

# Yale Law School

## 2014–2015



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Managing Editor: Kimberly M. Goff-Crews  
Editor: Lesley K. Baier  
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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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# Contents

Calendar	5
The President and Fellows of Yale University	7
The Officers of Yale University	8
Yale Law School Administration and Faculty	9
The Study of Law at Yale University	20
Course Offerings	23
2014 Fall Term	23
2015 Spring Term	53
Lecture Programs and Other Academic Opportunities	86
Lecture Programs	86
Special Initiatives	88
The Yale Center for Environmental Law and Policy	89
The Yale Center for Law and Philosophy	90
The Gruber Program for Global Justice and Women's Rights at Yale Law School	90
The Yale Center for Private Law	90
The Kauffman Program in Law, Economics, and Entrepreneurship	90
The John M. Olin Center for Studies in Law, Economics, and Public Policy	91
The Yale Law School Center for the Study of Corporate Law	91
The China Center	92
The Information Society Project	93
The Arthur Liman Public Interest Program	93
The Orville H. Schell, Jr. Center for International Human Rights	94
Opportunities for Study in Legal History	96
Visiting Researchers	96
Fellowships for Postgraduate Research	97
Academic Requirements and Options	98
Registration	98
Course Selection	98
Limited Enrollment	98
Credit/Fail Units	99
Examinations and Papers	99
Grades for All Degree Students	100
Requirements for the Degree of Juris Doctor (J.D.)	100
Options within the Course of Study for the Degree of Juris Doctor (J.D.)	103
Clinical Programs	103
Joint Degrees	108
Leaves of Absence and Readmission, Extending Time for Completion of Degree, and Credit for Work Done at Another Law School	110
Bar Requirements	113
Requirements for Graduate Degrees (Ph.D., J.S.D., LL.M., M.S.L.)	113
Admissions, Expenses, and Financial Aid	117
The Degree of Juris Doctor (J.D.)	117
The Degree of Doctor of Philosophy in Law (Ph.D.)	124

The Degrees of Doctor of the Science of Law (J.S.D.) and Master of Laws (LL.M.)	124
The Degree of Master of Studies in Law (M.S.L.)	126
Student Organizations and Journals, and Student Participation in Administration	127
Student Organizations and Journals	127
Student Participation in Administration	132
Student Feedback Regarding ABA Standards	132
Career Development Office	134
Lillian Goldman Law Library	136
Life at Yale Law School	138
Yale University Resources and Services	141
Law School Students	153
Alumni, Endowment Funds, and Non-Endowed Prizes	160
Alumni	160
Endowment Funds	161
Non-Endowed Prizes	195
The Work of Yale University	196
Campus Map	200

# Calendar

## 2014

## FALL

Aug. 25	M	Orientation for new graduate students begins
Aug. 27–29	W–F	Orientation and registration for all new J.D. students
Sept. 1	M	Labor Day
Sept. 2	T	Registration for all returning students First-term small groups meet
Sept. 3	W	Fall term begins, 8:10 a.m. Classes begin, 8:10 a.m. Add/drop period begins, 8:30 a.m.
Sept. 10	W	Add/drop period closes, 4:30 p.m.
Oct. 9	TH	Fall recess begins, 6 p.m.
Oct. 10	F	No classes will meet
Oct. 13	M	No classes will meet
Oct. 14	T	Classes resume, 8:10 a.m.
Nov. 21	F	Thanksgiving recess begins, 6 p.m.
Dec. 1	M	Classes resume, 8:10 a.m.
Dec. 10	W	Only Friday classes will meet
Dec. 11	TH	Only Monday classes will meet Thirteen-week session ends
Dec. 12	F	Fourteenth week begins
Dec. 18	TH	Classes end; winter recess begins, 6 p.m.

## 2015

Jan. 6	T	Recess ends Examination period begins, 8:30 a.m.
Jan. 15	TH	Examination period ends Fall term ends, 5 p.m.

## SPRING

Jan. 19	M	Martin Luther King, Jr. Day
Jan. 20	T	Spring term begins, 8:10 a.m. Registration for all students Classes begin, 8:10 a.m.
Jan. 21	W	Add/drop period begins, 8:30 a.m.
Jan. 28	W	Add/drop period closes, 4:30 p.m.
Mar. 13	F	Spring recess begins, 6 p.m.
Mar. 23	M	Classes resume, 8:10 a.m.
Apr. 27	M	Classes end
Apr. 28	T	Reading period begins
May 4	M	Examination period begins, 9 a.m.
May 11	M	Scheduled examinations end, 5 p.m.
May 14	TH	Self-scheduled examinations end, 5 p.m.
May 15	F	Rescheduled examinations end Spring term ends, 5 p.m.
May 18	M	University Commencement
May 27	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*

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

Jeffrey Lawrence Bewkes, B.A., M.B.A., Old Greenwich, Connecticut

Maureen Cathy Chiquet, B.A., Purchase, New York

Francisco Gonzalez Cigarroa, B.S., M.D., San Antonio, Texas (*June 2016*)

Peter Brendan Dervan, B.S., Ph.D., San Marino, California

Donna Lee Dubinsky, B.A., M.B.A., Portola Valley, California

Charles Waterhouse Goodyear IV, B.S., M.B.A., New Orleans, Louisiana

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

Paul Lewis Joskow, B.A., Ph.D., New York, New York

William Earl Kennard, B.A., J.D., Washington, D.C.

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

Margaret Hilary Marshall, B.A., M.Ed., J.D., Cambridge, Massachusetts

Gina Marie Raimondo, A.B., D.Phil., J.D., Providence, Rhode Island (*June 2020*)

Emmett John Rice, Jr., B.A., M.B.A., Bethesda, Maryland (*June 2017*)

Kevin Patrick Ryan, B.A., M.B.A., New York, New York (*June 2018*)

Douglas Alexander Warner III, B.A., Hobe Sound, Florida

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**Vice President for Development**

Joan Elizabeth O'Neill, B.A.

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Michael J. Wishnie, B.A., J.D., Deputy Dean for Experiential Education  
S. Blair Kauffman, J.D., LL.M., M.L.L., Law Librarian  
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Joseph M. Crosby, B.A., M.B.A., Associate Dean  
Toni Hahn Davis, J.D., LL.M., Associate Dean  
Mary Briese Matheron, B.S., Associate Dean  
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

## **Faculty Emeriti**

Guido Calabresi, LL.B., Dr.Jur., LL.D., D.Phil., H.Litt.D., D.Poli.Sci., Sterling  
Professor Emeritus of Law and Professorial Lecturer in Law  
Dennis E. Curtis, B.S., LL.B., Clinical Professor Emeritus of Law, Professorial Lecturer  
in Law, and Supervising Attorney  
Harlon Leigh Dalton, B.A., J.D., Professor Emeritus of Law  
Mirjan Radovan Damaška, LL.B., Dr.Jur., Sterling Professor Emeritus of Law and  
Professorial Lecturer in Law  
Drew S. Days III, B.A., LL.B., Alfred M. Rankin Professor Emeritus of Law and  
Professorial Lecturer in Law  
Jan Ginter Deutsch, LL.B., Ph.D., Walton Hale Hamilton Professor Emeritus of Law  
and Professorial Lecturer in Law  
Owen M. Fiss, M.A., LL.B., Sterling Professor Emeritus of Law and Professorial  
Lecturer in Law  
Robert W. Gordon, A.B., J.D., Chancellor Kent Professor Emeritus of Law and  
Legal History and Professor (Adjunct) of Law  
Michael J. Graetz, B.B.A., LL.B., LL.D., Justus S. Hotchkiss Professor Emeritus of Law  
and Professorial Lecturer in Law  
Geoffrey Cornell Hazard, Jr., M.A., LL.B., Sterling Professor Emeritus of Law  
Carroll L. Lucht, M.S.W., J.D., Clinical Professor Emeritus of Law, Supervising  
Attorney, and Professorial Lecturer in Law  
Carol M. Rose, J.D., Ph.D., Gordon Bradford Tweedy Professor Emeritus of Law and  
Organization, and Professorial Lecturer in Law  
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John G. Simon, LL.B., LL.D., Augustus E. Lines Professor Emeritus of Law and  
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Stephen Wizner, A.B., J.D., William O. Douglas Clinical Professor Emeritus of Law,  
Supervising Attorney, and Professorial Lecturer in Law

**Faculty**

Bruce Ackerman, B.A., LL.B., Sterling Professor of Law and Political Science (on leave,  
2014–2015)

Muneeb I. Ahmad, A.B., J.D., Clinical Professor of Law and Supervising Attorney

Anne L. Alstott, B.A., J.D., Jacquin D. Bierman Professor in Taxation

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Ian Ayres, J.D., Ph.D., William K. Townsend Professor of Law

Jack M. Balkin, J.D., Ph.D., Knight Professor of Constitutional Law and the First  
Amendment

Aharon Barak, LL.M., Dr.Jur., Visiting Professor of Law and Gruber Global  
Constitutionalism Fellow (fall term)

Megan A. Barnett, B.A., J.D., Associate Dean

Seyla Benhabib, B.A., Ph.D., Professor (Adjunct) of Law (fall term)

Eyal Benvenisti, LL.M., J.S.D., Visiting Professor of Law and Peter and Patricia Gruber  
Fellow in Global Justice (spring term)

Philip C. Bobbitt, J.D., Ph.D., Florence Rogatz Visiting Professor of Law (fall term)

Lea Brilmayer, J.D., LL.M., Howard M. Holtzmann Professor of International Law

Richard R.W. Brooks, Ph.D., J.D., Professor (Adjunct) of Law

Robert Amsterdam Burt, M.A., J.D., Alexander M. Bickel Professor of Law (on leave,  
fall 2014)

Guido Calabresi, LL.B., Dr.Jur., LL.D., D.Phil., H.Litt.D., D.Poli.Sci., Sterling  
Professor Emeritus of Law and Professorial Lecturer in Law

Steven G. Calabresi, B.A., J.D., Visiting Professor of Law (fall term)

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Amy Chua, A.B., J.D., John M. Duff, Jr. Professor of Law (on leave, spring 2015)

Joseph M. Crosby, B.A., M.B.A., Associate Dean

Dennis E. Curtis, B.S., LL.B., Clinical Professor Emeritus of Law, Professorial Lecturer  
in Law, and Supervising Attorney

Harlon Leigh Dalton, B.A., J.D., Professor Emeritus of Law

Mirjan Radovan Damaška, LL.B., Dr.Jur., Sterling Professor Emeritus of Law and  
Professorial Lecturer in Law

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Professorial Lecturer in Law

Jan Ginter Deutsch, LL.B., Ph.D., Walton Hale Hamilton Professor Emeritus of Law  
and Professorial Lecturer in Law

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Fiona M. Doherty, B.A., J.D., Clinical Associate Professor of Law and Supervising  
Attorney

Steven Barry Duke, J.D., LL.M., Professor of Law (on leave, spring 2015)

Zev J. Eigen, J.D., Ph.D., Irving S. Ribicoff Visiting Associate Professor of Law  
(spring term)

- Robert C. Ellickson, A.B., LL.B., Walter E. Meyer Professor of Property and Urban Law (on leave, spring 2015)
- Edwin Donald Elliott, B.A., J.D., Professor (Adjunct) of Law
- William N. Eskridge, Jr., M.A., J.D., John A. Garver Professor of Jurisprudence
- Daniel C. Esty, M.A., J.D., Hillhouse Professor of Environmental Law and Policy, School of Forestry & Environmental Studies; and Clinical Professor of Environmental Law and Policy, Law School
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- Emmanuel Gaillard, Ph.D., Visiting Professor of Law (spring term)
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- Abbe R. Gluck, B.A., J.D., Professor of Law
- Robert W. Gordon, A.B., J.D., Chancellor Kent Professor Emeritus of Law and Legal History and Professor (Adjunct) of Law (fall term)
- Gary B. Gorton, M.A., Ph.D., Professor (Adjunct) of Law (fall term)
- Michael J. Graetz, B.B.A., LL.B., LL.D., Justus S. Hotchkiss Professor Emeritus of Law and Professorial Lecturer in Law (fall term)
- David Singh Grewal, J.D., Ph.D., Associate Professor of Law (on leave, spring 2015)
- Moshe Halbertal, B.A., Ph.D., Florence Rogatz Visiting Professor of Law (fall term)
- Henry B. Hansmann, J.D., Ph.D., Oscar M. Ruebhausen Professor of Law
- Robert D. Harrison, J.D., Ph.D., Lecturer in Legal Method
- Oona Hathaway, B.A., J.D., Gerard C. and Bernice Latrobe Smith Professor of International Law (on leave, 2014–2015)
- Edward J. Janger, B.A., J.D., Maurice R. Greenberg Visiting Professor of Law (spring term)
- Christine Jolls, J.D., Ph.D., Gordon Bradford Tweedy Professor of Law and Organization
- Dan M. Kahan, B.A., J.D., Elizabeth K. Dollard Professor of Law and Professor of Psychology
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- Johanna Kalb, M.A., J.D., Visiting Associate Professor of Law
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- S. Blair Kauffman, J.D., LL.M., M.L.L., Law Librarian and Professor of Law
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Margaret H. Lemos, B.A., J.D., Anne Urowsky Visiting Professor of Law (fall term)  
Sanford V. Levinson, Ph.D., J.D., Visiting Professor of Law (fall term)  
Yair Listokin, Ph.D., J.D., Professor of Law  
Carroll L. Lucht, M.S.W., J.D., Clinical Professor Emeritus of Law, Supervising Attorney, and Professorial Lecturer in Law  
Jonathan R. Macey, A.B., J.D., Sam Harris Professor of Corporate Law, Corporate Finance, and Securities Law (on leave, spring 2015)  
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Carol M. Rose, J.D., Ph.D., Gordon Bradford Tweedy Professor Emeritus of Law and Organization, and Professorial Lecturer in Law (fall term)  
Susan Rose-Ackerman, B.A., Ph.D., Henry R. Luce Professor of Jurisprudence (Law School and Department of Political Science) (on leave, 2014–2015)

