenges facing human rights in the contemporary era. Among the issues that will percolate are the following: What happens when rights conflict with one another? What is the role of human rights law in armed conflict? How should considerations of national security be balanced against countervailing human rights claims? What is the role of human rights law in the regulation of non-state actors like multinational corporations? What is the proper balance between universalism and respect for local norms and mores? In addressing these and other questions, the course aims to strike a balance between critical reflection on the limits, failings, and sometimes perverse effects of human rights law and recognition of the past achievements and the enduring promise of human rights as a legal regime. Paper or self-scheduled examination. K.T. Dannenbaum

**International Intellectual Property Law: The Principles, Politics, and Law Governing Global Flows of Information (21351)** 3 units. It is common today to hear that we live in a “global information society.” Information and cultural objects — books, movies, music, software, data, genetic sequences, brands, medical technologies, etc. — are increasingly important to the global economy, and increasingly manipulable and mobile. They are also increasingly important to the fate of individuals and groups around the world, whether with regard to access to medicines and food, or opportunities to participate in education,

culture, and governance. International intellectual property (IP) law has expanded substantially over the past few decades, and today seeks broadly to regulate transnational flows of information and culture. It has become accordingly more important to businesses and individuals alike, and more contested. This course will analyze the international IP regime, situating it within the dynamics of globalizing flows of information and cultural objects. It will provide an overview of the law, principles, and politics of this area of law. The class will use case studies to illuminate the interaction among the three and will pay particular attention to the implications of IP law for development. Subjects covered will include patent law and related rights; traditional knowledge and genetic resources; trademark; and copyright and related rights. A previous course in IP (or some subset thereof), or permission of the instructor is required. Course requirements will include response papers, class participation, and a paper (or possibly project) rather than an examination. Paper required. A. Kapczynski

**International Investment Law (21494)** 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 (Web) or paper option. Enrollment capped at twenty-five. W.M. Reisman and G. Aguilar-Alvarez

**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 private regulators in organizing contemporary 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

**Introduction to Corporate Taxation (21524)** 3 units. The United States has a “classical,” or two-level corporate tax system, which aims to tax corporate income twice: once when earned at the corporate level and again when distributed to individual shareholders. This corporate “double tax” is problematic because its policy rationale is thin and its implementation is tricky. This course will focus on both the policy and the technical aspects of taxing corporations. On the policy side, it will consider current and past proposals to integrate the corporate tax with the individual income tax. On the technical side, it will consider the tax problems that arise when corporations engage in transactions with their shareholders or with other corporations, including contributions, distributions, and reorganizations. This course is open only to J.D. students. Prerequisite: Federal Income Taxation. Self-scheduled examination. A.L. Alstott

**Introduction to the Regulatory State (21722)** 4 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 eighty, with preference given to first-year J.D. students. W.N. Eskridge, Jr.

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

**†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 of American foreign policy. Much of the seminar will involve conventional seminar-style discussion of issues and readings, at times with the guest participation of leading scholars and practitioners in the foreign policy field. Central to the seminar, however, will be a variety of collaborative student projects intended to be part of ongoing foreign policy debates. Each student will be expected to undertake a significant writing project to be determined in consultation with the instructor. Permission of the instructor required. P. Gewirtz

**Jurisprudence (21503)** 2 units. Legal theories, including naked power, natural law, positivism, sociological jurisprudence, American legal realism and policy sciences, as well as theories of adjudication and interpretation, will be examined both on their own terms and from the perspective of the New Haven School. Scheduled examination or paper option. W.M. Reisman and R.D. Sloane

**Kant’s Philosophy of Judgment (21252)** 3 units. In the third and last of his so-called Critiques, Kant addresses the problem of judgment. How are judgments of beauty and goodness formed? To what do they refer? How should they be assessed? Though Kant



does not discuss political or legal judgment specifically, his general account bears directly on the subject. Topics to be considered include the distinction between beauty and sublimity; the cultivation of taste; judgment and common sense; the meaning of genius; nature, art, and the moral good. The required text is Kant, *Critique of Judgment* (trans. W. Pluhar). Paper required. P.W. Kahn and A.T. Kronman

**Land Use (21117)** 3 units. Land use law shapes the success of cities, the sprawl of suburbs, and the fate of rural land. This course examines the array of devices, legal and nonlegal, that governments, developers, and opponents of development employ to influence the land development process. Zoning regulations—the primary tool of public land use management and a frequent target of constitutional complaint—are a central focus. Also addressed are topics such as historic preservation, environmental impact reporting, homeowner associations, growth controls, and mechanisms for financing the urban infrastructure. Scheduled examination. R.C. Ellickson

**†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.

**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. C. Jolls

**[The] Law and Economics of Corporate Control (21234)** 3 units. This course will be taught jointly by a professor and an attorney with a very large acquisitions and corporate governance practice. Its objectives will be to explore positive theories of why changes of control occur and the forms they take and to explore normative theories of how the state should respond to these changes. Topics include negotiated acquisitions, hostile takeovers, hedge fund participation in proxy contests and firm strategy, state and federal regulation of acquisitions activity, and corporate governance issues. Readings range from current cases to scholarly articles. The theoretical and legal treatments will be tested in the analysis of three recent deals, each of which will be presented by an actual participant in the deal. Students will be asked to critique the conduct of the deals in light of the legal and commercial options available to the parties. The course grade will be based on the critique and on an examination, or a paper option with permission of the instructors. Self-scheduled examination or paper option. *Also MGT 664b.* A. Schwartz and S. Fraidin

**Law and Globalization (21508)** 2 units. The Law and Globalization seminar is an ongoing Yale Law School colloquium series for the discussion of recent scholarly research on legal aspects of globalization, broadly conceived. The topic of the spring 2014 edition will be transnational law and legal process. The class will host a mix of scholars and lawyers working in the fields of transnational regulation, human rights protection, and trade. On off-weeks, students will read and discuss texts selected by our 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 8–10-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 or literature review required. Enrollment limited to twelve. A. Stone Sweet and P. Zumbansen

**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 more than a 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 to fifteen to twenty. O.M. Fiss

**Law and the American Health Care System (21586)** 3 units. What is “health law”? This course will use the field’s most important books, articles, statutes, and cases to get to the bottom of that question. Beginning with the study of the field’s overarching normative debates (what should the role of a health care system be?), the class will move through topics ranging from Medicaid, to bioethics, to drug research, to the role of insurance, in order to get the “big picture” view of the field, the stakes, and the role that legal theory scholarship and doctrine can and do play. The focus will be both doctrinal—what are the major principles and doctrines of health law?—and normative—what role should law play in this critical area of our national economy and welfare? Along the way, the class will welcome guest speakers from legal and medical practice to share the “on the ground” view. Students will write a research paper on the health-related topic of their choice, and be responsible for a brief presentation of their work to the rest of the class. Substantial Paper or Supervised Analytic Writing credit may be available with the permission of the instructor. Students from the Schools of Management, Medicine, and Public Health are also welcome. Students with and without previous courses or background in health law are welcome. Paper required. Permission of the instructor required. Enrollment limited to twenty. A.R. Gluck

**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 Assistance (21057)** 3 units, credit/fail. A clinical seminar, using classroom, field-work, and simulation experiences in the general area of legal assistance for the poor. Students will work eight to twelve hours per week in a local legal aid office and will attend weekly classroom sessions. The seminar will be practice-oriented, moving from developing solutions for specific client problems to general discussions of landlord-tenant, consumer, domestic relations, welfare, and other legal subjects of special concern to the urban poor, as well as issues of broader social policy. The seminar will also focus on the development of professional responsibility and lawyering skills, such as interviewing, negotiating, counseling, drafting, and litigation. A few placements for criminal defense work in state court may also be available. Enrollment limited to 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. As part of the course, students may take turns monitoring and leading short discussions of legal technology news every week, or work on a course-long budget for setting up a small or solo law practice. 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, J. Eiseman, S. Matheson, and S.E. Ryan

**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 the how courts’ understandings of the legislative process—as well as courts’ understandings of their own role in that process—affect how judges interpret statutes. The class 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, close attention will be paid 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 a Connecticut public interest organization of their choice. 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. Recently, students in the clinic have focused on public education, juvenile justice, 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 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, students will meet with legislators to get their bills introduced, develop oral and written testimony in support thereof, identify other witnesses, shepherd their bills through the committee process, and work to get them adopted. During the legislative session, students will also monitor other proposed legislation that might affect the clinic’s clients. To allow all students to participate in both the training/issue development and direct action aspects of the clinic’s work, priority will be given to students who commence their participation in the fall term. Enrollment limited to twelve. J.L. Pottenger, Jr., S.D. Geballe, and A.A. Knopp

†**Liman Public Interest Practicum (21596)** 2 units, credit/fail; with permission of the instructors, students may elect to write a related Supervised Analytic Writing or Substantial Paper for additional graded credit. 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: studying prison policies in all fifty states regarding the use of long-term isolation; investigating avenues to curtail prosecutorial misconduct; analyzing how prison visitation rules operate in practice; exploring how immigration status affects parental interactions with state child welfare agencies; 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. Students work in teams

and meet regularly with supervisors. Permission of the instructors required. J. Resnik, H.R. Metcalf, and M. Quattlebaum