Jed Rubenfeld, A.B., J.D., Robert R. Slaughter Professor of Law (on leave, spring 2015)

Charles Frederick Sabel, A.B., Ph.D., Florence Rogatz Visiting Professor of Law

Albie Sachs, Law, Ph.D., Visiting Professor of Law and Gruber Global Constitutionalism Fellow (fall term)

Wojciech Sadurski, Dipl. Postgraduate Studies, Ph.D., Visiting Professor of Law (spring term)

Peter H. Schuck, M.A., J.D., LL.M., Simeon E. Baldwin Professor Emeritus of Law

Vicki Schultz, B.A., J.D., Ford Foundation Professor of Law and Social Sciences

Alan Schwartz, M.A., LL.B., Sterling Professor of Law

Scott J. Shapiro, J.D., Ph.D., Charles F. Southmayd Professor of Law and Professor of Philosophy

Robert J. Shiller, S.M., Ph.D., Professor (Adjunct) of Law (fall term)

Reva Siegel, M.Phil., J.D., Nicholas deB. Katzenbach Professor of Law (on leave, spring 2015)

Norman I. Silber, Ph.D., J.D., Visiting Professor of Law (fall term)

James J. Silk, M.A., J.D., Clinical Professor of Law and Supervising Attorney

John G. Simon, LL.B., LL.D., Augustus E. Lines Professor Emeritus of Law and Professorial Lecturer in Law

Robert A. Solomon, B.A., J.D., Clinical Professor Emeritus of Law

Kate Stith, M.P.P., J.D., Lafayette S. Foster Professor of Law

Alec Stone Sweet, M.A., Ph.D., Leitner Professor of International Law, Politics, and International Studies (on leave, fall 2014)

Mike K. Thompson, M.B.A., J.D., Associate Dean

Heather E. Tookes, B.A., Ph.D., Professor (Adjunct) of Law (fall term)

Gerald Torres, J.D., LL.M., Visiting Professor of Law (spring term)

Tom R. Tyler, M.A., Ph.D., Macklin Fleming Professor of Law and Professor of Psychology (on leave, spring 2015)

Neil Walker, LL.B., Ph.D., Sidley Austin-Robert D. McLean Visiting Professor of Law (fall term)

Patrick Weil, M.B.A., Ph.D., Visiting Professor of Law and Peter and Patricia Gruber Fellow in Global Justice (fall term)

James Q. Whitman, J.D., Ph.D., Ford Foundation Professor of Comparative and Foreign Law (on leave, fall 2014)

Ralph Karl Winter, Jr., M.A.H., LL.B., Professor (Adjunct) of Law (spring term)

Michael J. Wishnie, B.A., J.D., Deputy Dean for Experiential Education, William O. Douglas Clinical Professor of Law, Supervising Attorney, and Director, Jerome N. Frank Legal Services Organization

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Stephen Wizner, A.B., J.D., William O. Douglas Clinical Professor Emeritus of Law, Supervising Attorney, and Professorial Lecturer in Law

Gideon Yaffe, A.B., Ph.D., Professor of Law and Professor of Philosophy

Howard V. Zonana, B.A., M.D., Professor of Psychiatry and Clinical Professor (Adjunct) of Law (spring term)

**Lecturers in Legal Research**

Margaret Chisholm, M.L.S., J.D.  
Jason Eiseman, B.A., M.L.S.  
Ryan Harrington, J.D., M.L.I.S.  
Jordan A. Jefferson, J.D., M.L.L.S.  
Cate Kellett, J.D., M.L.S.  
Julie Graves Krishnaswami, J.D., M.L.I.S.  
Evelyn Ma, J.D., M.L.S.  
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**Research Scholars and Fellows in Law**

Colin Agur, M.A., Ph.D., Postdoctoral Associate in Law and Knight Law and Media  
Program Fellow, Information Society Project  
Mahnoush H. Arsanjani, LL.M., J.S.D., Senior Research Scholar in Law  
William Hil Barnett, B.A., J.D., Associate Research Scholar in Law  
Emily Bazelon, B.A., J.D., Senior Research Scholar in Law and Truman Capote Fellow  
for Creative Writing and Law  
Valerie Belair-Gagnon, M.Sc., Ph.D., Research Scholar in Law and Executive Director,  
Information Society Project  
Deborah Beim, M.A., Ph.D., Associate Research Scholar in Law  
Sharon C. Brooks, B.A., J.D., Senior Research Scholar in Law  
Daniela L. Cammack, M.Phil., Ph.D., Associate Research Scholar in Law  
Marcia Chambers, M.A., M.S.L., Senior Research Scholar in Law and  
Journalist-in-Residence  
Matthew R. Christiansen, B.A., J.D., Associate Research Scholar in Law  
William Clayton, M.B.A., J.D., Associate Research Scholar in Law and John R. Raben/  
Sullivan & Cromwell Executive Director, Center for the Study of Corporate Law  
Jeremy L. Daum, B.S., J.D., Senior Research Scholar in Law and Senior Fellow,  
The China Center  
James Dawson, B.A., J.D., Associate Research Scholar in Law and San Francisco  
Affirmative Litigation Project Fellow  
Rohit De, LL.M., Ph.D., Associate Research Scholar in Law  
Eugene R. Fidell, B.A., LL.B., Senior Research Scholar in Law  
Joseph J. Fins, B.A., M.D., Senior Research Scholar in Law  
Gregg Gonsalves, B.S., Research Scholar in Law  
Érica Gorga, Ph.D., Associate Research Scholar in Law and John R. Raben/Sullivan &  
Cromwell Executive Director, Center for the Study of Corporate Law  
Linda Greenhouse, B.A., M.S.L., Senior Research Scholar in Law and Knight  
Distinguished Journalist-in-Residence  
Lucas Guttentag, A.B., J.D., Robina Foundation Distinguished Senior Fellow and Ford  
Foundation Distinguished Senior Research Scholar in Law



- A. Nicole Hallett, M.Sc., J.D., Associate Research Scholar in Law and Robert M. Cover Clinical Teaching Fellow
- Su Lin Han, M.A., J.D., Senior Research Scholar in Law and Senior Fellow, The China Center
- David L. Harfst, B.A., J.D., Senior Research Scholar in Law
- Lauren A. Henry, B.A., J.D., Postdoctoral Associate in Law and Knight Law and Media Program Scholar, Information Society Project
- Jamie P. Horsley, M.A., J.D., Senior Research Scholar in Law and Executive Director, The China Law Center
- Jonathan Jackson, M.Sc., Ph.D., Senior Research Scholar in Law
- Daniel Kevles, B.A., Ph.D., Senior Research Scholar in Law
- Soo-Ryun Kwon, A.B., J.D., Associate Research Scholar in Law and Robert M. Cover–Allard K. Lowenstein Fellow in International Human Rights
- Bethany Y. Li, B.A., J.D., Research Scholar in Law and Robert M. Cover Clinical Teaching Fellow
- Darryl Li, J.D., Ph.D., Associate Research Scholar in Law and Robina Visiting Human Rights Fellow
- Jonathan M. Manes, M.Sc., J.D., Associate Research Scholar in Law and Abrams Clinical Fellow, Information Society Project
- Joseph G. Manning, A.M., Ph.D., Senior Research Scholar in Law
- Hope R. Metcalf, B.A., J.D., Associate Research Scholar in Law and Executive Director, Orville H. Schell, Jr. Center for International Human Rights
- Jeffrey A. Meyer, B.A., J.D., Senior Research Scholar in Law
- Gabriel J. Michael, M.A., M.A.R., Ph.D., Postdoctoral Associate in Law and Thomson Reuters Fellow, Information Society Project
- Tamara R. Piety, J.D., LL.M., Senior Research Scholar in Law
- Megan Quattlebaum, B.A., J.D., Associate Research Scholar in Law and Senior Liman Fellow in Residence
- Nicholas Rostow, Ph.D., J.D., Senior Research Scholar in Law
- Marina Santilli, J.D., M.C.L., Senior Research Scholar in Law
- Esteve Sanz, M.Phil., Ph.D., Postdoctoral Associate in Law and Knight Law and Media Program Scholar, Information Society Project
- Benjamin Shmueli, LL.M., Ph.D., Senior Research Scholar in Law
- Sam Shpall, B.A., Ph.D., Postdoctoral Associate in Law, and Law and Philosophy Fellow
- Norman I. Silber, Ph.D., 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
- Christina O. Spiesel, B.A., M.A., Senior Research Scholar in Law
- Therese Strand, M.Sc., Ph.D., Associate Research Scholar in Law
- James A. Thomas, B.A., J.D., Jack B. Tate Senior Fellow and Decanal Adviser
- Manoj Viswanathan, J.D., LL.M., Associate Research Scholar in Law and Ludwig Community Development Fellow
- Graham Webster, B.S., A.M., Research Scholar in Law and Senior Fellow, The China Center

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 Center

**Lecturers in Law**

Emily Bazelon, B.A., J.D.

James Dawson, B.A., J.D.

Gregg Gonsalves, B.S.

Linda Greenhouse, B.A., M.S.L., Joseph Goldstein Lecturer in Law

John Allen Grim, M.A., Ph.D.

Mary Evelyn Tucker, M.A., Ph.D.

**Visiting Lecturers in Law**

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

Yas Banifatemi, Ph.D., LL.M.

Mark Barnes, J.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

Jay Butler, B.A., J.D.

Lincoln Caplan, B.A., J.D., Truman Capote Visiting Lecturer in Law

Robert N. Chatigny, A.B., J.D.

Wayne Dale Collins, M.S., J.D.

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

Melanie L. Fein, B.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.

Katherine M. Kimpel, B.A., J.D.

Jeffrey A. Meyer, B.A., J.D.

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

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

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

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

Sarah Russell, B.A., J.D.

John M. Samuels, J.D., LL.M., George W. and Sadella D. Crawford Visiting Lecturer in Law

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

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

Jacob J. Sullivan, M.Phil., J.D., Oscar M. Ruebhausen Distinguished Visiting Lecturer in National Security

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

John M. Walker, Jr., B.A., J.D., George W. and Sadella D. Crawford Visiting Lecturer  
in Law

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

**Clinical Lecturers in Law**

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

Shelley Diehl Geballe, J.D., M.P.H.

A. Nicole Hallett, M.Sc., J.D.

Soo-Ryun Kwon, A.B., J.D.

Bethany Y. Li, B.A., J.D.

Jonathan M. Manes, M.Sc., J.D.

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

Manoj Viswanathan, J.D., LL.M.

**Visiting Clinical Lecturers in Law**

Elizabeth K. Acee, B.S., J.D.

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

Melinda Agsten, A.B., J.D.

Megan K. Bannigan, B.A., J.D.

Ward Breeze, A.B., J.D.

Liam Brennan, B.A., J.D.

Craig B. Brod, B.A., J.D.

Sanford O. Bruce III, B.A., J.D.

John J. Buckley, Jr., A.B., J.D.

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

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

Heather L. Coleman, B.A., J.D.

Lisa Nachmias Davis, B.A., J.D.

Francis X. Dineen, A.B., LL.B.

Adam Fleisher, A.B., J.D.

Jeffrey Gentes, B.A., J.D.

Miriam S. Gohara, B.A., J.D.

Frederick S. Gold, B.A., J.D.

Daniel A. Goldberg, B.A., J.D.

Rebecca M. Heller, B.A., J.D.

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

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

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

Colman Lynch, B.A., J.D.

C.J. Mahoney, A.B., J.D.

Margaret M. Middleton, B.S., J.D.

Cantwell F. Muckenfuss III, B.A., J.D.

Ann M. Parrent, B.A., J.D.

Megan Quattlebaum, B.A., J.D.

David N. Rosen, B.A., LL.B.

Sia M. Sanneh, M.A., J.D.  
Ellen Scalettar, B.A., J.D.  
Barry R. Schaller, B.A., J.D.  
David A. Schulz, M.A., J.D., Floyd Abrams Visiting Clinical Lecturer in Law  
Erin R. Shaffer, B.A., J.D.  
Hunter Smith, M.Sc., J.D.  
Lisa Suatoni, M.E.S., Ph.D., Timothy B. Atkeson Visiting Clinical Environmental  
Lecturer in Law  
Ingrid Swanson, B.A., J.D.  
Marc Trevino, A.B., J.D.  
Thomas Ullmann, B.S., J.D.  
Michael M. Wiseman, A.B., J.D.

**Tutors in Clinical Studies**

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

**Tutors in Law**

Daniel Maggen, LL.B., LL.M.  
Bryan Dennis G. Tiojanco, J.D., LL.M.