**Liman Public Interest Workshop. Moving Criminal Justice: The Possibilities for Change (21534)** 2 units, credit/fail. Many facets of the criminal justice system, from prosecutorial and police practices through detention, sentencing, and sanctions (such as supermax, life without parole, and capital punishment) are the subject of debate, and various reform movements aspire to have an impact. This workshop will consider how such reform agendas are developed, gain currency, become law, and make change. Topics will range from efforts to “abolish” capital punishment and life without parole to proposals to alter the criminalization of certain actions. Some movements target particular practices, such as the use of solitary confinement and juvenile life without parole. Others push for a broader shift in orientation regarding law enforcement and corrections, such as “community policing” and “reentry” assistance for people leaving prison. Some reformers seek to allocate greater resources to people in or leaving prison; others seek to capitalize on the recent budget crisis to shrink prison populations. Questions include how fiscal constraints, the media, and diverse social and religious movements affect the ideas for and the possibilities of reform. Further, given that many important movements (anti-slavery, women’s suffrage, and temperance for example, and more recently the death penalty) have been formed through cross-border exchanges, the class will consider the interaction of domestic, comparative, and transnational activities. Readings will be drawn from literature on law, political theory, the social sciences, media, religion, political parties, and social movements. J. Resnik, H.R. Metcalf, and M. Quattlebaum

**Local Government in Action: San Francisco Affirmative Litigation Project (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 Y. Shavit

**Local Government Law (21175)** 4 units. Much of our daily interaction with law and government is with local law and local government. Local governments are tasked with providing public goods as central to daily life as public schools and police; they pass laws and issue regulations governing everything from how loud parties can be to what one can eat; and, by setting property tax levels, regulating land uses, and limiting building heights, they have an enormous impact on the value of what is for most families their largest asset, their home. Many law school classes, however, ignore local governments and local

laws. This class will change that focus, examining both the law governing the powers of local governments and the actual content of local laws and policy. A special focus will be put on the regulation of politics at the local level, looking at how the rules governing local elections affect the results of those elections. Further, it will delve deeply into the determinants of the economic success of cities, using cutting-edge research in agglomeration economics. And it will use those theoretical and empirical studies to address the nuts and bolts of local government law practice. Scheduled examination. D. Schleicher

**\*†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 twenty. J.J. Silk and H.R. Metcalf

**Markets, Morals, and the Law (21148)** 2 units. What things should or should not be for sale — and why? This course will consider several instances of “blocked exchanges” or “contested commodities,” including the trade in reproductive services, body parts, environmental resources, and human labor. With readings drawn from law, philosophy, and moral and political economy, the purpose of the course will be to introduce students to a range of contemporary controversies over commodification and to consider arguments about the appropriate scope and limits of market activity. Self-scheduled examination or paper option, with permission of the instructor. D.S. Grewal

**Marriage and the State: Seminar (21742)** 3 units. This seminar will consider the relationship between marriage and the state, past and present, with particular attention to the many ways that marriage serves as a source of public entitlements, benefits, and rights. The class will explore marriage’s regulatory role in several contexts, including social insurance (e.g., pensions and Social Security), need-based welfare, citizenship, and immigration. Readings and discussion will focus on how marriage has served as a state-building tool; how the use of marriage as a redistributive instrument has shaped the legal contours and social meanings of marriage; and how different individuals and groups excluded from marriage’s many entitlements have contested that exclusion. In particular, the class will consider how using marriage as a tool for distributing public rights and entitlements has given rise to contests over the meaning of equality — socioeconomic equality, racial equality, gender equality, and, most recently, marriage equality. Readings will include statutes, cases, constitutional provisions, international conventions, primary historical sources, and secondary literature from the fields of law, history, political science, and sociology. The class will focus primarily on the public-law dimensions of marriage in the United States, but readings will also include a healthy dose of international law and comparative sources. Students will be required to write a seminar paper, and

we will dedicate the last three sessions of the term to student presentations of works-in-progress. Students who wish to use their seminar paper to fulfill the Substantial Paper requirement must request permission to do so by week five of the term. Seminar papers may not be used to satisfy the Supervised Analytic Writing requirement. Paper required. Enrollment limited to ten. K.A. Collins

**\*†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. J.M. Balkin 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. The class 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. The primary text will be Fidell, Hillman, and Sullivan, *Military Justice: Cases and Materials* (LexisNexis, 2011). Self-scheduled examination or paper option. E.R. Fidell

**†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

**National Security Lawyering: Seminar (21746)** 3 or 4 units. This course will offer an opportunity to research, write about, and participate in current debates over national security law. Students will work on research topics suggested by lawyers in the U.S. government or nonprofit groups working on issues of national security law. Students will write papers on selected topics and, where appropriate, produce recommendations for reform. During the first half of the term, weekly class meetings will be held with attorneys and policy makers who are directly involved in debates on national security law issues. Later in the term, class meetings will provide an opportunity for students to present and discuss their ongoing research. Substantial Paper and Supervised Analytic Writing credit is available. Permission of the instructors required. Enrollment limited to sixteen. O. Hathaway and H.H. Koh

**Nonprofit Organizations Clinic (21056)** 1 or 2 units, credit/fail. This clinical workshop will serve the needs of nonprofit organizations, nascent and established, that require help in the process of organization and incorporation, in obtaining tax exemption, and solving ongoing legal problems – organizations that cannot afford to retain private counsel. The class will meet as a group 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

**[The] Philosophy of Law (21275)** 3 units. An introduction to the problems and methods of the philosophy of law. Topics will include the nature of law and legal authority; the philosophical bases of various areas of law, including criminal law and the practice of punishment; and the political philosophy of law, including the nature of rights and the obligation to obey laws. Self-scheduled examination. *Also PHIL 325b*. S.J. Shapiro

**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,” landlord-tenant relations, issues of differential wealth and civil rights, and public land-use regulation. With the permission of the instructor, students who write a longer paper may earn an additional unit. 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

**Proseminar in Law: The Foundations of Legal Scholarship (50501)** 3 units. During the second term of the proseminar, students will read canonical legal scholarship and workshop their own writing. Enrollment in this term of the proseminar is required for first-year Ph.D. in Law students and recommended for entering J.S.D. students. In all cases, enrollment requires permission of the instructors. R.C. Post and R.B. Siegel



**Public Benefits Law and Antipoverty Policy (21743)** 4 units. This course will survey government programs that provide direct assistance to economically vulnerable people in the United States. These include means-tested programs targeted at low-income households (sometimes known as “welfare”), such as Temporary Assistance for Needy Families and the Supplemental Nutrition Assistance Program (aka food stamps); social insurance programs focused on loss of employment income to workers and their families, such as Unemployment Insurance and Social Security; and programs designed to enable and sustain access to employment, such as the Child Care and Development Fund. Consideration will be given to the relationship between these programs and tax policies (such as the Earned Income Tax Credit), labor market regulation (such as the minimum wage), and family law mechanisms (such as child support) with similar goals. Intersections with race, gender, and disability civil rights issues will receive attention throughout. The course draws heavily both from an array of legal authorities and from diverse normative and positive scholarly literatures. The materials and approach will provide both technical and theoretical foundations for students interested in approaching the field through direct legal services, policy advocacy or administration, or labor and employment law practice. Evaluation will be by a series of short papers; a major paper option also is available. N.D. Zatz

**Public Order of the World Community: A Contemporary International Law (21036)** 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. Enrollment capped at twenty-five. Scheduled examination or paper option. W.M. Reisman

**Race and Gender in Corporate Law, Governance, and Theory (21429)** 2 units. This seminar will explore the intersections of race and gender with corporate law, governance, and theory. To date, the confluence of these fields has garnered little attention. Traditionally, the disciplines have lived in remote houses and have had few occasions to speak to one another. And yet, more than twenty-five years ago one prominent academic argued that “the impacts of corporate cultures are not...marginal to the experiences of women” and bemoaned “the relationship between patriarchal culture and the development of

business corporations.” As further noted by another commentator, “[r]ace suffuses all bodies of law...even the purest of corporate law questions within the most unquestionably Anglo scholarly paradigm.” In addressing these intersections, topics such as the following will be considered: (1) race and gender in the corporate law curriculum; (2) feminist engagement with corporate law doctrine and theory; (3) critical race engagement with law and economics and corporate law theory; (4) corporate board composition and the implications of homogenous boards for organizational performance and social justice; (5) racism and sexism in the everyday lives of marginalized groups within the corporation; (6) legal reform strategies aimed at addressing board homogeneity; (7) the use of corporate law tools to address gender and race issues; and (8) corporate law in the transnational sphere and the implications for indigenous communities. Paper required. Enrollment limited to ten. A. Dhir

**Remedies (21748)** 4 units. You’ve won the case. But what do you actually get? This course is about what courts do (and don’t do) for litigants who have been found to be the victims of legal wrong. Though we will give some attention to every basic category of relief—damages, restitution, declaratory judgments, and injunctions—the main focus will be on remedies that plaintiffs seek in litigating against government entities (federal, state, and local). In particular, the class will consider the successes and failures of judicial remedies as a means to influence and reform the behavior of complex public organizations. Highlights include structural reform injunctions, agencies’ refusals to acquiesce in judicial rulings, and the contempt power, including the willingness (or unwillingness) of judges to use that power against public officials. Self-scheduled examination. N.R. Parrillo

**Research Methods in American Law (21486)** 1 unit, credit/fail. This course, formerly Efficient Techniques in Legal Research, 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 weekly for the first seven weeks of the term. 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, J.B. Nann, J. Eiseman, J. Graves Krishnaswami, M. VanderHeijden, J.A. Jefferson, and C. Kellett

†**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 will examine federal, state, and local sources of administrative law and will teach students to research agency regulations, agency cases, and other sources of administrative law, using a variety of print and online sources. 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 directories, Lexis, Westlaw, and Bloomberg and other databases. 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. This course will meet weekly for seven weeks in the second half of the term. S.B. Kauffman, J. Graves Krishnaswami, and M. VanderHeijden

**Sentencing (21095)** 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 among principles of proportionality, severity, and parsimony; and the impact of race, class, and gender on case outcomes. Paper required. Enrollment limited. D.E. Curtis, S.H. Stein, and S.F. Russell