**Assistants in Instruction**

*Coker Fellows*

Jenné B. Ayers, A.B.  
Jason C. Bertoldi, A.B.  
Elizabeth R. Chao, B.A.  
Alyson A. Cohen, B.A.  
Marguerite R. Colson, A.B.  
Allison M. Day, B.A., M.A.T.  
Courtney L. Dixon, B.A.  
Benjamin A. Field, B.A.  
Rose C. Goldberg, B.A., M.P.A.  
Matthew G. Halgren, A.B.  
Maya Hodis, B.A.

Samuel M. Kleiner, B.A., M.Phil.  
Lucas W. Lallinger, A.B.  
Harrison D. Marks, B.A.  
Virginia R. McCalmont, B.A.  
Jennifer A. McTiernan, B.A.  
Jordan X. Navarrette, B.A.  
Erica J. Newland, B.S.  
Lise E. Rahdert, A.B.  
Yenisey Rodriguez, B.A.  
Jessica Merry Samuels, A.B.  
Michael R. Schmidt, B.A.  
Daniel R. Townshend, B.A.  
Allison K. Turbiville, A.B.

# 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. A.R. Amar (Section A), R. Siegel (Section B), J.M. Balkin (Group 1), P. Gewirtz (Group 2), C. Rodríguez (Group 3), J. Rubenfeld (Group 4), K. Stith (Group 5)

**Contracts I (11001)** 4 units. A. Chua (Section A), A. Schwartz (Section B), L. Brilmayer (Group 1), S.L. Carter (Group 2), H.B. Hansmann (Group 3), Y. Listokin (Group 4), D. Markovits (Group 5)

**Procedure I (12001)** 4 units. A.R. Gluck (Section A), H.H. Koh (Section B), M.H. Lemos (Section C)

**Torts I (13001)** 4 units. G. Calabresi (Section A), D. Kysar (Section B), D.S. Grewal (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. 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 six-page analytic essays, due over the course of the term, on the course concepts and materials. Students interested in completing their Substantial Paper or Supervised Analytic Writing on an administrative law topic may seek permission to sign up for additional writing credit, as neither Substantial Paper nor Supervised Analytic Writing projects can be substituted for the five required essays for the course. C. Jolls

**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 instructors required. C.L. Lucht and I. Swanson

**Advanced Community and Economic Development Clinic (20435)** 1 to 4 units, credit/fail, with a graded option. Open only to students who have completed the Community and Economic Development Clinic. Permission of the instructors required. A.S. Lemar, C.F. Muckenfuss III, and M. Viswanathan

**Advanced Criminal Justice Clinic (20603)** 1 to 3 units, credit/fail or graded, at student option. A fieldwork-only option. Prerequisite: Criminal Justice Clinic. Permission of the instructors required. F.M. Doherty, S.O. Bruce III, and T. Ullmann

†**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. D.N. Rosen, M.K. Bannigan, H.V. Cantwell, A.A. Knopp, and H. Smith

**Advanced Educational Opportunity and Juvenile Justice Clinic (20651)** 1 to 3 units, graded or credit/fail. Open only to students who were enrolled in the Educational Opportunity and Juvenile Justice Clinic. This clinic is open only to J.D. students. Permission of the instructors required. J. Forman, Jr., M.S. Gohara, and E.R. Shaffer

**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 1 to 3 units by contributing further to the work of the Bureau. †Students may satisfy the professional skills requirement through this course only if they receive 2 or more units. Permission of the instructor required. Enrollment limited to ten to twelve. L.J. Fox

**Advanced Immigration Legal Services (20382)** 1 to 3 units, credit/fail. Open only to students who have taken Immigration Legal Services. Permission of the instructor required. Enrollment limited to ten. C.L. Lucht

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

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

**Advanced Legal 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 instructors required. J.J. Silk, S. Kwon, and 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 J. Dawson

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

**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

**Advanced Veterans Legal Services Clinic (20595)** 1 to 4 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, M.M. Middleton, and B.Y. Li

**Advanced Worker and Immigrant Rights Advocacy Clinic (20488)** 1 to 4 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, A.N. Hallett, and M.J. Wishnie

**American Indian Tribal Law (20655)** 2 units. The course will study the internal law and legal institutions of American Indian tribes, including tribal constitutions, statutes and ordinances, customary law, and tribal common law. Among the issues to be examined are intertribal common law, the interaction between tribal and non-tribal sources of law, judicial independence, political questions, citizenship, civil rights and liberties, and family law. The course will consider whether there should be an American Indian Supreme Court, and if so, how it should be designed and what legal, political, and other obstacles it might face. Paper required. E.R. Fidell

\***The American Legal Profession (20439)** 2 or 3 units. This course will meet three hours per week for the first nine weeks of the term, September 3 through October 29. A credit/fail option is available to students who so elect during the first two weeks of the term. This course will deal with selected aspects of the history, organization, economics, ethics, and possible futures of the legal profession in the United States. Likely topics will include, in addition to the ABA's Model Rules of Professional Conduct and other rules regulating lawyers: demographic changes in the profession; the evolution of law firms, bar associations, and law schools from the early twentieth century to the present; the development of corporate law, personal injury, mass torts, prosecutorial and criminal defense practices, and the "public-interest" bar; the dominant professional ethic of adversary-advocacy, and

its critics; the regulation of lawyers; the economics of the market for legal services; the organization and culture of law firm practice; the role of the lawyer as counselor; and the export of American lawyering models abroad. Self-scheduled examination, with option of a paper for extra graded credit. R.W. Gordon

**Antitrust (20629)** 4 units. This course will survey antitrust law, economics, and enforcement mechanisms. The course will cover price fixing and other collaborative endeavors among competitors, mergers and acquisitions, monopolization and dominant firm conduct, and distribution arrangements. While the class will examine the seminal historical cases, much of what will be covered will be contemporary applications, including the eBooks price-fixing litigation, the Anheuser-Busch/Grupo Modelo beer merger, the Silicon Valley high-tech employee “no-poach” class action, and the Google monopolization investigation. In each case, we will examine what the companies (allegedly) did, why they did it, and whether the law does and should prohibit the companies’ conduct. There is no economics prerequisite for this course, but some interest in how companies operate will make the course more satisfying. Self-scheduled open-book examination. W.D. Collins

**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. 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. Paper required. Permission of the instructor required; students interested in enrolling in this course should submit topic statements to the instructor. 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. Students will be required to submit a two-page reflection paper. Permission of the instructor required. Enrollment limited to sixteen. B.R. Schaller

**The Art of Argument (20623)** 2 units, credit/fail. The strong written argument is an essential aspect of effective legal advocacy. Lawyers must know how to convincingly present and marshal evidence for a client’s position, in writing that is as clear and sharp as possible. Increasingly, lawyers also make use of the media to advocate for clients and causes. To build these skills, this class is designed to teach students how to write for a broad audience — via the op-ed page of a newspaper, a magazine, a general-interest Web

site or blog, or in a book review to be published in a mainstream media outlet. The class will also discuss the ethics for lawyers of working as sources with the press, the responsibilities of lawyers to their clients in this context, and the responsibilities of journalists to their subjects and to the public. Students will learn how to use the media to educate the public and advocate for issues that are of professional interest. Multiple short writing assignments. Enrollment limited to fifteen. E. Bazelon and L. Caplan

**Behavioral and Institutional Economics (20083)** 3 units. Behavioral economics incorporates insights from other social sciences, such as psychology and sociology, into economic models, and attempts to explain anomalies that defy standard economic analysis. Institutional economics is the study of the evolution of economic organizations, laws, contracts, and customs as part of a historical and continuing process of economic development. Behavioral economics and institutional economics are naturally treated together, since so much of the logic and design of economic institutions has to do with complexities of human behavior. Topics include economic fluctuations and speculation, herd behavior, attitudes toward risk, money illusion, involuntary unemployment, saving, investment, poverty, identity, religion, trust, risk management, social welfare institutions, private risk management institutions, and institutions to foster economic development. This course will meet according to the Graduate School calendar. Midterm examination and take-home final examination of short essay form. *Also ECON 527a/MGT 565a.* R.J. Shiller

**Business Organizations (20219)** 4 units. An introduction to the business corporation laws affecting the rights and roles of corporate boards of directors, senior executive officers, and shareholders, with an emphasis on large, publicly traded firms. Shareholders' economic interests are examined from the perspective of limited liability and dividend standards, expectations of liquidity or transferability of shares, and the use of debt capital as a mode of financing corporate activity. Shareholders' limited participation rights in corporate decision making will be examined from the perspective of state and federal rules governing shareholder voting and the disclosure of corporate information and the notion of managerial expertise (e.g., as evidenced by judicial application of the "business judgment rule"). The latter part of the course will focus on directors' and officers' fiduciary obligations to shareholders, examining the operation of these duties in a variety of settings and transactions. Issues relating to the roles and functions assumed by corporate attorneys (with respect to their clients) and the role of business corporations within society will also be addressed. Self-scheduled examination. J.R. Macey

**Capital Markets (20067)** 3 units. Capital Markets is a course covering a range of topics, including the design, pricing, and trading of corporate bonds, structured notes, hybrid securities, credit derivatives, and structured products, such as asset-backed securities and collateralized debt obligations. This course aims to provide a set of tools, concepts, and ideas that will serve students over the course of a career. Basic tools such as fixed income mathematics, swaps, and options are studied and used to address security design, trading, and pricing questions. Topics are approached from different angles: conceptual and technical theory, cases, documents (e.g., bond prospectuses, consent solicitations), and current events. Students should have taken introductory finance and have some knowledge of basic statistics (e.g., regression analysis, conditional probability), basic

mathematics (e.g., algebra, matrix algebra); working knowledge of a spreadsheet package is helpful. Two examinations, six cases, and fourteen homework problems. *Also MGT 947a*. G.B. Gorton

†**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, the Equal Justice Initiative in Montgomery, Alabama, or the Capital Habeas Unit of the Federal Community Defender Office of Philadelphia, 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 clients or witnesses, 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 the 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. Open only to students who have taken Capital Punishment: Race, Poverty, and Disadvantage, or intend to take it in spring 2015. Permission of the instructors required. Enrollment limited to six. S.B. Bright, A.M. Parrent, and S.M. Sanneh

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

†**Civil Litigation Practice (20544)** 3 units. The course will begin with an overview of pleadings, discovery, and the anatomy of a civil lawsuit. It will then proceed to isolate and develop the skills of oral advocacy, through extensive learning-by-doing exercises, including conducting depositions; performing opening statements and closing arguments; conducting direct and cross-examinations of courtroom witnesses; and participating in a full-day jury trial. The course will also include preparation of pleadings and analysis of and critical thinking regarding the elements, underpinnings, and efficacy of the litigation process. The course materials include selected readings and three complete case files published by the National Institute of Trial Advocacy. A participatory session on mediation, under the guidance of an experienced mediator, is included. Prerequisite: Trial Practice. Enrollment limited to twelve. E.K. Acee and F.S. Gold

**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 required. A.R. Amar and S.G. Calabresi

**Conflict of Laws (20241)** 3 units. Choice of law, personal jurisdiction, and judgments enforcement in the American federal system. This course has some overlap with civil procedure – students will mostly already have at least a basic familiarity with the law of judgments, personal jurisdiction, and the Erie Railroad doctrine. But the heart of the course is common law, statutory law, and constitutional law relating to extraterritorial application of state and federal substantive rules, in both the interstate and the international context. Students may arrange to write a paper, including papers for Supervised Analytic Writing or Substantial Paper credit. Self-scheduled examination or paper option. L. Brilmayer and J. Butler

**Consent (20663)** 2 units. This seminar will discuss philosophical issues concerning the nature and normative significance of consent, and its bearing on various aspects of the law, emphasizing criminal law. The class will read and discuss primarily recent work by philosophers of law, but will also discuss cases and statutes of relevance to the issues. Paper required. Enrollment limited to fifteen. G. Yaffe and S.J. Shapiro

**Conservative Critiques of the Administrative State (20553)** 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

**Constitutional Interpretation (20442)** 2 units. An advanced constitutional law course, open only to students who have already taken an introductory course in American Constitutional Law at Yale or elsewhere. This course will revolve around the text of the United States Constitution and four books authored by the instructors: P. Bobbitt, *Constitutional Fate* (1982); A.R. Amar, *America’s Constitution: A Biography* (2005); P. Bobbitt, *Constitutional Interpretation* (1991); and A.R. Amar, *America’s Unwritten Constitution* (2012). Self-scheduled examination or paper option. A.R. Amar and P.C. Bobbitt

**The Constitutional Law of Civil Jury Trial (20341)** 3 units. The Seventh Amendment undertakes to “preserve” civil jury trial in “common law” cases. This seminar will explore the history and the modern workings of the Seventh Amendment and comparable state provisions. Among the topics to be considered will be the case law and scholarly literature concerning (1) the origins and the drafting of the Amendment; (2) the types of cases that qualify as “common law” within the meaning of the Amendment; (3) the application of the Amendment to novel causes of action; (4) whether there was or should be an exception for cases of unusual complexity; and (5) the challenges of reconciling various

techniques of jury control (including directed verdict, judgment notwithstanding verdict, and summary judgment) with the constitutional text. Paper required. Enrollment limited to twelve. J.H. Langbein

†**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. J.M. Walker, Jr., and J.A. Meyer