**Shaping Legal Opinions: Journalism about Clashes in Law (21747)** 2 units. This seminar will be a writing, reading, and discussion course about how to write effective opinion pieces on legal affairs for general readers. Students will be assigned to write four short forms of opinion journalism, or forms useful in it, ranging in length from 400 words to 1,500 words, and to revise two of them, for six required writing assignments. (There will be an optional additional revision.) The instructor will comment on and edit each piece. Students will also be assigned weekly reading as a basis for classroom discussion and preparation for writing. The weekly reading assignments will be between 150 and 250 pages, generally from trade books and journalism. The course will meet weekly for one two-hour session. It will call for work on a seven-day schedule, with a regular schedule for proposals for upcoming pieces and assignments so the instructor can respond by the time the class meets. Permission of the instructor required. Enrollment limited to fifteen. L. Caplan

**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 meet weekly for seven weeks 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

**Specialized Legal Research in Foreign and International Law (21487-01)** 1 unit, credit/fail. Explores methods for finding the major sources of international law, including treaties and customary law; the United Nations and other intergovernmental organizations; and laws from nations other than the United States. Particular attention is paid to practical research issues and solutions using both print and electronic resources. Research interests of the class and other specialized topics may also be explored. The skills requirement (+) may be satisfied by taking this course with another 1-unit legal research course. This course will meet weekly for seven weeks in the first half of the term. Minimum enrollment of five required. S.B. Kauffman, R. Harrington, E. Ma, T. Miguel-Stearns, and D. Wade

**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

**[The] Suburbs: Seminar (21749)** 2 or 3 units. Two-thirds of the residents of large U.S. metropolitan areas live in an oft-ridiculed location—a suburb. Contrary to the stereotypes of the 1950s, many of these communities are racially diverse. In 2010, 44 percent of suburban residents lived in places that were between 20 and 60 percent nonwhite. The early sessions of the seminar will be devoted to discussion of assigned readings on the history, politics, and economics of suburbs (including the Tiebout Hypothesis of specialization), and on legal issues associated with suburban settings, such as exclusionary zoning, and school and housing segregation. The later sessions will be devoted to student presentations of ongoing research. The default paper topic is analysis of the housing and land use policies of a particular suburb located in either greater New Haven or Westchester County, New York. (Most suburbs now have Web sites, which greatly facilitate research.) Although the coordination of paper topics promises to generate synergies in learning, a

student is free to write on another pertinent topic. Paper required. A third-year student will not be eligible to seek Supervised Analytic Writing credit. Enrollment limited to twelve. R.C. Ellickson

**\*†Supreme Court Advocacy (21262)** 6 units (3 fall, 3 spring). This course is a continuation of the fall clinic and is open only to those who have completed the clinic's fall term. Permission of the instructors required. Enrollment limited to twelve. J.M. Balkin, L. Greenhouse, N. Messing, J.A. Meyer, A.J. Pincus, and C.A. Rothfeld

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

**U.S. Law and Legal Scholarship: Graduate Seminar (50110)** 2 units, credit/fail (1 fall, 1 spring). A general introduction to the U.S. legal system designed for LL.M. students. Topics to be discussed include U.S. constitutional development and recent scholarship in major areas of U.S. law, including property, criminal law, torts, and administrative law. This course will meet weekly for two terms and is strongly recommended for all LL.M. students. S. Rose-Ackerman and G. Silverstein

**\*†Veterans Legal Services Clinic (21630) and Fieldwork (21681)** 2 units, graded or credit/fail at student option, for each part (4 units total). The clinic and fieldwork must be taken simultaneously. There are approximately 250,000 veterans currently 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) benefits applications for veterans who have suffered PTSD, sexual assault, Agent Orange-related cancer, and other injuries, in the first instance, on administrative appeal, and on judicial review of administrative denials; and (2) discharge upgrade applications, on administrative appeal and in U.S. District Court. Students also represent local and national veterans organizations in Freedom of Information Act litigation in U.S. District Court; civil rights litigation arising from sexual assault, other-than-honorable

discharges of service members suffering undiagnosed PTSD, and denial of spousal benefits to veterans married to a partner of the same sex; and federal and state regulatory and legislative advocacy concerning veterans' employment issues, and treatment of service members with PTSD and those who have experienced military sexual assault and rape. The seminar portion is a practice-oriented examination of advocacy on behalf of veterans and of social justice lawyering generally. Permission of the instructors required. Enrollment limited. M.J. Wishnie, and M.M. Middleton

**\*†Worker and Immigrant Rights Advocacy Clinic (21324) and Fieldwork (21540)** 2 units, graded or credit/fail at student 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, Board of Immigration Appeals, U.S. District Court, the Second Circuit, and state courts. The non-litigation work will include representation of grassroots, labor, and faith 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 (4 credits each term). The clinical course and fieldwork must be taken simultaneously in both terms. Permission of the instructors required. Enrollment limited. M.I. Ahmad, N. Hallett, and M.J. Wishnie

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

# 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 2012–2013 academic year follows:

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 Justice Kate O'Regan, former judge on the Constitutional Court of South Africa, on the topic "A Forum for Reason: Reflections on the Role and Work of South Africa's Constitutional Court."

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. MIT professor Antoinette Schoar gave this year's Raben/Sullivan & Cromwell Fellowship Lecture, entitled "Shaped by Booms and Busts: The Impact of Economic Conditions on Managerial Outcomes."

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. Harvard Law Professor Cass Sunstein gave the 2012–2013 Storrs Lectures on "Human Error and Paternalism."

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. NYU Professor Intisar Rabb '06 delivered the 2012–2013 Thomas Lecture, speaking on the topic "The Burden and Benefit of Doubt in Islamic Law."

The *Judge Ralph K. Winter Lectureship on Corporate Law and Governance* supports lectures on corporate law and governance and related topics. Jean Tirole of the Industrial Economics Institute delivered a Winter Lecture titled "The Future of Eurozone Regulatory Institutions."

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

The *Robert P. Anderson Memorial Lecture* provides a forum for distinguished judges to speak on matters of general importance to law and society.

The *Timothy B. Atkeson Environmental Practitioner in Residence Program* 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 *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.

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 2012–2013 academic year were Supreme Court Justice Ruth Bader Ginsburg, who gave the inaugural Gruber Distinguished Lecture in Women's Rights, and Luis Moreno-Ocampo, who gave the inaugural Gruber Distinguished Lecture in Global Justice.

Other special guest lecturers included Professor Lawrence Lessig '89, who discussed "The Corruption of Government and One Way to End It." The Yale Law School's Federalist Society hosted a conversation with Chief Judge Alex Kozinski on "The Future of



Freedom,” and also had visits by Attorney General Michael Mukasey ’67 and Ambassador John Bolton ’74. The newly formed National Security Group at the Law School hosted a talk by Chief Judge James E. Baker of the United States Court of Appeals for the Armed Forces. The Law School’s Career Development Office hosted FBI General Counsel Andrew Weissmann, who talked with students about his career path, and the Dean’s Office sponsored a visit by former U.S. Secretary of the Army Clifford Alexander ’58, who discussed the topic of “Post Racial: An American Delusion.”

The Orville H. Schell, Jr. Center for International Human Rights hosted human rights activist John Prendergast, who spoke about peacemaking efforts in the Sudan and the Congo. Yale Law Women and the American Constitution Society cohosted a conversation with Judge Pat Wald ’51 and Jodie Bernstein ’51, who spoke about their role as pioneers for women in the law. And businessperson and philanthropist David Jones ’60 described his journey “From YLS to Health Care Leader” to an audience of students and staff.

In addition, many student organizations and Law School centers sponsored lectures and conferences throughout the academic year, including *The Yale Law Journal*’s symposium on the legacy of Gideon. Other notable conferences included the sixteenth annual Arthur Liman Public Interest Law Colloquium on immigration and criminal law; the annual Bernstein Symposium on human rights and corporate liability; and the nineteenth annual Rebellious Lawyering Conference. The Information Society Project celebrated its fifteenth anniversary in the fall and held a number of special events, including one on how reporters can protect their sources in the digital age, and another on location tracking and biometrics. The Critical Race Theory Conference brought together a group of leading thinkers on race and civil rights, and an inaugural Global Business Ethics conference was cosponsored by the Yale Law and Business Society student group and the Law School’s Center for the Study of Corporate Law. A Global Climate Change Conference was also cosponsored by the Center for Environmental Law and Policy, and the Information Society Project hosted the first Freedom of Expression Scholars Conference sponsored by the Abrams Institute for Freedom of Expression.

## 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.

Several initiatives are designed to increase knowledge at Yale of and strengthen democratic institutions and practices in Latin America. The Latin American Linkage Program is a summer exchange of law students from Yale, two universities in Chile, one in Argentina, and three in Brazil. During the summer, Yale students spend a month in Chile, Argentina, or Brazil, meeting leading legal academics, practitioners, and government officials and working 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 a three-week behind-the-scenes look at legal education at Yale, sitting in on classes, giving presentations, participating in study groups, and meeting with faculty and students in a range of academic and social settings. In addition, leading legal scholars from throughout Latin America, the Caribbean Basin, Spain, and the United States meet each 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 and represents the hub of the Latin American Legal Studies program. From SELA are chosen the people entrusted with the programming and care of Yale students in the linkage program, as are the translators for the Spanish-language book series of works by Yale Law faculty known as the *Colección Yale-Palermo de Ciencias Jurídicas*. The group also advises the faculty directors in the selection of speakers for the Law School's in-house Latin American Series. The last and most recent initiative of the Latin American Legal Studies program at Yale is the Yale Institute of International Arbitration, which holds seminars for lawyers in Latin American practice on the emerging trends in the field of international arbitration and their implications for domestic and international law. Professors Owen Fiss and Bo Burt are the founders and codirectors, and Professor Daniel Markovits is the director. Additional information on Latin American Legal Studies at Yale can be found on its Web site, [www.law.yale.edu/intellectuallife/LALS.htm](http://www.law.yale.edu/intellectuallife/LALS.htm).