**Contracting for Innovation under High Uncertainty (20407)** 2 units. Firms co-developing new pharmaceuticals or next-generation fuel injection systems or smart phones typically cannot anticipate their respective contributions to the eventual product with anything like the precision needed to form fully specified contracts. Faced with such uncertainty, the parties increasingly respond by creating a rich and regular information exchange regime – contracts for innovation – that allows each to ascertain the capacity and intention of the other to meet the emerging demands of cooperation, while maintaining the right to withdraw from the joint effort if collaboration fails. Where the paradigmatic twentieth-century contract focused on the allocation of risk between the parties, contracts for innovation govern their joint response to uncertainty. The seminar examines the design and operation of this novel form of private governance in detail. More generally it explores their role as a link among nodes in the vertically disintegrated “new” economy and shows how, in the relations it governs, trust is an outcome, not a precondition of collaboration. Paper required. Enrollment limited to twelve. C.F. Sabel

**Convicting the Innocent (20044)** 2 or 3 units. This course will explore the causes of and remedies for miscarriages of justice in which persons other than the perpetrators of criminal offenses are found guilty. The course will examine the processes of memory and suggestion, cognition, belief formation and resistance to change, lying and lie detection, the motivations and opportunities for fabricating evidence, imposter and unqualified experts, incompetent lawyers, poverty, and their relationships to legal rules and practices. Among the specific contexts in which the examinations will occur are allegations of child sexual abuse, stranger rapes, robberies, and murders. Some attention will be paid to the special problem of capital punishment. Students may be asked to present a topic to the class during the term and will be expected to attend and to ask a question or make a comment during every class meeting. Attendance and participation are therefore required. Students who have selected writing topics and have had those topics approved by the instructor on or before 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. If completed one month or more prior to the writer’s graduation date, papers may qualify



for Supervised Analytic Writing or Substantial Paper credit, depending on arrangements made. Scheduled examination or paper option. S.B. Duke

†**Corporate Crisis Management (20384)** 2 units, credit/fail. As a result of unplanned for (or badly planned for) negative events, companies increasingly find themselves as targets of aggressive legal action, media coverage, and regulatory pressure. This is particularly the case for large or name-brand companies. Recent examples include the GM and Toyota recalls, the Carnival *Triumph* cruise, Target's data breach, and JPMorgan's London Whale. The scale can range from an existential threat, such as BP's oil spill, to a more minor reputational crisis, such as Lululemon's recall. One of the key challenges presented by these developments is that they do not arise from the usual interactions that characterize "normal" business. Instead, companies must organize and act across traditional hierarchies and areas of expertise and many times face antagonistic, unexpected tactics designed for maximal visibility and shock effect, potentially to force industry-wide change. In advising clients in these situations, lawyers must coordinate business concerns, legal issues, stakeholder concerns, and regulatory matters, as well as plan for both expected and unexpected outcomes. This class is based on experiential learning: a rich set of case studies and crisis simulation exercises balances the theoretical and legal frameworks and will help participants to improve their strategic thinking as well as team management and communication skills in high-stress situations. Permission of the instructors required. Enrollment limited to sixteen. H.L. Coleman, M. Trevino, and M.M. Wiseman

**Corporate Finance (20507)** 3 units. This course will focus on financial management from the perspective of inside the corporation or operating entity. It will build upon the concepts from the core finance courses, using lectures to develop the theory, and cases and problem sets to provide applications. Topics covered include capital budgeting and valuation; optimal capital structure; initial public offerings; mergers; and corporate restructuring. This course will follow the School of Management calendar. *Also MGT 541a*. H.E. Tookes

\*†**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 will represent defendants in criminal cases in the Geographical Area #23 courthouse (the "GA") on Elm Street in New Haven. Students will handle all aspects of their clients' cases under the direct supervision of clinical faculty. Students will 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 will also explore the legal framework governing the representation of clients in criminal cases, including the rules of professional responsibility. Throughout, students will be 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. to 1 p.m.) free from other obligations. Students must also return to the Law School in time to participate in an August 28 and 29, 2014, orientation program, intended to prepare them for criminal practice. Enrollment limited. F.M. Doherty, S.O. Bruce III, and T. Ullmann

**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 our primary, although not exclusive, statutory text, as it does in many jurisdictions. This course is given in several sections; it must be taken before graduation. Students may satisfy the graduation requirement by satisfactorily completing Criminal Law and Administration or Criminal Law, but they may not enroll in both courses. Self-scheduled examination. G. Yaffe

**Criminal Procedure: Adjudication (20270)** 3 units. This course will cover pretrial proceedings, including arraignments, appointment of counsel, motions, discovery, plea-bargaining, right to trial by jury, jury selection, effective assistance of counsel, joinder and severance, right of confrontation, prosecutorial discretion, some trial proceedings, sentencing, and double jeopardy. Class participation is expected and may be taken into account in grading. Criminal Procedure: Investigation is not a prerequisite. Scheduled examination. S.B. Duke

**Democracy, Diversity, and Beauty (20192)** 3 units. Is diversity a political or aesthetic value? If both, what is the relation between them? What, more generally, is the relation between the value of diversity, which celebrates the differences among individuals, and the principles of democratic government, which emphasize their equality? And what place is or ought there to be in democratic societies for the public support and celebration of beauty? Readings from Tocqueville, Emerson, Thoreau, Whitman, Santayana, Dewey, and contemporary writers. Paper required. Enrollment limited to fifteen. A.T. Kronman

\*+**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, D.N. Rosen, H. Smith, A.A. Knopp, and M.K. Bannigan

\*+**Educational Opportunity and Juvenile Justice Clinic (20311)** 4 units, credit/fail. In the Educational Opportunity and Juvenile Justice Clinic (EOJJC), students represent children in expulsion hearings and in general educational advocacy in the New Haven School District. The initial focus is representation in the expulsion hearing, an administrative hearing before a hearing officer appointed by the school board. Students cross-examine

the school's witnesses, present evidence, call defense witnesses, and make closing arguments. After the hearing, if a client has been expelled, students put a plan in place to support the client during expulsion. Students focus on providing additional educational opportunities through tutoring, mentoring, community activities, and other creative solutions to ensure that clients continue to progress even while expelled. Providing these services also serves as mitigation in delinquency proceedings. Students continue to advocate for their clients for the entire period of expulsion. In some cases, students also advocate for the special educational needs of their clients. This advocacy involves attending meetings with the school, encouraging parents to request special education evaluations, and ensuring that clients are receiving the services required by their Individualized Education Programs. For the first half of the term, class time is devoted to effective client-centered lawyering when representing adolescents, including training on investigation, developing a theory of the case, and trial skills. Additional class sessions address topics such as: (1) race and the juvenile justice system and (2) the connection between individual representation and systemic reform. Open only to J.D. students. Permission of the instructors required. J. Forman, Jr., M.S. Gohara, and E.R. Shaffer

**Election Law 2014 (20657)** 3 units. This course will offer a survey of the law governing the U.S. political process. It will examine the principles that shape our political institutions and the relationship between democratic procedures and contemporary politics. Topics will include the Voting Rights Act, political and racial gerrymandering, the regulation of political parties, and campaign finance. Scheduled examination. Enrollment limited to seventy. H.K. Gerken

\*+**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 ten to twelve hours per week in interdisciplinary groups (with students from the School of Forestry & Environmental Studies and other departments or schools at Yale) on projects with a specific legal or policy product (e.g., draft legislation or regulations, hearing testimony, analytic studies, policy proposals) to be produced by the end of the term. Students may propose projects and client organizations, subject to approval by the instructor. Enrollment limited to thirty. *Also F&ES 970a.* J.U. Galperin, A. Clements, and L. Suatoni

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

**\*+Ethics Bureau at Yale: Pro Bono Professional Responsibility Advice (20604)** 3 units.

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

**\*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. The class 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 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

**European Union Law (20456)** 3 units. The course will offer an analysis of the development and contemporary framework of the law of the European Union. It will trace the evolution of the European Union from a "common market" and Customs Union of six member states under the 1957 Treaty of Rome to its present standing as a wide-ranging supranational polity of twenty-eight member states with broad jurisdiction over social policy, defense, and internal security, as well as its core economic law. The course will examine the institutional architecture of the European Union alongside its substantive law and policy. It will focus on some of the leading cases of the Court of Justice and will

examine the recurring “constitutional” debates and conflicts involving the Court of Justice and other institutions of the EU on the one hand and the supreme courts and other institutions of the member states on the other. The course will conclude by considering the future prospects of the world’s most developed supranational experiment in an era of fiscal uncertainty and changing security concerns. Self-scheduled examination. N. Walker

**Evidence (20166)** 3 units. This course will examine the rules and doctrines regulating the presentation of factual proof in trials in the United States, with primary focus on the Federal Rules of Evidence. Scheduled examination. D.M. Kahan

**Experimentalism in Theory and Practice (20418)** 2 units. Since the 1970s, the efforts of the activist state to provide services and establish regulations underpinning inclusive growth, social welfare, and environmental improvement have been severely hampered by the familiar shortcomings of the public bureaucracies charged with achieving these goals. The premise of this class is that, in response, a form of postbureaucratic service provision and regulation is emerging, piecemeal and in the shadow of established institutions, in the United States, the European Union, and some transnational regimes. These post-bureaucratic regimes authorize “local” units – the frontline workers providing services or the district of regional authorities supervising them; the private actors under regulatory oversight – to exercise discretion in pursuing policy goals in particular contexts, provided that the local units report their results according to jointly agreed metrics and participate in peer reviews. This forward-looking or dynamic accountability encourages local experimentation while allowing for rapid correction of failure and the generalization of success. Governance of this kind is experimentalist in the sense of pragmatists like John Dewey because it systematically provokes doubt about its own assumptions and practices; it treats all solutions as incomplete and corrigible; and it produces an ongoing, reciprocal readjustment of ends and means through comparison of different approaches to advancing shared, general aims. The first term of this class will explore the theoretical foundations for these claims and illustrate their application through case studies of child welfare, problem-oriented policing and food safety in the United States, regulation of hazardous chemicals and GMOs in the European Union, and the Montreal Protocol for elimination of ozone-depleting substances. The concluding sessions evaluate the claim that experimentalist institutions can be a key component in the renewal of the welfare state and representative democracy. See second-term course description for further information. This course can be taken in both fall and spring terms, or taken only in the fall term. Paper required. Enrollment limited to fifteen. C.F. Sabel

**Family Law (20018)** 3 units. This course will address the regulation of intimate relationships between adults (marriage and divorce, civil unions, prenuptial contracts, reproductive technologies, etc.), between parents and children (child custody, adoption, termination of parental rights, etc.), and the involvement of the state in intimate, sexual, and reproductive life generally (constitutional privacy and equal protection). The interplay among the State, family, and market, and the formation of personal identity in and through these arenas, will be explored throughout the course. Issues of socioeconomic class, gender, race, and sexuality will arise in many of the areas to be studied. Scheduled examination. V. Schultz

**Federal and State Courts in a Federal System (20366)** 4 units. The “Federal Courts” play a central role in political debates. The class will focus on the development of the identity, doctrine, and jurisprudence of the federal courts in relation to state courts and to the other branches of the federal government. To do so, the class will consider the degree to which the U.S. Constitution allocates authority among the branches of the federal government and among state, federal, and tribal courts. 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 contexts of doctrinal developments, the class will examine the institutional structures that have evolved in the federal courts, theories of federalism, current questions about the size and shape of the federal courts, the different methods for judicial selection and kinds of state and federal judges, as well as the effects of social and demographic categories on the processes of federal and state adjudication. On occasion, the class will 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 consider the impact of the tax law on the distribution of income and opportunity and on economic behavior. 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 capped at seventy. A.L. Alstott

**Globalization and Legal Theory (20658)** 2 units. This course will investigate the contribution of legal theory to our understanding of the new legal forms and consequences associated with the globalization of economic, informational, cultural, and political forms. In an age when ever more legal processes and transactions cross national borders, and when global and regional legal institutions (United Nations, World Trade Organization, etc.) and doctrines (human rights, global constitutionalism, global administrative law, etc.) proliferate, there is a need to look critically at the basic instruments for comprehending the world of law, the adequacy of existing tools of analysis of legal order—often developed to examine legal relations within the modern state—and to examine the potential of new explanatory devices. In particular, an examination of the relevance to transnational and global legal forms of approaches based upon or derived from legal positivism, natural law, various process-based theories, or critical legal perspectives, supplies a broad platform of inquiry. Paper required. N. Walker

**History and Theory of Human Rights (20559)** 2 units. There is a great deal of controversy about the nature and origins of human rights. The class will seek to gain an understanding of when and why human rights emerged, how their understanding changed over time, both in terms of substance and in terms of their adequate legal

institutionalization. The first part of the course will discuss some leading contemporary historical and normatively focused works on human rights. Seminar participants should be prepared to do a considerable amount of reading for the first part of the course. In the second part of the course, the focus will be on the discussion of student papers and their chosen topics. Paper required. Enrollment capped at twenty. M. Kumm

**History of Political Economy (20654)** 2 units. This course will consider the history of political economy as a history of economic and political discourses from the seventeenth to the twentieth century. Given this long span, it will obviously be highly selective in treating discursive and theoretical issues of major importance. The focus will be on three major themes: first, the transformation of the ancient theoretical vocabulary of *polis* and *oikos* into the modern vocabulary of civil society (or economy) and state; second, the emergence of the concept of the self-equilibrating economy in the eighteenth century, and subsequent controversies over its normative underpinnings; third, the rise and fall of classical political economy and its relation to its successor schools, nineteenth-century marginalism, and twentieth-century welfare economics. Readings will consist mainly of original works by central figures in this historical tradition. Permission of the instructor required. Class participation is required. Paper required. *Also PLSC 593a*. D.S. Grewal