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. Occasionally the seminar meets in New Haven, as it will in January 2014. 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 interested in environmental law and policy issues. The center supports a wide-ranging program of education, research, and outreach on local, regional, national, and global environmental 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. One of the center's flagship products 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 center facilitates a joint-degree program in which law students can additionally pursue a master's degree from the Yale School of Forestry & Environmental Studies. Undertaken separately, these two degrees would take five years to complete. Together, students can earn both degrees in four years. The center provides research, educational, career development, and social opportunities for students enrolled in the joint program as well as others affiliated with the center.

The center also coordinates the Environmental Protection Clinic, which 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, multiparty negotiation, and policy development, and focus on topics including environmental justice, sustainable agriculture, and global climate change.

For information on the Yale Center for Environmental Law and Policy, visit <http://envirocenter.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. Professor Scott Shapiro is the director. More information is available on the center's Web site at [www.law.yale.edu/yclp](http://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.

## 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, 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. Érica Gorga and Natalya Shnitser are the John R. Raben/Sullivan & Cromwell executive directors. The center has a board of advisers, chaired by Robert Todd Lang.<sup>47</sup> Faculty members serving on the center's executive committee are Ian Ayres, Henry Hansmann, Christine Jolls, Alvin Klevorick, Anthony Kronman, John Langbein, Yair Listokin, Jonathan Macey, Daniel Markovits, Noah Messing, John Morley, 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](http://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](http://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 censorship; access to knowledge; the Internet and globalization; privacy; 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<sup>10</sup> is the executive director. Additional information on the ISP is available on its Web site, [www.law.yale.edu/isp](http://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 the concept and functioning of “Borders” in fall 2012 and the intersections of the movements for racial justice and immigrants’ rights in spring 2013. 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 2013–2014 awards, the Liman Program has supported ninety-four 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,” “Imprisoned,” and “Accessing Justice/Rationing Law.” In April 2013, the colloquium—“Navigating Boundaries: Immigration and Criminal Justice”—brought practitioners, scholars, and former Liman Fellows to discuss the points of commonality and tension among movements for racial justice and immigrants’ rights.

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 are learning in the classroom to further the cause of human rights and to examine human rights practice critically. 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. 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 2013, the center's annual conference, the Robert L. Bernstein International Human Rights Fellowship Symposium, was "Beyond Kiobel: Human Rights and Corporate Liability in the Twenty-First Century."

During 2012–2013, 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 "Toward an International Law of the Internet," "Human Rights at the Cash Nexus: New Thinking about the Tactics and Tools to Confront the Resource Curse," "For Memory, Truth, and Justice? Prosecuting Crimes against Humanity in Argentina," "Accountability's New Frontier: Pro Bono Representation of Human Trafficking Victims in the United States," "Prenatal Personhood—Its Strategic Importance in Abortion Law," and "Debating Transitional Justice in 'Post-Conflict' Nepal."

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 International Criminal Court and the Future of International Law in Africa,” “Capture 2012: Photography, Nature, and Human Rights,” “Law in the Struggle for Social Justice in South Africa,” “Sexual Orientation in the Inter-American Human Rights System: The Atala Case,” and “Making Peace in Two of the World’s Deadliest Wars: Sudan and Congo.”

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. The 2012–2013 Bernstein Fellows worked with the Inter-American Commission on Human Rights in Washington, D.C., focusing on the rights of indigenous peoples in the context of large infrastructure projects affecting their territories; with the Iraqi Refugee Assistance Project (IRAP) in New York, pursuing legal and policy initiatives to improve the procedural protections afforded to refugees in overseas refugee proceedings; and with the Center for Reproductive Rights, using international, regional, and domestic law to help expand access to reproductive health care in Central and Eastern 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 2012–2013 Robina Fellows worked as: a judicial clerk at the European Court of Human Rights; in the Office of the Prosecutor of the International Criminal Court in the Hague; and as a judicial clerk in the Office of the President of the International Criminal Tribunal for the former Yugoslavia.

Each summer, the Schell Center provides students with funding for international human rights work. In 2012, Kirby Simon Summer Human Rights Fellowships, supported by the Robina Foundation, allowed thirty-seven students to spend all or part of the summer engaged in human rights internships or research in twenty-four countries, including the United States.

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 2012–2013 were Fatima Hassan, a human rights lawyer and social justice activist in South Africa, and Wan Yanhai, a doctor and activist from China working on health rights, particularly the rights of people with HIV. Robina Visiting Fellows were Tom Dannenbaum, Lucas Guttentag, Hassan Jabareen, Zachary Kaufman, and Daniel Wilkinson. Schell Visiting Fellows were Marzia Barbera, Kiel Brennan-Marquez, Jorge Contesse, Troy Elder, Sam Ferguson, Paul Linden-Retek, Allyson McKinney, and Rina Rosenberg.

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 2012–2013 was Soo-Ryun Kwon.

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](mailto: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 2013–2014 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](http://www.law.yale.edu/admissions/visitingresearcher.htm). Applications must include the application form; 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](http://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 YLS: Courses 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. For complete details on the Satisfactory Academic Progress policy for J.D. candidates, see [www.law.yale.edu/sapjd](http://www.law.yale.edu/sapjd).

### *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) Samuel Jacobs Criminal Justice Clinic, representing criminal defendants in state and federal proceedings; (3) Educational Opportunity and Juvenile Justice Clinic, providing educational advocacy for youth facing delinquency charges, and representing students in school expulsion hearings; (4) Immigration Legal Services, representing individuals seeking political asylum in the United States; (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) Legislative Advocacy, representing clients seeking assistance in researching and drafting Connecticut legislation; (9) Ludwig Center for Community and Economic Development, providing legal services and other professional consultation services to community groups involved in affordable housing, banking, and economic development efforts; (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 civil rights matters, 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, civil rights, and other 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) Global Health Justice Practicum; (6) Iraqi Refugee Assistance Project; (7) Media Freedom and Information Access Clinic; (8) Nonprofit Organizations Clinic; (9) Prosecution Externship; (10) San Francisco Affirmative Litigation Project; and (11) Supreme Court Advocacy 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 2013, the deadline for submitting faculty-reviewed and approved proposals to the registrar will be Wednesday, August 28; for spring 2014, Thursday, December 5.

### *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 field-work 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](http://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., Global Affairs, 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, and as policy makers. 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](http://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](http://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 Doctor of Philosophy in Law (Ph.D.)*

In conjunction with the Graduate School of Arts and Sciences at Yale University, the Law School offers a Ph.D. in Law program, the first of its kind in the United States. This three-year program prepares students who have earned a J.D. at an American law school to embark upon a career in the legal academy or other careers that require a scholarly mastery of law. The program is designed to give students a broad foundation in the canonical texts and methods of legal scholarship and to support students in producing their own original scholarship in the form of a dissertation. The program strongly encourages, but does not require, interdisciplinary approaches to the study of law. Full details on this program are available in the Bulletin of the Graduate School of Arts and Sciences, available online in pdf and html at [www.yale.edu/bulletin](http://www.yale.edu/bulletin).

### *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 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 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 at least three of the required first-term courses (12 units), plus an additional 15 units, for a total of at least 27 units. There are four 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., J.S.D., LL.M., and M.S.L. students are required to register in person on September 3, 2013, at the Law School. Ph.D. students are required to register in person at the Graduate School of Arts and Sciences.

All returning J.D. students are required to register in person on September 9, 2013, 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 21, 2014.

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 2013, the deadline for adding or dropping such a course will be Tuesday, December 17; in spring 2014, the deadline will be Monday, April 28. 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 2013, requests for rescheduled examinations must be made between December 9 and 16; in spring 2014, between April 21 and 25.

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](http://www.law.yale.edu/jdrequest).

To apply for the class entering in September 2014, 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 2014.
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, preferably from professors under whom the applicant has studied and preferably in high-level courses in the major field of study. 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](http://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](http://www.lsac.org) as part of the applicant's CAS subscription. The application must be submitted by February 8, 2014. 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 \$60.

A completed file consists of the application form, a 250-word essay, a personal statement, two letters of recommendation, and a CAS report. Applications are considered in the order in which they are completed. Applicants may submit their materials at any time before the deadline. The timing of submission does not affect an applicant's chances of admission to the Law School.

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. 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](http://www.lsac.org); by mail at PO Box 2000, 662 Penn Street, Newtown PA 18940-0998; or by telephone at 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.ljac.org](http://www.ljac.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 by mid-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](mailto: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 \$27,325 per term. The total yearly bill is \$54,650, 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 2013–2014, the last days for refunding federal student aid funds will be November 8, 2013, in the fall term and April 3, 2014, 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 8, 2013, in the fall term and January 31, 2014, 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 4, 2013, in the fall term and February 16, 2014, 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 29, 2013, in the fall term and March 24, 2014, 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](http://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](http://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](http://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](http://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](http://www.fafsa.ed.gov). A Need Access application is also required and is available online at [www.needaccess.org](http://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 2013–2014 is \$20,140. 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 2013–2014 students are expected to meet \$40,200–\$42,000 (depending on their class year) of need with loans, typically relying on federally guaranteed loans to the maximum extent possible. The remainder of each award above the required loan portion is ordinarily met through supplemental loans and 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](http://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 2012, the Law School provided fellowships for 193 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 2013, students are eligible to receive up to \$6,000 through SPIF.

#### CAREER OPTIONS ASSISTANCE PROGRAM

Yale Law School has long encouraged its graduates to consider the broad spectrum of careers available to them. In 1988, the School established the Career Options Assistance Program (COAP) to mitigate the influence of educational debts on the career choices of its graduates. COAP is one of the most generous postgraduation financial assistance programs in the country. Since its inception, more than 1,500 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 DEGREE OF DOCTOR OF PHILOSOPHY IN LAW (PH.D.)

Applicants for this program must apply through the Graduate School of Arts and Sciences. General information can be found at [www.yale.edu/graduateschool/admissions](http://www.yale.edu/graduateschool/admissions). The formal application process can be started at [https://www.yale.edu/graduateschool/admissions/apply\\_online.html](https://www.yale.edu/graduateschool/admissions/apply_online.html).

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

### *Admissions*

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 26, 2014. 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.)

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, 2013:
  - (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, 2013, 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](http://www.law.yale.edu/admissions/stepsapplyLLM.htm). Early filing is recommended. LL.M. admission decisions are typically announced in mid-March.

### *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 \$20,400. 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](http://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 Friday, January 10, 2014. 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* (LLSA) 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* (MENALSA) 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.

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* (SALSA) is an organization dedicated to promoting awareness of and engagement with South Asian American and South Asian cultural, legal, political, and social justice issues.

*SPIF—Student Contribution* (SPIF—CS) encourages student participation in summer public interest work by raising funds to supplement Summer Public Interest Fellowship (SPIF) funding.

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.

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

The *Yale Health Law and Policy Society* (YHeLPS) creates interdisciplinary opportunities for students to learn about health law and policy by hosting speaker events, providing career support to students for summer and postgraduation jobs, and developing experiential learning opportunities that will enable students to actively participate in the field.

*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.

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 & 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 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 National Security Group* (NSG) helps to foster a nonpartisan community of students focused on national security and international affairs by hosting experts and practitioners in the field and conducting events designed to deepen students' knowledge and exposure to national security issues.

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.

The *Yale Society of International Law* aims to provide a comprehensive platform for YLS students to pursue their academic and professional interests in international affairs and international law.

Students may list student organization events in the online Calendar of Events ([www.law.yale.edu/calendar](http://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](http://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](http://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 2012 accepted employment in thirty-four 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 approximately fifteen 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 and humanities, 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 many other countries around the world, 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 an unmatched 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 some fourteen million print volumes of books and serials, spanning nearly all areas of human knowledge, as well as an extensive 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 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 University Library. Full-text sources of digitized legal information are among the best of any law library worldwide. These include the major commercial services, such as WESTLAW, LEXIS, and Bloomberg Law, supplemented by many other online resources, including a growing number of digitized documents loaded by the library.

Library hours and services are structured to meet the needs 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 further supplement services to students and faculty. 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 2013–2014 are available as of April 1 online and can be submitted directly from the Web site (<http://gradhousing.yale.edu>). 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](mailto:grad.dorms@yale.edu), tel. 203.432.2167, fax 203.432.4578. For more apartment information, contact [grad.apts@yale.edu](mailto:grad.apts@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 <http://offcampus.yale.edu>. 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](mailto:offcampushousing@yale.edu) or call 203.432.9756.

## DINING HALL

A newly renovated Law School Dining Hall opens in fall 2013 with a new menu, including a coffee bar, hot and cold foods, premade selections, salads, and an expanded recycling station. 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 computer cluster with several high-speed network printers. All the computers run a standard suite of software including Microsoft Office, 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](http://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](http://www.law.yale.edu/calendar)).

# Yale University Resources and Services

## A GLOBAL UNIVERSITY

The University's engagement beyond the United States dates from its earliest years. 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. Today, Yale continues to evolve as a global university, educating leaders and advancing the frontiers of knowledge not simply for the United States, but for the entire world.

In 2005, following a full year of consultation with deans and faculty, the president and vice president published "The Internationalization of Yale, 2005–2008: The Emerging Framework." Activity accelerated further with the publication of the "International Framework: Yale's Agenda for 2009 to 2012." Both are available online at [www.world.yale.edu/framework](http://www.world.yale.edu/framework). Three overarching goals were enunciated in these documents: prepare students for leadership and service in an increasingly interdependent world, attract the most talented students and scholars to Yale from around the world, and position Yale as a global university of consequence.

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

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 [www.yale.edu/macmillan](http://www.yale.edu/macmillan).

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 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](http://www.yale.edu/oiss).

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](http://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](http://www.yale.edu/worldfellows).

Additional information may be found on the "Yale and the World" Web site, including links to the international initiatives across the University and resources for faculty, students, and staff conducting international activities, whether abroad or on campus. See [www.world.yale.edu](http://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 artifacts from the ancient Roman city of Dura-Europos; collections of early Italian paintings; the Société Anonyme Collection of twentieth-century European and American art; modern and contemporary art and design; Asian art; African art; art of the ancient Americas; and Indo-Pacific art. In December 2012 the gallery completed a comprehensive expansion and renovation project. The expanded museum unites all three buildings – the landmark Louis Kahn building (1953), the Old Yale Art Gallery (1928), and Street Hall (1866) – into a cohesive whole with a rooftop addition by Ennead Architects (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](http://www.artgallery.yale.edu).

The Yale Center for British Art (YCBA) is home to the largest and most comprehensive collection of British paintings, sculpture, prints, drawings, and rare books outside the United Kingdom. Presented to the University by Paul Mellon, Yale College Class of 1929, it is housed in a landmark building by Louis Kahn. The YCBA is embarking on the first phase of a major renovation, beginning in June 2013 and continuing through January 2014. During this period, there will be limited availability of some services, and the second- and third-floor galleries will be closed. The Reference Library will maintain normal hours, and the permanent collection on the fourth floor will remain on view. The Study Room will be closed, but the collection of prints, drawings, rare books, and manuscripts can be accessed on site by appointment; although the staff will make every effort to accommodate students, faculty, and scholars, two weeks' advance notice is required. Further information, contact details, and updates about the renovation are available at <http://britishart.yale.edu>.

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 Oneppo 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. The Yale Summer School of Music/Norfolk Chamber Music Festival presents the New Music Workshop, Chamber Music Session, and Chamber Choir and Conducting Workshop. Many of these concerts stream live on our Web site (<http://music.yale.edu>). In addition, the School presents the Iseman Broadcasts of the Metropolitan Opera Live in HD free to members of the Yale community. 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. Any student in one of these schools is eligible to run for a senate seat during fall elections. 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 advocates for student concerns and advancement by serving as a liaison between students and Yale administration, faculty, and officers. It works with local groups, charities, and initiatives to provide opportunities for students to give back to the community. And it encourages and facilitates social interaction among graduate and professional students. GPSS supervises the Graduate and Professional Student Center at Yale (GPSCY), at 204 York Street, which provides meeting space and funding for student organizations and is home to Gryphon's Pub. For more information, please visit <http://gpss.yale.edu>.

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](http://www.yale.edu/graduateschool/mcdougal); tel., 203.432.BLUE; e-mail, [mcdougal.center@yale.edu](mailto:mcdougal.center@yale.edu).

The religious and spiritual resources of Yale University serve all students, faculty, and staff of all faiths. These resources are coordinated and/or supported through the University Chaplaincy (located on the lower level of Bingham Hall on Old Campus); the University Church in Yale in Battell Chapel, an open and affirming ecumenical Christian congregation; and Yale Religious Ministries, the on-campus association of professionals representing numerous faith traditions. This association includes the Saint Thomas More Catholic Chapel and Center at Yale and the Joseph Slifka Center for Jewish Life at Yale, and it supports Buddhist, Hindu, and Muslim life professionals; several Protestant denominational and nondenominational ministries; and student religious groups such as the Baha'i Association, the Yale Hindu Student 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., Friday from 8:30 a.m. to 5 p.m., and Sunday evenings from 5 to 11. Additional information is available at <http://chaplain.yale.edu>.

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. Kipthuth 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, stand-up paddleboards, 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](http://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, which includes coverage for prescriptions, see the *Yale Health Student Handbook*, available online at [www.yalehealth.yale.edu/understand-your-coverage](http://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 <https://www.yhpsstudentwaiver.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. 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](http://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. Applications are available from the Member Services Department or can be downloaded from the Web site ([www.yalehealth.yale.edu](http://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.

#### *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. 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](http://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. 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](http://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, 2009. 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, 2013. 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](http://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](mailto:judith.york@yale.edu)) or through its Web site ([www.yale.edu/rod](http://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: Information, Advocacy, and Support*

55 Lock Street, Lower Level  
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, as well as drop-in counseling on weekdays during regular business hours. SHARE is available to members of the Yale community who wish to discuss any experience of sexual misconduct involving themselves or someone they care about. SHARE services are confidential and can be anonymous when desired. 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 formal or informal complaint, and it offers ongoing counseling and support. 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 for a phone consultation or to set up an in-person appointment. You may also drop in on weekdays during regular business hours. 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 contact the SHARE staff during regular business hours, you can contact Dr. Carole Goldberg, the director of SHARE (203.432.0310, [carole.goldberg@yale.edu](mailto:carole.goldberg@yale.edu)), Dr. Jennifer Czincz, assistant director (203.432.2610, [jennifer.czincz@yale.edu](mailto:jennifer.czincz@yale.edu)), Alison Doernberg (203.463.8217, [alison.doernberg@yale.edu](mailto:alison.doernberg@yale.edu)), or John Criscuolo (203.494.6247, [john.criscuolo@yale.edu](mailto:john.criscuolo@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 deputy Title IX coordinator, reporting to Stephanie Spangler, Deputy Provost for Health Affairs and Academic Integrity and the University 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. Discussions with a Title IX coordinator will be treated as confidentially as possible, but the coordinator may need to consult with other administrators; at times, the coordinator will need to take action in the interest of safety. The coordinators 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*

203.589.0142 (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 provides an accessible, representative, and trained body to fairly and expeditiously address formal and informal complaints of sexual misconduct. UWC members can answer informal 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*

101 Ashmun Street

24/7 hotline: 203.432.4400

<http://publicsafety.yale.edu/departments-information#sensitivercrimes>

The Yale Police Department (YPD) operates 24/7 and is comprised of highly trained, professional officers. 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 Marnie Robbins-Hoffman, the Sensitive Crimes & Support coordinator, she can be reached at 203.432.9547 during business hours or via e-mail at [marnie.robbs@yale.edu](mailto:marnie.robbs@yale.edu). Informational sessions are available with the Sensitive Crimes & Support coordinator to discuss safety planning, available options, etc. The YPD works closely with the New Haven State's Attorney, the SHARE Center, the University's Title IX coordinators, and various other departments within the University. Talking to the YPD does not commit you to submitting to evidence collection 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](http://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](http://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. For more information about reserving space at the center, send a message to [oiss@yale.edu](mailto:oiss@yale.edu) or call 203.432.2305. For information about the center, visit [www.yale.edu/oiss/about/icenter](http://www.yale.edu/oiss/about/icenter).