**Human Rights: History and the Present (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? How did social movements play a role in their emergence and dissemination? This course will examine the legal means by which some human rights have been successfully guaranteed while questioning the degree to which they are guaranteed (are they absolute or conditional rights?) as well as their geographical scope (universal, regional, national). The class will explore different fields within which the subject of "human rights" has developed since the Enlightenment era (including the abolition of slavery, women's rights, citizenship and refugees, the reduction of racial and ethnic persecution and discrimination, as well as economic, social, and environmental rights). Drawing on these explorations, the course will examine the values, interests, political events, and social interactions that permitted human rights to progress and, occasionally, to regress in the West and elsewhere throughout the world. Self-scheduled examination or paper option. P. Weil

**Human Rights Workshop: Current Issues and Events (20134)** 2 units. The Human Rights Workshop provides an opportunity to discuss scholarship, practice, and policy bearing on issues broadly related to human rights. Conducted in workshop format, the course will feature recent writings in the field, presentations by scholars and practitioners, and pertinent current events. The topic of the workshop this term will be the theory and practice of social and economic rights. Our concerns will be interdisciplinary as we look to the history and implementation of these rights, as well as their relationship with globalization and development. The workshop will meet weekly, with guest speakers every other week. In off weeks, students will read and discuss texts written by the speakers or relevant to their presentations. Requirements include active participation in the seminar and a research paper on a topic to be approved by the instructors. Students may

earn an additional credit if they wish to produce a major research paper. Paper required. P.W. Kahn and J.J. Silk

**Intellectual Production without Intellectual Property (20255)** 2 units. A great deal of intellectual production occurs beyond the reach of intellectual property law. The field of IP has begun to recognize this, and a new “IP without IP” literature has begun to emerge. This seminar will explore the theoretical foundations for this literature, as well as introduce students to important new work describing the practices and norms of discrete creative communities. Initial readings will orient students to the “law and norms” literature and also to the basics of innovation theory. The class will then explore recent case studies, for example, that describe how magicians, comedians, and French chefs support creativity without IP. The class will also explore recent writings on Wikipedia, open source software, open science, and other “commons-based” modalities of production. Readings and discussions will explore the implications of this literature for an understanding of IP law and innovation policy and will seek to develop a more general account of where one should expect to see IP without IP, as well as its implications, both for efficiency and for other values, such as democracy or distributive justice. Students will write a seminar paper in lieu of an exam. For example, students may want to either address important theoretical concerns in this emerging field or undertake their own case studies of creative communities that operate without—or in the shadow of—IP law. The paper will be due at the end of exam period, with the possibility of developing it further as a Substantial Paper or Supervised Analytic Writing paper. The course should be useful for anyone interested in theories of IP and innovation (or in fields that develop competing accounts of creative practice, such as science studies, performance studies, etc.). Paper required. Enrollment limited to fifteen. A. Kapczynski

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

**International Criminal Law (20269)** 2 or 3 units. After a brief survey of the history of international criminal law and the development of international criminal courts, the seminar will examine the problem of sources and goals of international criminal justice. Alternative responses to mass atrocities will be explored. Genocide, crimes against humanity, war crimes, and the crime of aggression will then be examined in some detail. Next, the attention of the seminar will focus on the departures of international criminal procedure and evidence from forms of justice prevailing in national law enforcement systems. The seminar will end with an analysis of special difficulties encountered by international criminal courts. Scheduled examination or paper option. Enrollment limited to twenty. M.R. Damaška

**International Investment Law (20396)** 2 units. As foreign direct investment has increased as a function of globalization, so have disputes about it. This seminar will examine the treaties concluded to encourage and regulate foreign investment, the international law and procedure applied in the third-party resolution of international investment disputes, treaties concluded to encourage and regulate foreign investment, and



the critical policy issues that must now be addressed. Papers may qualify for Substantial Paper or Supervised Analytic Writing credit. Scheduled examination or paper option. Enrollment capped at twenty-five. W.M. Reisman and G. Aguilar-Alvarez

**International Law (20112)** 3 units. This course will provide a theoretically informed basic introduction to some core themes and doctrinal areas in international law as it has developed after World War II. Topics will include how international law is generated (the sources of international law); the relationship between national and international law; state responsibility; the use of force; and human rights. Scheduled examination. M. Kumm

**International Trade Law in a Globalizing World (20238)** 3 units. This course will explore the structure of laws, policies, and negotiating practices that undergird international trade. Particular emphasis will be placed on the governance structures that regulate the trading system, including multilateral institutions (the World Trade Organization as well as the IMF and other bodies) and domestic entities (the U.S. Trade Representative and the International Trade Commission). Focus will be given to worldwide efforts to open markets through the Global Agreement on Tariffs and Trade (GATT), as well as the Global Agreement on Trade in Services (GATS) and regional accords such as the North American Free Trade Agreement. Special attention will be paid to how the system of international economic law has addressed the integration of new issues, including environmental protection, poverty alleviation, human and labor rights, and public health, into the trade regime. Self-scheduled examination. *Also F&ES 871a*. D.C. Esty

**Introduction to Legal Scholarship (20653)** 3 units. This seminar will focus on legal scholarship, including some older classics as well as newer work that we consider cutting edge. Books, articles, and papers will cover a wide range of subject areas and methodologies in both public law and private law. For more recent “classics,” the authors will join the discussions. Permission of the instructors required. W.N. Eskridge, Jr., and T.L. Meares

**Justice in Taxation (20232)** 2 units. This seminar will consider how taxation, understood broadly, might advance alternative notions of justice, ranging from utilitarian to libertarian to egalitarian. Topics include progressive taxation, income and wealth taxation, the consumption tax, taxation of the family, retirement, and the working poor. Students will write a seminar paper. Students may, conditional on the instructor’s approval of the topic, write a paper that will fulfill the Substantial Paper or Supervised Analytic Writing requirement. Prerequisites: (1) Federal Income Taxation; and (2) Justice (taught by Bruce Ackerman at Yale Law School) or equivalent introductory course on theories of distributive justice; this prerequisite can be met by watching the lectures for the Harvard undergraduate course Justice (taught by Michael Sandel), available without charge on edX.org ([www.edx.org](http://www.edx.org)). The class will meet once per week for roughly four weeks in the fall term and will then adjourn so that students can meet with the instructor individually to discuss their papers. The class will reconvene in the second half of the spring term for student paper presentations. The course will appear only on the student’s fall-term transcript record. Permission of the instructor required: interested students should submit a one- to two-page statement of interest, outlining one or more interests or possible paper topics. Paper required. Open only to J.D. students. Enrollment limited. A.L. Alstott

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

**Law and Narrative in Jewish Law (20337)** 2 units. It is a common feature of the diverse canonical sources of Jewish Law that law and narrative are interwoven. The class will examine the relationship and function of the narrative as both founding, exemplifying, and challenging the law within the Jewish tradition. The sources that will be analyzed will be biblical, Talmudic, and later texts such as Maimonides' great code, in which narrative plays a complex and fascinating role in shaping and directing legal norms. The class will examine different cases of such juxtapositions and will analyze as well the implications of these texts within the broader discussion of legal theory. The texts will be studied in English alongside their original language, and no knowledge of Hebrew is required. Paper required. Enrollment limited. M. Halbertal

**The Law and Regulation of Securities and Financial Markets (20288)** 3 units. This course will consider the regulation of the process of raising capital from investors in public offerings and private placements of such securities that is governed primarily by the Securities Act of 1933 (Securities Act). The course will also consider the regulation of trading and trading venues that is governed primarily by the Securities Exchange Act of 1934 (Exchange Act). Particular attention will be paid to stock market manipulation and insider trading, as well as to issues of market structure. The course will consider the nature and purpose of the legal obligations, particularly the obligations to make disclosure of "material" information that are assumed by participants in the securities markets in various contexts. The system of integrated disclosure, the definition and role of "due diligence" by purchasers and sellers of securities, and various exemptions from the provisions of the rules also will be discussed. Emphasis will be given to the roles of the investors who buy securities, the companies that issue securities, and the underwriters (investment bankers), lawyers, and accountants involved in the process. The course will consider the role of the Securities and Exchange Commission in regulating the capital markets and the participants in such markets. The ways that securities laws and regulations, including various provisions of the Securities Act and the Exchange Act and the Sarbanes-Oxley Act of 2002, affect the corporate governance, strategic planning, and general business practices of U.S. companies also will be a topic of discussion. Self-scheduled examination or paper option. J.R. Macey

†**Law in the United States: Economics, Politics, and the Corporation (20621)** 2 units. This course will analyze legal regulation of the corporation to determine how law functions in the United States. Prerequisite: basic corporate law. Knowledge of securities law is desirable but not required. Self-scheduled examination. J.G. Deutsch

**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 1 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 and R. Romano

**Law, Violence, and Sacrifice (20661)** 3 units. To the popular understanding it often appears as if the object of law is the prevention of violence. Liberal political theory gives expression to this idea when it imagines the legal order as a successor to a violent state of nature. Yet political and legal theorists have long been interested in the way in which law not only prohibits, but also relies upon and deploys violence. A legal system inevitably legitimates some forms of violence, while prohibiting others. This is immediately evident with respect to punishment, but it is broadly familiar in practices of policing. The courtroom, too, has been described as a site of violence, not just because of the punishment that follows judgment, but because of law's role in shaping social practices. A legal decision inevitably eliminates some voices in a competition among interpretations—that, too, is a form of violence. Law also has a necessary relationship to sacrificial violence. While liberal thought tends to imagine a social contract as the origin of law, an alternative view places law's origin in sacrifice. Whatever one might make of these claims of origins, one is deeply familiar with the idea that the force of law depends upon the willingness to sacrifice for the sake of the state whose law it is. Punishment, policing, judging, sacrifice, and defense are all sites of law's violence. This course will take a broadly interdisciplinary approach to the question of law's relationship to violence, reading texts in philosophy, theology, jurisprudence, and anthropology. Paper required. P.W. Kahn and M. Halbertal

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

\***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 clients consistent with their ethical entitlements. Through the use of hypothetical problems grounded in the real world, the class will explore many of the challenging dilemmas that confront the conscientious lawyer who wants to conform his or her conduct to the applicable rules of professional conduct and other law governing lawyers. At the same time the class will consider whether the present

rules of professional conduct properly address the issues with which the profession must grapple in striking delicate balances among the obligations of lawyers vis-à-vis clients, lawyers as officers of the court, and lawyers as citizens. Class attendance and participation are essential. Scheduled examination. L.J. Fox

**Legislation: Statutory Interpretation (20066)** 2 units. This course will provide a short introduction to the theory and doctrine of statutory interpretation. (The course is normally offered for 3 units.) The course will begin with a case study of the Civil Rights Act of 1964 and will swiftly turn to theories and doctrines of statutory interpretation. Students will test the theories of statutory interpretation against theories of law and the legislative process. The course will analyze the doctrines associated with statutory interpretation in detail. Self-scheduled examination. Enrollment limited to seventy-five. W.N. Eskridge, Jr.

†**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 our longtime clients (Connecticut Voices for Children) is a key player in 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, A.A. Knopp, and E. Scalettar

**Legitimacy: Directed Research (20660)** 1 to 3 units. Reading for research on the legitimacy of law and legal institutions. Permission of the instructor required. Paper required. T.R. Tyler

†**Liman Public Interest Practicum (20632)** 2 units, credit/fail. This course provides students with the opportunity to work on public interest law projects. Subjects have ranged from immigration and criminal justice to poverty law. This year the focus will continue to be on facets of incarceration; ongoing and new projects involve examining where men and women are located in the federal prison system so as to understand the

relative opportunities for education, work, and other programs, and thinking more generally about the role of gender in incarceration; studying how prisons use and regulate long-term isolation, both in terms of policies and practices; and considering regional differences in how directors of state prison systems address and manage prisons. Prior projects have included analyzing rules in all fifty states on visiting prisoners and proposing revised policies; 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; 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, and, with permission of the instructors, students may elect to write a related Supervised Analytic Writing or Substantial Paper for additional graded credit. The projects sometimes continue for more than one term and have, on occasion, resulted in published articles. J. Resnik, J. Kalb, H.R. Metcalf, and M. Quattlebaum

**\*The Lives of Lawyers (20357)** 2 or 3 units. This seminar will employ oral histories of Yale Law School graduates, conducted by the seminar's participants, to explore the U.S. legal profession from the middle of the last century through the present day. The first half of the seminar will prepare students to conduct the oral histories. Several sessions will explore the institutional and economic structure of the legal profession and also its moral, political, and social purposes. A second group of sessions will explore oral history, both in theory and in practice. The practical materials will include instruction in hands-on interviewing, transcribing, and editing skills. The subjects for the oral histories will be YLS alumni, largely from a single class, recruited and chosen by the instructors. The oral histories that the class produces will be contributed to an archive being constructed and housed in the Yale Law Library. To earn 2 units, students will be required to conduct interviews and submit an edited interview transcript and a brief contextualizing introduction. Additional credit is available to those who wish to complete Substantial or Supervised Analytic Writing papers that incorporate the interview into an interpretive and analytic essay. D. Markovits and N.I. Silber