# Law School Students

## DEGREES CONFERRED

### **Juris Doctor, September 29, 2012**

Shari Katrina Inniss-Grant  
Katharine Elizabeth Lorimer  
Brandie Nicole Mask

### **Doctor of the Science of Law, September 29, 2012**

Stephan G. Jaggi  
Larissa Michelle Katz

### **Master of Laws, December 8, 2012**

Shao-Man Lee

### **Doctor of the Science of Law, December 8, 2012**

Han Liu

### **Master of Laws, February 23, 2013**

Noam Y. Finger

### **Doctor of the Science of Law, February 23, 2013**

Or Bassok  
Dinusha N. Panditaratne  
Mrinal Seekay Satish

### **Juris Doctor, April 6, 2013**

Stefanie Jamela Parker

### **Juris Doctor, May 29, 2013**

Samuel S. Adelsberg  
Ademola Adewale-Sadik  
Jasmeet Kaur Ahuja  
Glenda Melinda Aldana Madrid  
Amanda Suzanne Alexander  
Spencer Elijah Wittmann Amdur  
Nicholas Martin Arrivo  
Giselle Barcia  
Joshua David Rothenberg Bendor  
Allyson Roz Bennett  
Tessa Baxter Bialek  
Diana R. Blank  
Lewis Edward Morel Bollard  
Joshua James Bone

Robert Joseph Borek  
Raj Joseph Borsellino  
Andrew Emerson Braver  
Hannah Warring Brennan  
Glenn Charles Bridgman  
Alyssa Catherine Briody  
Jamie Danielle Brooks  
Brookes Colyton Brown  
Benjamin Richard Brunner  
Christine Marie Buzzard  
Benjamin Joseph Cassidy  
Peter Y. Chen  
Kevin Chen  
Kathryn McGlenn Cherry  
Usha Bala Chilukuri  
Edwina Bullard Clarke  
Robert White Cobbs  
Deborah Jane Cooper  
Megan Elizabeth Corrarino  
Daniel Kennedy Correa  
Brendan Matthew Cottingham  
Lindsey Victoria Counts  
Andrew Chase Crawford  
Jonathan Alexander Dach  
Alidad Adam Damooei  
Brigid Madel Davis  
James Allan Dee  
Samir Ibrahim Deger-Sen  
Nathanael Philip Dejonge  
Marissa Claire McCarthy Doran  
Tabitha Danielle Edgens  
Alley Riad Edlebi  
Amanda Beth Elbogen  
Miriam R. Estrin  
Linda Beth Evarts  
Arthur J. Ewencyzk  
Hayley Jade Fink  
Janis Tsuan-Wen Foo  
Elliot Patrick Forhan  
Julia Frances Freeland  
Benjamin Stephen Fryer

Jonah Benjamin Gelbach  
 Henry Bola George  
 Dana Stern Gibber  
 Spencer Kai Gilbert  
 Gillian B. Gillers  
 Jed Wolf Glickstein  
 Joshua Eliot Goldstein  
 Blair Jessica Greenwald  
 Alice Kathleen Hadley  
 Andrew William Hahn  
 Caroline Anais Harkins  
 Taylor Henry Hedrick  
 Peter Andrew Heisler  
 Edmund Ramsay Hirschfeld  
 Tian Huang  
 Tuo Huang  
 Julie Stevenson Hunter  
 Rebecca Fabian Izzo  
 Rebecca Ariel Jacobs  
 Monika Beata Jasiewicz  
 Jane Su Jiang  
 Shishene Jing  
 Jamil Jivani  
 Tassity S. Johnson  
 Kevin Michael Jonke  
 Alexander Emmanuel Kaplan  
 Laura Ann Keay  
 David Smith Keenan  
 Dylan Olcott Keenan  
 Zachary Alexander Keller  
 Jeremy King Kessler  
 Charanya Krishnaswami  
 Sri Kristina Kuehnlenz  
 Christopher Bruno Lacaria  
 David Michael Lamb  
 Kevin Matthew Lamb  
 Christopher Myron Lapinig  
 Amanda Mae Lee  
 Matthew Stephen Lee  
 Tamar Yael Lerer  
 Douglas Edward Lieb  
 Kyung-Gun Samuel Lim  
 Marvin Certeza Lim  
 Ming-Yee Lin  
 Jeff William Lingwall

Xiao Linda Liu  
 Nathaniel Farber Loewentheil  
 Jennifer Xinrong Luo  
 Alexandra Lustig-Elgrably  
 Andrew James Macklin  
 Shaun Patrick Mahaffy  
 Michelle Anne Mangan  
 Nicholas Matthew McLean  
 David Bragg McNamee  
 Jonathan Semonoff Meltzer  
 Katherine Lily Mesner-Hage  
 Christopher George Michel  
 Marissa Rose Miller  
 Caitlin Margaret Miner-Le Grand  
 Sonia Mittal  
 Joshua Robert Mitts  
 Dana Montalto  
 Isabella Michelle More  
 Jamelia Natasha Morgan  
 Muhammad Daud Munir  
 Jinkang Albert Nah  
 Luis Andres Nario  
 Nicholas Alexander Nasrallah  
 Krista Nicole Nelson  
 Sofia Valencia Nelson  
 Christopher Roger Nicholson  
 Skye Catherine Ashley Nickalls  
 Tracy Elizabeth Nowski  
 Cynthia Nkechinyere Okechukwu  
 Eric John Galvez Paredes  
 Eric Paul Parrie  
 Daniel M. Pastor  
 Sally L. Pei  
 Matthew Carter Penny  
 Freya Elizabeth Katherine Pitts  
 Vivek Ganapathy Ramaswamy  
 Alexander Edward Ramey  
 Laura Elizabeth Raposo  
 Trudy Sumiko Rebert  
 Román Jose Rodriguez  
 Jane C. Rosen  
 Danielle Beth Rosenthal  
 Joshua A. Rosenthal  
 Alexandra Lauren Roth  
 Clare Frances Ryan

David Thomas Ryan  
 Stephanie Lee Safdi  
 Shayak Sarkar  
 Robert Marris Schmidt  
 Daniel Joseph Theodore Schuker  
 Reed Miles Schuler  
 Barbara Ann Schwartz  
 Robbie Juanita Scott  
 Anna Shabalov  
 Yael Shavit  
 Lochlan Francis Shelfer  
 James Heng Kuang Shih  
 Sophia Lee Shin  
 Jonathan Siegel  
 Travis Scott Silva  
 Eliza Hahn Simon  
 Emma Page-Riley Simson  
 Jonathan Nima Soleimani  
 Julia Blau Spiegel  
 Marbre Caryn Stahly-Butts  
 Renata Elisabeth Burkins Strause  
 Nikhil Sud  
 Connor Steadman Sullivan  
 Can Sun  
 Avi Abraham Sutton  
 Lauren Christine Thomas  
 Christine S. Tsang  
 Jane Vanessa Tucker  
 Andrew Tutt  
 Charles William Tyler  
 James David Vance  
 Cameron Alexander Vansant  
 Helen Vera  
 Matthew Scott Vogel  
 Jessica Myers Vosburgh  
 Damaris Yimeen Walker  
 Tyce Randall Walters  
 Ivy Y. Wang  
 Marisa Sara West  
 Margaret Blum Weston  
 Daniel Corbett Wewers  
 Avery Fox White  
 Elizabeth Wood Claytor Wilkins  
 James J. Williamson  
 Paige Lindsey Wilson

Cody Hirt Wofsy  
 Alyssa Roxanne Work  
 Megan Aileen Wulff  
 Chan-Young Yang  
 Kristin Nicole Zaichkin  
 Romain Zamour  
 Javier Joseph Zapata  
 Eileen Castilla Zelek  
 Joanna Tianyang Zhang

**Master of Laws, May 29, 2013**

James Richard Gerald Baxter  
 Andrés Francisco Calderón López  
 Jurgen Goossens  
 Arnaldur Hjartarson  
 Lanah Kammourieh  
 Zsafia Dorottya Korosy  
 Ryan Kenneth Liss  
 Daniel Maggen  
 Ignacio Mujica Torres  
 Gregor Novak  
 Benjamin Perryman  
 Peter Georg Donatus Picht  
 Hadley Rose  
 Brent Stephen Salter  
 Amnart Tangkiriphimarn  
 Estefanía Vela Barba  
 Guido Ezequiel Waisberg

**Master of Studies in Law, May 29, 2013**

Andrew Paul Chung  
 Nora Stappert

**Doctor of the Science of Law,  
 May 29, 2013**

Aparna Chandra  
 Helen Eenmaa-Dimitrieva

## SUMMARY OF ENROLLMENT, 2012–2013

## Juris Doctor Candidates

Class of 2013	203
Class of 2014	209
Class of 2015	203
Joint Degree	23

*Total Juris Doctor* 638

Doctor of the Science of Law	18
Master of Laws	21
Master of Studies in Law	2
Visiting Researchers	11
Visiting Student	0

*Total enrollment* 690

## INSTITUTIONS REPRESENTED, FALL 2012

One student from each institution unless otherwise indicated

Albion College	City University of New York
American University (2)	[Hunter College]
Amherst University (8)	Clemson University (2)
Bar-Ilan University [Israel] (2)	Coe College
Barnard College [Columbia University]	College of the Holy Cross
(3)	Columbia University (24)
Bates College	Cornell University (7)
Baylor University	Dartmouth College (20)
Birmingham Southern College	Davidson College
Boston College (2)	Duke University (15)
Boston University (2)	Eastern University
Bowdoin College	Emory University (5)
Bowling Green State University	Fairfield University
Brandeis University (4)	Florida Agricultural and Mechanical
Brigham Young University (3)	University
Brown University (22)	Florida State University (2)
California Institute of Technology	Franklin and Marshall College
California State University (2)	George Washington University
Calvin College	Georgetown University (3)
Carnegie Mellon University	Gonzaga University
Case Western Reserve University	Grinnell College
China University of Political Science and	Harvard University (75)
Laws [People's Republic of China]	Háskóli Íslands [Iceland]
City University of New York	Hastings College
[City College]	Hebrew University of Jerusalem [Israel]

- Hillsdale College  
 Indiana University (4)  
 Institut d'Etudes Politiques de Paris  
 [France]  
 Instituto Tecnológico Autónomo de  
 México [Mexico]  
 John Brown University  
 Johns Hopkins University (6)  
 Kenyon College  
 Korea University [Republic of Korea]  
 La Trobe University [Australia]  
 London School of Economics and  
 Political Science [United Kingdom]  
 Louisiana State University (2)  
 Ludwig-Maximilians-Universität  
 München [Germany]  
 Macalester College (3)  
 Macquarie University [Australia]  
 Massachusetts Institute of Technology  
 (2)  
 McGill University [Canada] (3)  
 McMaster University [Canada]  
 Middlebury College  
 Millsaps College  
 Morehouse College  
 Mount Holyoke College (3)  
 Nalsar University of Law [India]  
 National University of Singapore  
 [Singapore]  
 New York University (12)  
 Northwestern University (9)  
 Oberlin College (2)  
 Ohio State University (3)  
 Ohio University  
 Patrick Henry College  
 Peking University [People's Republic of  
 China] (2)  
 Pennsylvania State University (2)  
 Pomona College (5)  
 Pontificia Universidad Católica del Peru  
 [Peru]  
 Princeton University (34)  
 Purdue University  
 Reed College (3)  
 Rice University  
 Rutgers, State University of New Jersey  
 Saint John's College [New Mexico] (2)  
 Saint Peter's College  
 Samford University  
 Scripps College  
 Seattle University  
 Seoul National University [Republic of  
 Korea] (2)  
 Southern Methodist University  
 Stanford University (30)  
 State University of New York at  
 Binghamton  
 State University of New York at Stony  
 Brook  
 Sun Yat-Sen University [People's  
 Republic of China]  
 Swarthmore College (7)  
 Tel-Aviv University [Israel] (3)  
 Temple University  
 Thammasat University [Thailand]  
 Trinity College [Connecticut]  
 Tsinghua University [People's Republic  
 of China]  
 Tufts University  
 Tulane University (2)  
 United States Air Force Academy (2)  
 United States Naval Academy (3)  
 Universidad de Buenos Aires [Argentina]  
 Universidad de Chile [Chile] (2)  
 Universidad Francisco Marroquin  
 [Guatemala]  
 Universidad Nacional de Córdoba  
 [Argentina]  
 Universidade de Brasília [Brazil] (2)  
 Universidade de São Paulo [Brazil]  
 Università di Napoli Federico II [Italy]  
 Universität Wien [Austria]  
 Universität Zürich [Switzerland]  
 Université d'Aix-Marseille III [France]  
 Université de Paris II [Pantheon Assas]  
 [France]  
 Université de Paris IV [Paris-Sorbonne]  
 [France]

- Universiteit Gent [Belgium]  
 Universitetet I Oslo [Norway]  
 University College London [United Kingdom]  
 University of Alabama  
 University of Alberta [Canada] (2)  
 University of Asmara [Eritrea]  
 University of California at Berkeley (13)  
 University of California at Davis (2)  
 University of California at Los Angeles (7)  
 University of California at San Diego (2)  
 University of California at Santa Barbara  
 University of California at Santa Cruz  
 University of Cambridge [United Kingdom] (7)  
 University of Chicago (15)  
 University of Colorado  
 University of Connecticut (2)  
 University of Delaware (2)  
 University of Florida (2)  
 University of Georgia  
 University of Glasgow [United Kingdom]  
 University of Illinois (2)  
 University of Iowa  
 University of Maryland (3)  
 University of Massachusetts (3)  
 University of Miami  
 University of Michigan at Ann Arbor (11)  
 University of New South Wales [Australia]  
 University of North Carolina at Chapel Hill (4)  
 University of Notre Dame [Indiana] (2)  
 University of Oregon  
 University of Otago [New Zealand]  
 University of Oxford [United Kingdom] (2)  
 University of Pennsylvania (17)  
 University of Pittsburgh  
 University of Richmond  
 University of Rochester (2)  
 University of Southern California (2)  
 University of Sydney [Australia]  
 University of Tehran [Iran]  
 University of Texas at Austin (8)  
 University of Tokyo [Japan]  
 University of Toronto [Canada] (3)  
 University of Virginia (8)  
 University of Wales [United Kingdom]  
 University of Washington  
 University of Wisconsin at Madison  
 Vanderbilt University (3)  
 Vassar College (4)  
 Virginia Polytechnic Institute and State University  
 Washington and Lee University  
 Washington State University  
 Washington University [Missouri] (3)  
 Wellesley College  
 Wesleyan University (10)  
 Westfälische Wilhelms-Universität Münster [Germany] (2)  
 Williams College (9)  
 Wuhan University [People's Republic of China]  
 Yale University (91)  
 Yeshiva University (2)  
 York University [Canada]
- Total institutions, 176*

**GEOGRAPHICAL DISTRIBUTION, FALL 2012**

One student from each state or country unless otherwise indicated

**United States**

Alabama (2)  
 Arizona (3)  
 Arkansas  
 California (78)  
 Colorado (6)  
 Connecticut (105)  
 Delaware (3)  
 District of Columbia (10)  
 Florida (21)  
 Georgia (9)  
 Hawaii  
 Illinois (23)  
 Indiana (6)  
 Iowa (2)  
 Kansas (2)  
 Kentucky (3)  
 Louisiana (4)  
 Maine (5)  
 Maryland (19)  
 Massachusetts (30)  
 Michigan (11)  
 Minnesota (7)  
 Mississippi (2)  
 Missouri (5)  
 Montana (2)  
 New Hampshire (2)  
 New Jersey (26)  
 New Mexico (2)  
 New York (82)  
 North Carolina (9)  
 North Dakota  
 Ohio (17)  
 Oklahoma  
 Oregon (6)  
 Pennsylvania (29)  
 South Carolina (5)  
 South Dakota (4)  
 Tennessee (4)  
 Texas (22)  
 Utah  
 Vermont (4)

Virginia (12)  
 Washington (11)  
 West Virginia  
 Wisconsin (7)

*Total states, 45*

**Foreign Countries**

Argentina (2)  
 Australia (2)  
 Austria  
 Brazil (4)  
 Canada (13)  
 Chile  
 China, People's Republic of (8)  
 Dominican Republic  
 Eritrea  
 France (5)  
 Germany (4)  
 Guatemala  
 Iceland  
 India (3)  
 Iran  
 Israel (5)  
 Italy  
 Japan  
 Korea, Republic of (8)  
 Lebanon  
 Mexico (2)  
 New Zealand  
 Peru  
 Philippines  
 Singapore (3)  
 Switzerland (2)  
 Thailand  
 Uganda  
 United Kingdom (4)

*Total countries, 29*



# 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 13,000 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 Miami discussing immigration reform with Yale Law School's newest faculty member, Professor Cristina Rodríguez '00; an alumni panel discussion in Washington, D.C., or New York City on the Supreme Court's preceding term; an informal discussion about the same-sex marriage cases in Philadelphia led by Professor William Eskridge '78; or the Los Angeles gathering with alumni, summer associates, and incoming students featuring a talk by Professor Heather Gerken on "Lessons Learned from the 2008 Election and a Look Forward to Critical Issues for 2012," 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](http://www.law.yale.edu/alumni); e-mail [alumni.law@yale.edu](mailto:alumni.law@yale.edu); telephone 203.432.1690.

Overseeing and supporting the YLS Association is its approximately 180-member Executive Committee, which meets twice a year in New Haven to energize members and remind them why Yale Law School is such a special place. The most recent gathering in April 2013 included class visits, a dinner matching alumni and students who have common interests, a faculty luncheon speaker, a tour of the newly renovated Yale Art Gallery, a tour of Law School offices at 42 Ashmun Street, an informal talk about the China Center, a Happy Hour with students, and a festive dinner with Dean Post. This program strengthens the Yale Law School community worldwide by connecting alumni with each other, with current students, and with the School. Meetings take place twice a year at the Law School, led by the present officers: chair, John R. Firestone '85; president, Victoria A. Cundiff '80; vice presidents, Michelle H. Browdy '90, Derek B. Dorn '02, Ari Q. Fitzgerald '90, Celia Goldman '86, Deborah J. Verdile '94; treasurer, Michael J. DeLaurentis '78; and secretary, Stanley E. Soper '91.

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 2013 is "Global Constitutionalism."

## ENDOWMENT FUNDS

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

### *Professorships*

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

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

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

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

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

**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.

**Robert J. Giuffra, Jr. Fund for the Study of Corporate and Securities Law** (2013) Established by Robert J. Giuffra, Jr., J.D. 1987, in honor of his 25th Reunion, to support the study of corporate and securities law at Yale Law School.