**†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

2014 must complete his or her one-year commitment in the course to receive professional responsibility credit. Permission of the instructors required. H.K. Gerken and J. Dawson

\*†**Lowenstein International Human Rights Clinic (20188)** 4 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 include an overview of basic international human rights standards and their application; instruction in human rights research and writing skills; and critical examination of approaches to human rights advocacy and enforcement. The clinic will have one or more student directors. Permission of the instructors required. Enrollment limited to eighteen. J.J. Silk, H.R. Metcalf, and S. Kwon

\*†**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 the clinic will work on all aspects of cases involving press freedom, open government, free speech, and related issues. Clients include investigative journalists, traditional and new media organizations, activists, advocacy organizations, researchers, and academics. Pending matters typically include litigation under the First Amendment and Freedom of Information laws in both federal and state courts. The clinic's cases involve a diverse array of issues, focusing in particular on national security, surveillance, privacy, technology, and government accountability. Students may also have the opportunity to engage in non-litigation advocacy and client counseling. The seminar will focus on substantive law, case discussions, skills training, and ethical issues. Students will have the opportunity to write related research papers. Permission of the instructors required. Enrollment limited to sixteen. D.A. Schulz, J.M. Manes, and J.M. Balkin

†**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

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

**Philosophy of Law I (20308)** 3 units. This course will examine a variety of historically influential responses to basic questions concerning the nature and legitimacy of law and the difference (if any) between law and morality. Readings will include works by legal positivists, natural lawyers, legal realists, and critical legal scholars. This course is the first half of a two-course sequence that continues with Philosophy of Law II. Self-scheduled examination or paper option. *Also PHIL 703a.* S.J. Shapiro

**Political Dysfunction and Reform (20209)** 2 units. Many Americans increasingly believe that their political system is seriously dysfunctional, due in part to increasing political polarization. This seminar will examine the causes of political dysfunction in the United States. It will consider the extent to which political dysfunction results from features of the Constitution or from other political structures. Finally, the course will consider possible reforms, including changes in the structure of politics, constitutional amendments, and a new constitutional convention. Paper required. Enrollment limited to fifteen. J.M. Balkin and S.V. Levinson

**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 the class 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, 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 class 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. The class will do so on a comparative law basis, comparing it with U.S. jurisprudence, while trying to see whether constitutional rights are better protected by the U.S. method of categorization or by a proportionality analysis. The class will follow the development of proportionality in recent U.S. 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 instructors 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., K. Stith, and L. Brennan

**Public Order of the World Community: A Contemporary International Law (20040)** 4 units. This introduction to contemporary international law will study the role of authority in the decision-making processes of the world community, at the constitutive level where international law is made and applied and where the indispensable institutions for making decisions are established and maintained, as well as in the various sectors of the public order that is established. Consideration will be given to formal as well as operational prescriptions and practice with regard to the participants in this system (states, intergovernmental and nongovernmental organizations, political parties, pressure groups, multinational enterprises, other private associations, private armies and gangs, and individuals); the formal and informal arenas of interaction; the allocation of control over and regulation of the resources of the planet; the protection of people and the regulation of nationality; and the allocation among states of jurisdiction to make and apply law. In contrast to more traditional approaches, which try to ignore the role of power in this system, that role will be candidly acknowledged, and the problems and opportunities it presents will be explored. Special attention will be given to (1) theory; (2) the establishment, transformation, and termination of actors; (3) control of access to and regulation of resources, including environmental prescriptions; (4) nationality and human rights; and (5) the regulation of armed conflict. Scheduled examination or paper option. Enrollment capped at twenty-five. W.M. Reisman

**Race and the Law: African Americans and Criminal Justice (20203)** 3 units. Since the early 1970s, the criminal justice system in the United States has expanded dramatically.



This country has adopted an array of increasingly tough approaches to crime, including aggressive street-level policing, longer sentences, and a range of collateral consequences for criminal convictions. As a result, there are currently 2.2 million persons in prisons and jails and seven million under some form of correctional supervision. The impact on African Americans has been especially profound: in many of our nation's cities, nearly one-half of young black men are in the criminal justice system. This seminar will focus on the tough-on-crime era's historical roots. The class will also examine the impact of these policies, especially on African American communities. The class will pay particular attention to the role of African Americans, not only as crime victims and defendants but also as actors — e.g., voters, intellectuals, policy makers, activists, prosecutors, probation and police officers — who make and influence criminal justice policy. The assigned reading will be substantial and will come from a wide variety of sources, including history, sociology, political science, criminology, and law. Examples of the sort of material being considered include: Khalil Muhammad, *The Condemnation of Blackness*; Douglas Blackmon, *Slavery by Another Name*; Nicholas Johnson, *Negroes and the Gun*; Marie Gottschalk, *The Prison and the Gallows*; Randall Kennedy, *Race, Crime, and the Law*; Angela Davis, *Arbitrary Justice*; Ellis Cose, *The Darden Dilemma*; Lisa Miller, *The Perils of Federalism*; David Garland, *Peculiar Institution*; Alice Goffman, *On the Run*; David Kennedy, *Don't Shoot*; and articles by Ronald Weitzer, Paul Butler, and Michael Fortner. In lieu of an examination, students will write weekly reading response papers and a final paper. Substantial Paper credit is available. Supervised Analytic Writing credit is not available. Permission of the instructor required. Enrollment limited to twelve. Also AFAM 625a. J. Forman, Jr.

**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. They deal 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. Self-scheduled examination. A. Sachs

**Regulation of Energy Extraction (20297)** 2 or 3 units. This course will explore the troubled intersection between energy and environmental policies. The class will consider a diverse range of regulatory approaches to minimize adverse environmental effects of various forms of energy development. These include emerging issues regarding hydraulic fracturing (“fracking”) in the United States and European Union; regulation of off-shore drilling and lessons from the Deepwater Horizon oil spill; liability for natural resources and other damages from oil spills under the Oil Pollution Act of 1990 (OPA90); the Fukushima, Three Mile Island, and Chernobyl nuclear accidents; applicability of the National Environmental Policy Act (NEPA) to oil and coal leases on federal lands; the Endangered Species Act; visual pollution and other issues relating to windfarms; coal mine disasters, mountaintop mining, and the Mine Safety Act; and tailings piles and the Surface Mining Control and Reclamation Act of 1977 (SMCRA). The class will conclude by considering how concerns about climate change may affect the future of energy development. No prerequisites. Supervised Analytic Writing or Substantial Paper credit available. Paper required. Enrollment limited to twenty. E.D. Elliott

**Rethinking Sovereignty, Human Rights, and Globalization (20662)** 3 units. Recently the crises of sovereignty and the end of sovereignty have been discussed in law, political science, and philosophy. Postnationalist, cosmopolitan, as well as neoliberal critics of sovereignty abound. This course will discuss alternative models of sovereignty, ranging from democratic iterations to popular constitutionalism, and it will consider the implications of these models for the definition and enforcement of rights. Readings will include Hobbes, Bodin, Austin, Schmitt, Kelsen, Habermas, Waldron, Pogge, and Aleinikoff. This seminar will meet according to the Yale College calendar. Paper required. Permission of the instructor required. Enrollment limited. *Also PLSC 292a/605a/PHIL 656a*. S. Benhabib

**The Role of a Judge in a Democratic Society (20500)** 2 units. This research seminar will consider—on a comparative law basis—the role of judges, mainly Supreme Court or Constitutional Court judges, in a democracy. It will concentrate on their role in bridging the gap between law and society, and in protecting the constitution and democracy. We will consider if 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; questions 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

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

**Sociology of Law: Law and Bureaucracy (20296)** 3 units. Bureaucracy is a form of social organization fundamental to modern society. Law on the books becomes law in action largely through legal bureaucracies, whether it is through courts, administrative agencies, welfare offices, or the compliance departments of private firms. In addition to exploring seminal texts on the concept of bureaucracy and organizations, this course will ask the following questions: Why is it important to study the organizational structure in which legal rules are interpreted and applied? How does the structure of bureaucracies—that is, the way in which they evaluate and adjudicate legal rights or claims—shape the precise way people experience the law? Instead of focusing on one specific site or subject matter,

this class will investigate a set of conceptual and theoretical tools that can be used to study various legal sites. The readings may cover the following specific legal bureaucracies: criminal courts, police organizations, prisons, sexual harassment and antidiscrimination compliance offices of private firms, welfare offices, regulatory or administrative agencies, and law school admissions offices. Together we will explore how the sociology of law, bureaucracy, and organizations can be used to ask penetrating questions about how legal rules come to have the specific pattern of use (or nonuse), enforcement (or non-enforcement), costs, and benefits for the people and activities they address. Students will be expected to write frequent reaction papers to the readings and submit a final paper based on a short research inquiry into a specific legal organization of their choice. Paper required. Enrollment limited to fifteen. I. Kohler-Hausmann

†**Start-Ups and the Law (20664)** 2 units, credit/fail. This course is intended to give students a thorough look at legal issues faced by start-up companies. The class will follow a semi-hypothetical company throughout its life cycle, with the students creating its capitalization table and updating it through several rounds of financing and an acquisition. The class will focus on corporate matters and have several sessions on related matters, including intellectual property and executive compensation. Permission of the instructors required. Enrollment limited to fifteen. W. Breeze, D.A. Goldberg, and C. Lynch

\*†**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 the work product can be used to satisfy the Substantial Paper requirement. The course demands a significant time investment and is not recommended for students with other time-intensive commitments. Open only to J.D. students. Permission of the instructors required. Enrollment limited to twelve. L. Greenhouse, N. Messing, A.J. Pincus, C.A. Rothfeld, and J.M. Balkin

**Taxation: Directed Research (20656)** 2 or 3 units. The instructor will supervise students who wish to write a paper about taxation. Credit hours depend upon the scope of the paper project. Paper required. Enrollment limited to six. Y. Listokin

**Theories of Distributive Justice (20248)** 2 units. In fall 2014, a good portion of this seminar will be spent reading and discussing Thomas Piketty's *Capital in the Twenty-First Century*, the most important book on income distribution in some years. The course will then survey the main theories of distributive justice proposed by economists and political philosophers since 1950, critiquing each theory from both the economic and philosophical perspective. Topics covered include Arrow's impossibility theorem and its resolution; axiomatic bargaining theory (J. Nash and followers); utilitarianism according to J. Harsanyi and others; egalitarianism according to J. Rawls and A. Sen; the veil of ignorance as a thought experiment; neo-Lockeanism according to R. Nozick; resource egalitarianism according to R. Dworkin; and equality of opportunity according to R. Arneson,

G.A. Cohen, and J. Roemer. Besides Piketty's book, there will be readings posted on the class Web site. Some background at the level of intermediate microeconomics is required (e.g., an appropriate prerequisite is PLSC 517). There will be some problem sets and short essays. Permission of the instructor required. *Also PLSC 595a/ECON 791a.* J.E. Roemer

**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 U.N. initiatives (e.g., the work of the former U.N. 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 twenty. *Also MGT 661a.* A. Dhir

**\*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

**The United States and Cuba: Advanced Research and Writing (20261)** 2 units. Students may enroll in this course only if they have completed the two-credit, ungraded

research seminar *The United States and Cuba*, taught in spring 2014. Students in this advanced seminar will continue their previous research or begin a new area of research with the instructor's permission. Papers must be completed by the end of the term unless the instructor provides written permission for an extension. All enrolled students will also help develop, prepare, and participate in the conference on U.S.-Cuban relations that is tentatively planned for late January 2015. Permission of the instructor required. Paper required. K. Stith

**U.S. Foreign Policy and the Law (20665)** 3 units. This course will examine U.S. foreign policy decision making, including the role of domestic and international law. It will cover a series of case studies, contemporary and historical, and focus on the perspective of those who make and implement U.S. foreign policy: How is policy developed? What constraints do policy makers face? How are intersecting issues of policy and law addressed and resolved? Grade will be based on class participation and a final examination or paper (to be negotiated with the instructors). Non-Law School students (graduate and undergraduate) may be admitted by permission of the instructors. Scheduled examination or paper option. Enrollment limited to thirty. J.J. Sullivan, P. Gewirtz, and H.H. Koh

**\*+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 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, 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 wrongful detention and deportation of immigrant veterans; and federal and state regulatory and legislative advocacy concerning veterans' employment issues, treatment of service members with PTSD, and 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, M.M. Middleton, and B.Y. Li

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

**\*+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, 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 units each term). The clinical course and fieldwork must be taken simultaneously in both terms. Permission of the instructors required. Enrollment limited. M.I. Ahmad, A.N. Hallett, and M.J. Wishnie

**Working with Intellectual Property: Patents and Trade Secrets (20236)** 2 units. This course will examine current issues in intellectual property by focusing on the activities of lawyers who litigate and advise on patent and other intellectual property cases. Case-books 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 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 the discussion of issues presented by patent law, the class will look at some alternative legal constructs, primarily trade secrets law, and consider ways in which intellectual property rights promote or impede innovation or commercialization. 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 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

**†Written Advocacy and Legal Research (20659)** 3 units. This course will train students to conduct efficient legal research and to produce strong written work. To improve students’ legal writing, the class will review trial motions, appellate briefs, and advice from judges. The course will also expose students to organizational strategies, stylistic principles, and forms of legal analysis and persuasion. To improve students’ research skills,

the class will focus on how to research secondary sources, case law, statutes, and regulatory materials. The course will expose students to a variety of electronic resources as well as to powerful search strategies and information-management techniques. Students will learn how to research legal issues, frame legal arguments, and analyze legal problems. In-class exercises will help students develop their research and writing abilities. Students will also complete several longer assignments outside of class. To reflect the realities of modern practice and to facilitate peer-learning, students will work as part of a team on some of the assignments. Students should bring a laptop to all classes. N. Messing and J.G. Krishnaswami

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

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

**\*Advanced Civil Procedure and Legal Ethics: Complex Civil Litigation (21190)** 3 units. This is a casebook course in advanced federal civil procedure. The class will consider pleading, intervention, joinder, class actions and the Class Action Fairness Act, discovery, multidistrict litigation, minimal diversity, abstention, coordinating jurisdiction between state and federal courts, and related topics in complex federal civil litigation. Particular emphasis is given to case management and reform of discovery, settlement, mass tort litigation, and issues of legal ethics arising in complex civil litigation. Recommended for second-term students who wish to continue their study of procedure from the first term and for sixth-term students who wish a refresher in civil procedure before entering practice or clerking. Self-scheduled examination. E.D. Elliott

**Advanced Community and Economic Development Clinic (21511)** 1 to 3 units, credit/fail, with a graded option. Open only to students who have completed the Community and Economic Development Clinic. Permission of the instructors required. A.S. Lemar, C.F. Muckenfuss III, and M. Viswanathan

**Advanced Criminal Justice Clinic (21685)** 1 to 3 units, credit/fail, with a graded option. Prerequisite: Criminal Justice Clinic. Permission of the instructors required. F.M. Doherty, S.O. Bruce III, and T. Ullmann

**Advanced Education Adequacy Project (21558)** 1 to 3 units. Permission of the instructors required. D.N. Rosen, M.K. Bannigan, H.V. Cantwell, A.A. Knopp, and H. Smith

**Advanced Ethics Bureau (21686)** 1 to 3 units, credit/fail, with a graded option. This course is for students who have already taken either Ethics Bureau at Yale or the instructor's course, *Traversing the Ethical Minefield*, and who wish to earn 1 to 3 units by contributing further to the work of the Bureau. †Students may satisfy the professional skills requirement through this course only 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 and J.K. Peters

**Advanced Iraqi Refugee Assistance Project (21624)** 2 or 3 units. A fieldwork-only option. Prerequisite: *Iraqi Refugee Assistance Project*. Permission of the instructor required. R.M. Heller

†**Advanced Issues in Capital Markets: Role of Counsel for Issuers and Underwriters in an Initial Public Offering (21764)** 2 units, credit/fail. This advanced securities law seminar will provide insights into the lawyer's participation in the capital markets practice. The organizing principle will be the role of counsel for issuers and underwriters in the execution of an initial public offering (IPO) registered with the U.S. Securities and Exchange Commission (SEC) pursuant to the Securities Act of 1933 (Securities Act), which will drive consideration of a wide range of legal and practical issues. The sessions will be oriented around the key steps required at each stage of the IPO process. Students will read primarily transaction documents (e.g., registration statements, underwriting agreements, legal opinions, etc.) drawn from actual IPOs, supplemented by slide decks and memoranda prepared by the instructors, as well as SEC materials, accounting literature, and treatise excerpts. In addition, students will engage in drafting exercises, presentations, and mock negotiations. The course will also focus on certain key transaction management skills, including in respect of "situational judgment." Guest speakers from the investment banking and corporate communities will be invited for special sessions to present their perspectives on the IPO process. Permission of the instructors required. Enrollment limited to sixteen to twenty. C.B. Brod and A. Fleisher

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

†**Advanced Legal Research: Methods and Sources (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. S.B. Kauffman, R.D. Harrison, J.G. 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 drafting legal memoranda and briefs. Students will have the opportunity to refine their analytical legal research skills as well as their writing skills. Students' written work will be reviewed and critiqued primarily by teaching assistants, who will be supervised by the instructor. The instructor will retain sole responsibility for determining each student's grade. The goal of the course will be to take students beyond basic competence to excellence in legal writing. Enrollment limited to forty. R.D. Harrison

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

**Advanced SFALP (21598)** 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 J. Dawson

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

**Advanced Topics in Election Law (21259)** 2 units. This class will be devoted to canvassing the major theoretical debates in the field of election law. Class readings will be drawn primarily from the works of legal scholars, political scientists, and political theorists. Several election law scholars will also present works-in-progress during the term. The class should be of interest to anyone interested in developing expertise in the field or becoming an academic with an election law specialty. In lieu of an exam, students will be required to write a series of short reflection papers as well as a final thought piece. A course in the law of democracy is helpful but not required. Students who have not taken a course on the law of the political process will be expected to familiarize themselves with supplemental reference materials when necessary. Enrollment limited to fifteen. H.K. Gerken

**Advanced Topics in Property (21019)** 3 units. This class will examine selected topics in the field of property. Examples of topics to be covered are the issue of the public/private divide examined through the lens of public trust doctrine, property, and economic development in American history; and constitutional dimensions of property law, including the doctrine of unconstitutional conditions. The class will be oriented toward supporting students in developing independent research in the field. The final two class sessions will

be devoted to providing feedback on student paper projects. Prerequisite: Property. Paper required. Enrollment limited to sixteen. C. Priest and M.E. Brady

**Advanced Transnational Development Clinic (21693)** 1 to 3 units, credit/fail, with a graded option. Open only to students who have completed the Transnational Development Clinic. Permission of the instructor required. M.I. Ahmad

**Advanced Veterans Legal Services Clinic (21631)** 1 to 4 units, graded or credit/fail at student option. Open only to students who have completed the Veterans Legal Services Clinic. Permission of the instructors required. M.J. Wishnie, M.M. Middleton, and B.Y. Li

**Advanced Worker and Immigrant Rights Advocacy Clinic (21555)** 1 to 4 units, graded or credit/fail at student option. Open only to students who have completed the Worker and Immigrant Rights Advocacy Clinic. Permission of the instructors required. M.I. Ahmad, A.N. Hallett, and M.J. Wishnie

\*<sup>†</sup>**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 in 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

†**Advocacy in International Arbitration (21766)** 2 units, credit/fail. International arbitration is a growing field and increasingly is the mechanism by which the largest international commercial disputes are resolved. This course will have two primary aims: (1) to expose students to this area of legal practice; and (2) to provide them with the skills they need to represent clients effectively in international commercial arbitrations. The backbone of the course will be a mock arbitration, based on the facts of cases the instructors have litigated. The class will be divided into two teams, Claimant's counsel and Respondent's counsel, and over the course of the term, the students will litigate the matter, stage by stage. Each team will be assigned coaches to assist them outside of class hours with their assignments. The course will culminate in an evidentiary hearing during which students will present argument and examine witnesses. At each stage of the process, instructors will provide feedback and insights based on their experience dealing with the very same factual scenarios the students will encounter during the mock exercises. In addition to the in-class exercises, there will be a series of short lectures and discussions about key strategic and procedural issues in international commercial arbitration. There will be no paper or final exam, but students will be required to complete a series of written exercises and participate in oral arguments. Permission of the instructors required. Enrollment limited to ten. J.J. Buckley, Jr., and C.J. Mahoney

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

†**Arbitration and Mediation Skills (21765)** 2 units, credit/fail. Ninety-eight percent of disputes that start in court are resolved by various forms of alternative dispute resolution. The course, taught by a seasoned mediator and arbitrator, 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. The course will include many of the features of the Trial Practice course, but with an emphasis on the skills needed for arbitration rather than courtroom procedure. Permission of the instructor required. Short briefs required. Enrollment limited to twelve. B.J. Hodgson

**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. Permission of the instructor required. Paper required. Enrollment limited to ten. J.M. Balkin

**Banking and Financial Regulation (21544)** 2 units. The regulation of banks and other financial institutions has changed dramatically in recent years in response to rapid evolution in the financial services industry both before and as a result of the 2008–2009 financial crisis. This course examines the current industry structure and governing regulatory framework, particularly in light of the historic Dodd-Frank Consumer Protection and Wall Street Reform Act, which is still in the process of being implemented. It considers the financial crisis, regulatory aftermath, and future directions in financial policy and regulation. The course focuses primarily on the regulation of banks and bank holding companies but also covers other financial institutions such as nonbank financial holding companies, securities broker-dealers, mutual funds, and insurance companies. The role of the new Financial Stability Oversight Council in regulating financial stability and systemic risk will be highlighted, along with the newly created Consumer Financial Protection Bureau. Among the topics covered are limits on entry into the business of banking; regulation of deposit taking and lending; securitization of assets; restrictions on nonbanking activities and investments; insurance and securities powers of banks and their affiliates; Volcker Rule limits on proprietary trading and hedge fund activities; consumer protection and community reinvestment; capital and liquidity requirements; examination and enforcement; the separation of banking and commerce; conflicts of interest and fiduciary duties; restrictions on transactions between banks and their affiliates; bank failure and resolution; foreign banks operating in the United States; and

swaps and other derivatives activities. The concepts of “functional regulation,” “systemic risk regulation,” and “shadow banking” will be discussed. Scheduled examination or paper option. M.L. Fein

**Bankruptcy (21204)** 3 units. An introduction to the law of bankruptcy. It explores the relief available to individual and business debtors in financial distress as well as the remedies available to creditors. The focus will be on the federal Bankruptcy Code and state laws governing the enforcement of judgments. Among the topics covered: who is eligible for bankruptcy relief; the nature and scope of the bankruptcy discharge; what property may be claimed as exempt; priorities among creditors; interplay of bankruptcy and non-bankruptcy laws; the role and powers of bankruptcy judges and bankruptcy trustees; and negotiating and confirming a plan of reorganization. Self-scheduled examination. Enrollment capped at forty. E.J. Janger

**Bureaucracy (21761)** 2 units. One of the primary tasks of modern American lawyers is to influence the exercise of bureaucratic power. Further, lawyers in America are often called upon to serve in, or to help design, bureaucratic agencies. The agenda for this seminar is to discuss leading works on government administration – some classic and some cutting-edge – from political science, sociology, law, and other disciplines. The kinds of questions we will ask include: Why do some bureaucracies inspire respect and admiration, while others inspire disdain, hatred, and resistance? Why are bureaucrats highly responsive to some stakeholders and callously indifferent to others? What kinds of people self-select into government jobs – and what kinds of opportunities, dangers, and biases result from that self-selection? What are the most effective strategies for getting the attention of a bureaucracy – and getting it to change its ways? Should bureaucrats be understood as the servants and agents of politicians, or as politicians in their own right? Does bureaucratic organization embody the rule of law, or threaten it? Do lawsuits against a bureaucracy have any effect on its behavior – and if so, do they make things better or worse? The tentative list of authors includes Max Weber, James Q. Wilson, Terry Moe, Jerry Mashaw, Edward Rubin, John D. Donahue, Michael Lipsky, Daniel Carpenter, Robert Kagan, R. Shep Melnick, and David E. Lewis. Students are required to participate actively in each week’s discussion. Grades will be based solely on class participation. Permission of the instructor required. Enrollment limited to eight. N.R. Parrillo

**Business Organizations (21418)** 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 will 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

**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, with the option of graded credit. 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 instructor required. Enrollment limited to six. S.B. Bright, A.M. Parrent, and S.M. Sanneh

**Catastrophe-Avoiding Regulation: Nuclear Power, Offshore Production, Finance (21200)** 2 units. In the late twentieth century, the focus of regulation was efficient harm reduction: the allocation of the burden of reducing the risk of known harms to those who could mitigate those risks at the lowest cost. Its characteristic intervention was the cap-and-trade regime. Increasingly the problem for regulation is not harm reduction but catastrophe avoidance. As supply chains lengthen and the pace of innovation (and with it the rate of introduction of incompletely tested products and production processes) increases, it has become clear that catastrophes can result from the unforeseeable concatenation of abnormal or out-of-control sequences of events, many themselves relatively innocuous. This class examines regulatory systems in domains such as nuclear power generation, offshore drilling in the North Sea, food safety in the United States, European Union, and globally, and—incipiently—financial-market regulation that are successfully responding to this potential for catastrophe. Introductory readings explain why, under these circumstances, regulators do not attempt to write detailed rules whose application will ensure safe operation, and why it cannot be assumed that imposition of unlimited tort liability for damages will induce private actors to take requisite precautions. Case studies show how, instead, error detection and correction methods (similar to, and sometimes directly inspired by those developed in the Toyota production system) induce continuous, joint learning about potential hazards and effective responses to them that neither the regulator nor the regulated entities could have identified *ex ante*. These continuous-improvement systems mesh awkwardly with the notice-and-comment rule-making at the heart of U.S. administrative law; and the class explores reform possibilities, some already present as leitmotifs in administrative practice. A final unit considers the effect of applying catastrophe-avoiding regulation to global supply chains from the vantage point of developing countries. Paper required. Enrollment limited to fifteen. C.F. Sabel

\***Challenges of a General Counsel: Lawyer as Leader (21664)** 2 units. This course will explore the three fundamental roles of lawyers—acute technician, wise counselor, and lawyer as leader—in a series of problems faced by general counsel of multinational corporations. The “cases” in this course involve questions beyond “what is legal” and focus

on “what is right,” using specific illustrations drawn from the contemporary business world—e.g., the BP oil spill, Google’s clash with the Chinese government, the Mark Hurd resignation from Hewlett-Packard, the Goldman Sachs mortgage 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. Benjamin Heineman will be a guest lecturer in the course. Permission of the instructor required. Self-scheduled examination. Enrollment limited to twenty. M.S. Solender

**\*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

**\*+Community and Economic Development Clinic (21016)** 4 units, credit/fail. CED explores the role of lawyers in building wealth and opportunity in low-income communities. The clinic 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, and strategic advocacy capacities. Students will represent clients in a range of legal matters including formation and governance of for-profit, not-for-profit, and hybrid entities; negotiating and drafting contracts; developing employment and other policies; structuring real estate transactions; resolving zoning and environmental issues; appearing before administrative agencies; 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 client contact, contract drafting, transactional lawyering, legal research and writing, regulatory and legislative advocacy, administrative agency contact, and negotiation. Students may be exposed to real estate, finance, land use, and tax law matters. The class seminar will meet once a week for two hours and once a week for one hour. In addition, each student will meet with faculty once a week for fieldwork supervision. The clinic is open to students from the Schools of Law, Management, Divinity, Forestry & Environmental Studies, Public Health, and Architecture with

prior approval from a faculty member. Permission of the instructors required. Enrollment limited to eight. A.S. Lemar, C.F. Muckenfuss III, and M. Viswanathan

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

†**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 capped at twenty. S.R. Underhill

†**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. Brief required. Enrollment limited to twelve. G. Calabresi and J.M. Walker, Jr.