**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.

**Alvin Gallen '46 LL.B. Scholarship Fund** (2012) Established by a gift from Claire Edersheim in honor of her late husband for the benefit of one or more J.D. candidates at Yale Law School with demonstrated financial need.

**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. Hoober Scholarship** (1929) Gift from John A. Hoober, 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.

**Mark Levy '75 Memorial Scholarship Fund** (2012) Established by gifts from family, friends, and classmates in memory of Mark Levy, J.D. 1975. To be awarded to one or more J.D. candidates at Yale Law School, with a preference for students with an interest in pursuing a career in public service.

**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. Ruttenberg (LL.B. 1940) Scholarship Fund** (1965) Established by a gift from Derald H. Ruttenberg, 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) 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 visit <http://admissions.yale.edu>, write to student.questions@yale.edu, or call 203.432.9300. Postal correspondence should be directed to Office of Undergraduate Admissions, Yale University, PO Box 208234, New Haven CT 06520-8234.

**Graduate School of Arts and Sciences** Est. 1847. Courses for college graduates. Master of Arts (M.A.), Master of Science (M.S.), Master of Philosophy (M.Phil.), Doctor of Philosophy (Ph.D.).

For additional information, please visit [www.yale.edu/graduateschool](http://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 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 visit <http://medicine.yale.edu/education/admissions>, write to medical.admissions@yale.edu, or call the Office of Admissions at 203.785.2643. Postal correspondence should be directed to Office of Admissions, Yale School of Medicine, 367 Cedar Street, New Haven CT 06510.

**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 visit <http://divinity.yale.edu>, write to divinity.admissions@yale.edu, or call the Admissions Office at 203.432.5360. Postal correspondence should be directed to Admissions Office, Yale Divinity School, 409 Prospect Street, New Haven CT 06511.

**Law School** Est. 1824. Courses for college graduates. Juris Doctor (J.D.). For additional information, please visit [www.law.yale.edu](http://www.law.yale.edu), write to admissions.law@yale.edu, or call the Admissions Office at 203.432.4995. Postal correspondence should be directed to Admissions Office, Yale Law School, PO Box 208215, New Haven CT 06520-8215.

Graduate Programs: Master of Laws (LL.M.), Doctor of the Science of Law (J.S.D.), Master of Studies in Law (M.S.L.). Doctor of Philosophy (Ph.D.) awarded by the Graduate School of Arts and Sciences. For additional information, please visit [www.yale.edu](http://www.yale.edu).

law.yale.edu, write to gradpro.law@yale.edu, or call the Graduate Programs Office at 203.432.1696. Postal correspondence should be directed to Graduate Programs, Yale Law School, PO Box 208215, New Haven CT 06520-8215.

**School of Engineering & Applied Science** Est. 1852. Courses for college graduates. Master of Science (M.S.) and Doctor of Philosophy (Ph.D.) awarded by the Graduate School of Arts and Sciences.

For additional information, please visit <http://seas.yale.edu>, write to grad.engineering@yale.edu, or call 203.432.4250. Postal correspondence should be directed to Office of Graduate Studies, Yale School of Engineering & Applied Science, PO Box 208267, New Haven CT 06520-8267.

**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 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 visit <http://music.yale.edu>, write to gradmusic.admissions@yale.edu, or call the Office of Admissions at 203.432.4155. Postal correspondence should be directed to Yale School of Music, PO Box 208246, New Haven CT 06520-8246.

**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 visit [www.environment.yale.edu](http://www.environment.yale.edu), write to fesinfo@yale.edu, or call the Office of Admissions at 800.825.0330. Postal correspondence should be directed to Office of Admissions, Yale School of Forestry & Environmental Studies, 195 Prospect Street, New Haven CT 06511.

**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 visit <http://publichealth.yale.edu>, write to ysph.admissions@yale.edu, or call the Admissions Office at 203.785.2844.

**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](http://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 visit <http://nursing.yale.edu> or call 203.785.2389. Postal correspondence should be directed to Yale School of Nursing, Yale University West Campus, PO Box 27399, West Haven CT 06516-7399.

**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 visit <http://drama.yale.edu>, write to [ysd.admissions@yale.edu](mailto:ysd.admissions@yale.edu), or call the Registrar's Office at 203.432.1507. Postal correspondence should be directed to Registrar's Office, Yale School of Drama, PO Box 208325, New Haven CT 06520-8325.

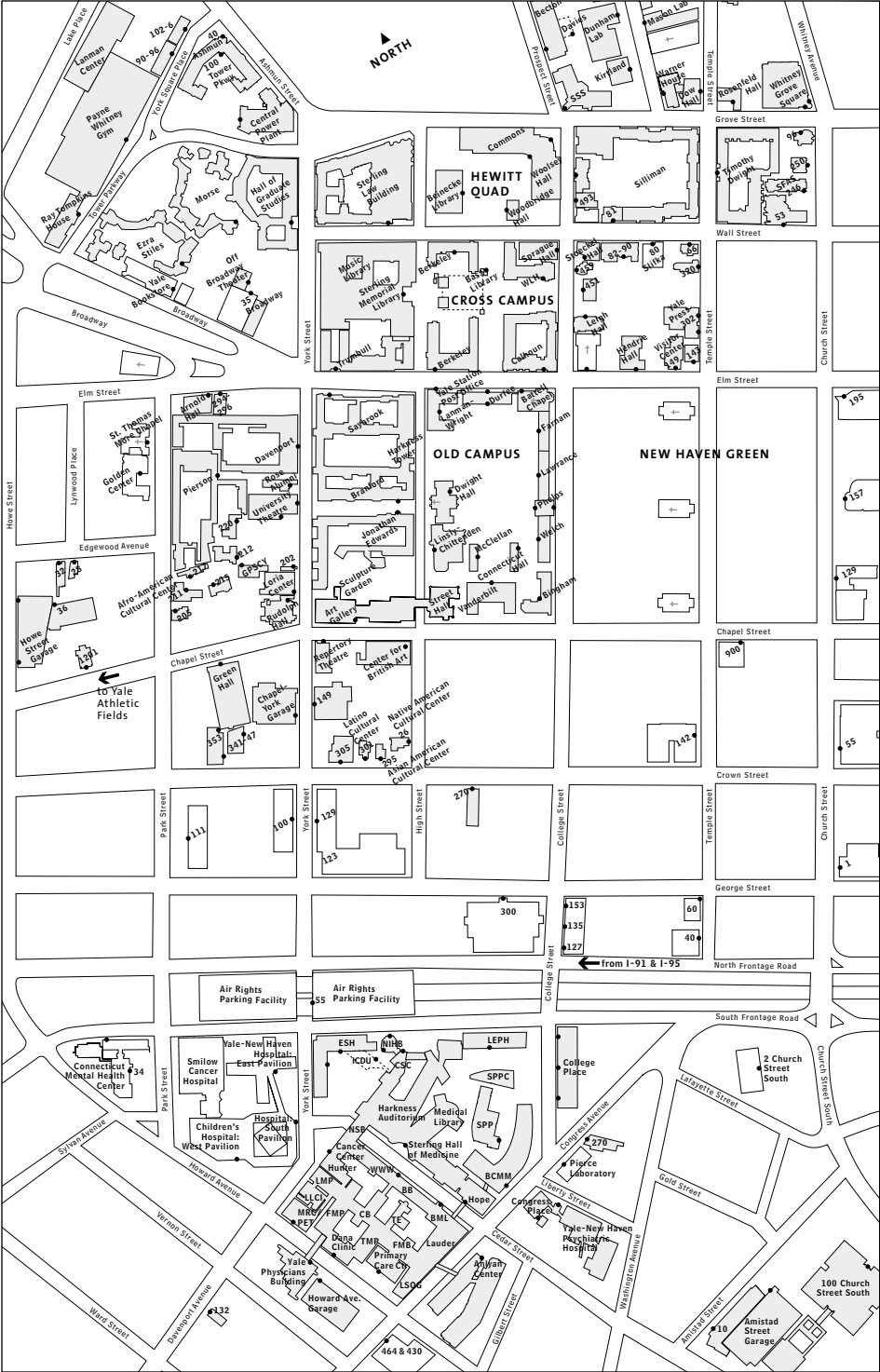
**School of Management** Est. 1976. Courses for college graduates. Master of Business Administration (M.B.A.), Master of Advanced Management (M.A.M.). Doctor of Philosophy (Ph.D.) awarded by the Graduate School of Arts and Sciences.

For additional information, please visit <http://som.yale.edu>. Postal correspondence should be directed to Yale School of Management, PO Box 208200, New Haven CT 06520-8200.

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YALE UNIVERSITY CAMPUS SOUTH & YALE MEDICAL CENTER





The University is committed to basing judgments concerning the admission, education, and employment of individuals upon their qualifications and abilities and affirmatively seeks to attract to its faculty, staff, and student body qualified persons of diverse backgrounds. In accordance with this policy and as delineated by federal and Connecticut law, Yale does not discriminate in admissions, educational programs, or employment against any individual on account of that individual's sex, race, color, religion, age, disability, 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. For additional information, see [www.yale.edu/equalopportunity](http://www.yale.edu/equalopportunity).

In accordance with federal and state law, the University maintains information on security policies and procedures and prepares an annual campus security and fire safety report containing three years' worth of campus crime statistics and security policy statements, fire safety information, and a description of where students, faculty, and staff should go to report crimes. The fire safety section of the annual report contains information on current fire safety practices and any fires that occurred within 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 this information to any applicant for admission, or prospective students may visit <http://publicsafety.yale.edu>.

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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Graduate Programs (LL.M., M.S.L., J.S.D., Visiting Scholar)	203.432.1696
Human Resources	203.432.9619
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Yale Law School Fund and Development Office	203.432.6080

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