**Corporate Taxation (21524)** 4 units. The United States has a “classical” or two-level corporate tax system, which aims to tax corporate income twice: once when earned at the corporate level and again when distributed to individual shareholders. This corporate “double tax” is problematic because its policy rationale is thin and its implementation is tricky. This course will focus on both the policy and the technical aspects of taxing corporations. On the policy side, it will consider current and past proposals to integrate the corporate tax with the individual income tax. On the technical side, it will consider the tax problems that arise when corporations engage in transactions with their shareholders or with other corporations, including contributions, distributions, and reorganizations. Open only to J.D. students. Prerequisite: Federal Income Taxation. (Federal Income Taxation may not be taken concurrently.) Self-scheduled examination. A.L. Alstott

**\*+Criminal Justice Clinic (21590) and Fieldwork (21756)** 2 units, credit/fail, with a graded option, for each part (4 units total). The clinic and fieldwork must be taken simultaneously. Students will represent defendants in criminal cases in the Geographical Area #23 courthouse (the “GA”) on Elm Street in New Haven. Students will handle all aspects of their clients’ cases under the direct supervision of clinical faculty. Students will 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 will also explore the legal framework governing the representation of clients in criminal cases, including the rules of professional responsibility. Throughout, students will be 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. to 1 p.m.) free from other obligations. Students must also return to the Law School a few days before the start of the term to participate in an orientation program intended to prepare them for criminal practice. Enrollment limited. F.M. Doherty, S.O. Bruce III, and M. Quattlebaum

**Criminal Law and Administration (21300)** 3 units. This course will relate the general doctrines of criminal liability to the moral and social problems of crime. The definitions of crimes against the person and against property (as they are at present and as they might be) are considered in the light of the purposes of punishment and of the role of the criminal justice system, including police and correctional agencies, in influencing behavior and protecting the community. This course is given in several sections; it must be taken before graduation. Students may satisfy the graduation requirement by satisfactorily completing Criminal Law and Administration or Criminal Law, but they may not enroll in both courses. Scheduled examination. D.M. Kahan

**Criminal Procedure: Police Practices and Investigations (21448)** 3 units. The course will focus on the constitutional law that governs searches, seizures, and confessions. The course will consider in detail the evolution of the exclusionary rule and the development and administration of the probable cause and warrant requirements. It will also examine stop and frisk, administrative searches, searches incident to arrest, vehicle searches, consent searches, and the admissibility of confessions. Scheduled examination. T.L. Meares



†**Drafting and Negotiating Merger and Acquisition Transactions (21665)** 2 units, credit/fail. The class will focus on understanding the structure and basic provisions of an acquisition agreement, highlighting the differences between the ABA Model agreement and “real-world” agreements. The class will focus on drafting and negotiation skills, and students will practice drafting skills by working with a hypothetical purchase agreement. Students will then be divided into Buyer and Seller teams and participate in a simulated negotiation for 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)** 2 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, the class 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. Course requirements: short midterm “bench” memorandum (40 percent); self-scheduled, open-book final (50 percent); class participation (10 percent). Self-scheduled examination. P.T. Grossi, Jr.

\*†**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, D.N. Rosen, H. Smith, A.A. Knopp, and M.K. Bannigan

**Education and the Law (21663)** 2 or 3 units. The law suffuses—some would say suffocates—public and private elementary and secondary education. All three branches of government, at the state and federal levels, have a hand in every aspect of schooling. For example: Compulsory education—at what ages should it start and end? What

topics may be taught or not taught? Who may teach (and under what conditions of employment)? When and where may (or must) students say prayers, do drugs, speak their minds, and do other controversial things? What process is due when students – or teachers – are disciplined or when students are held back? How can and should schools work with children of different races, religions, language skills, and conditions of disability (herein, for example, of special education and desegregation)? The regulation of bullying. The role (and efficacy) of charter schools and voucher schools. The financing and regulation of parochial and other religious schools. No Child Left Behind, Race to the Top, and other recent federal and state funding policies and state defunding actions. These are examples of possible paper topics, along with education law developments abroad. A few guests from the field of education will meet with us during the term, including those recommended by student participants. No examination. Students will be expected to discuss their paper topics (and present any outlines or drafts they have completed) at some point during the term (preferably before the tail end). Papers can be submitted for Supervised Analytic Writing or Substantial Paper credit. Paper required. Enrollment capped at twenty. J.G. Simon

**Empirical Law and Economics (21527)** 2 or 4 units. The goal of this course will be to develop an understanding of the major tools of statistics and econometrics that are used to empirically investigate causal claims about law and public policy. Through a careful examination of some of the major empirical debates in the area of criminal law and criminal justice policy, the course will convey a sense of the difficulties of establishing causal relationships and the attendant uncertainty associated with econometric evaluation of complex social phenomena. The goal is to develop both substantive understanding of particular academic debates and the ability to evaluate other empirical debates. Depending on class size, students will either write a paper (4 units) or take a final take-home examination (2 units; write a “referee report” on an assigned empirical paper). Self-scheduled examination or paper option. I. Ayres

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

**Enforcing Antidiscrimination Law (21197)** 2 or 3 units. This course is intended to fuse theory with practice – to explore (1) whether and how the theories that undergird our antidiscrimination laws are enforced in our courts; and (2) what advocates (in a range of contexts) can and should be doing to enhance or improve enforcement of our

antidiscrimination laws. Topics covered will include: the public/private distinction in enforcement; non-individual plaintiffs and standing; challenges posed by atypical plaintiffs; class certification under the Roberts Court; ever-increasing standards of proof; litigating reproduction and parenting; theories of bias and fact finders; the role of statistical evidence in demonstrating discrimination; monetary (dis)incentives for individuals to act; juries, identity politics, and trial narratives; programmatic relief as a product of antidiscrimination litigation; secret resolutions; and pursuing and articulating solutions. Course materials will draw not only from more traditional law school texts but also from briefs, other litigation materials, and secondary literature that help provide a practice-based perspective on these issues. The instructor will draw on recent experiences on the Hill and in courtrooms around the country and will encourage students to critically engage with their own life experiences to identify strategy and policy solutions moving forward. The course is intended to complement the Antidiscrimination Law and Employment Discrimination Law courses. Students who have taken those courses should feel free to take this course as well, although those courses are not prerequisites. Two units, based on class participation and a final examination; 3 units, based on class participation and a final paper in lieu of an examination. A limited number of students will be accepted for the paper option, which can count as the Substantial Paper. Open only to second- and third-year students. Self-scheduled examination or paper option. K.M. Kimpel

**Environmental Law and Policy (21033)** 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. Scheduled examination. *Also F&ES 824b.* D.C. Esty

†**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 ten to twelve hours per week in interdisciplinary groups (with students from the School of Forestry & Environmental Studies and other departments or schools at Yale) on projects with a specific legal or policy product (e.g., draft legislation or regulations, hearing testimony, analytic studies, policy proposals) to be produced by the end of the term. Students may propose projects and client organizations, subject to approval by the instructor. Enrollment limited to thirty. *Also F&ES 970b.* J.U. Galperin, A. Clements, and L. Suatoni

**Estate Planning: Estate, Gift, and Generation-Skipping Transfer Taxes and Related Income Tax Issues (21469)** 3 units. The major focus of the class will be estate planning, i.e., understanding in depth the three transfer taxes (estate tax, gift tax, generation-skipping transfer tax) and the grantor trust rules, and learning how trusts and estates practitioners advise wealthy individuals to structure their estate plans to achieve

particular tax and nontax goals. In addition, the class will address issues related to estate administration and charitable giving. Class materials will include relevant sections of the Internal Revenue Code and Treasury Regulations thereunder, as well as a model Will, Revocable Trust, Dynasty Trust, Qualified Personal Residence Trust, Grantor Retained Annuity Trust, and private equity fund structure. Self-scheduled examination or paper option. D.J. Stoll

**\*+Ethics Bureau at Yale: Pro Bono Professional Responsibility Advice (21653)** 3 units.

Lawyers' need for ethics advice, consultation, and opinions is not limited to those who can pay. Impecunious clients and the lawyers who serve them are in need of ethics counseling and legal opinions on a regular basis. For example, Yale Law students provided essential help in preparing an amicus brief in *Holland v. Florida*, a Supreme Court case from the 2009 Term that resulted in a victory for the petitioner and an extensive citation to the amicus brief in the majority opinion. The Ethics Bureau provides these essential services for those who cannot retain paying counsel. The work of the Bureau will consist of three major components. First, the Bureau will provide ethics counseling for pro bono organizations such as legal services offices and public defenders. Second, the Bureau will prepare standard-of-care opinions relating to the conduct of lawyers that are needed in cases alleging ineffective assistance of counsel and other challenges to lawyer conduct, cases in which the clients are impecunious and otherwise cannot secure expert assistance. Third, from time to time, the Yale Ethics Bureau will provide assistance to amici curiae, typically bar associations or ethics professors, on questions of professional responsibility in cases in which such issues are front and center. It did so in a United States Supreme Court case, *Maples v. Allen*, argued in the 2010 Term, decided in early 2012, citing the amicus brief of the clinic. The students working at the Bureau will meet for class two hours per week and will be expected to put in approximately ten hours on Bureau projects each week. The classroom work will not only explore the ethical minefield, but also consider the role of expert witnesses in the litigation process, its appropriateness, and the procedural issues thereby raised. No prerequisites. Preference given to prior Ethics Bureau enrollees and students who previously took the instructor's ethics class. Permission of the instructor required. Enrollment limited to twelve. L.J. Fox

**The Ethics of War (21456)** 3 units. This course will explore the Western tradition of just and unjust wars, in order to gain an understanding of when and how the set of practices to which we refer as "war" justifies killing that would otherwise be considered mass murder, and to work out what ethical rules ought to be required for the justification and the prosecution of war. The emphasis will be on ethical argument, not international law. Paper required. Enrollment limited. S.L. Carter

**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

**Experimentalism in Theory and Practice (21347)** 2 units. A continuation of the fall-term course. In the second term, students will undertake, with the instructor's support, group projects looking at the operation and prospects of experimentalist institutions. The goal

is to understand in depth how such institutions emerge, how they function, and especially the problems they face and the (generalizable) strategies emerging for responding to them. Projects for spring 2015 are likely to involve problem-oriented policing in Cincinnati, coordination of the extensive and complex efforts to restore the Chesapeake Bay ecosystem by Maryland's BayStat, and, depending on developments, the shift toward an experimentalist form of regulatory harmonization in discussion of WTO 2.0. Permission of the instructor required. Students who elect to take the fall, theory component of the seminar have the option of taking the second half of the course in the spring term or working with the instructor through supervised research on an agreed-upon topic. Paper required. Enrollment limited to fifteen. C.F. Sabel

**Faculty Works-in-Progress Seminar (21768)** 1 unit, credit/fail. In this "Inside-Out" seminar, Yale Law School faculty will present papers based on their current research. The topics will involve a broad range of legal issues. The workshop meetings will be videotaped and may later be posted to the Internet. Short reaction papers will be required during the term. Students enrolling and participating in the workshop will receive 1 unit of ungraded credit. Neither Substantial Paper nor Supervised Analytic Writing credit will be available through the seminar. I. Ayres

**Federal Courts, the States, and the Federal System (21210)** 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. The class will explore vertical and horizontal separation of powers; how the power to make, interpret, and enforce law is shared among the branches and between the federal and state governments; the theory and practice of federalism; and the jurisdiction, powers, and limitations of the federal courts in our federal and federalist system. Note that this course will not focus on habeas or Native American law issues; students interested in those matters may wish to take the fall-term version of the course. Scheduled examination. Enrollment capped at eighty. A.R. Gluck

**Federal Criminal Law (21621)** 3 units. This course will explore the law of federal crimes, using the just published text *Defining Federal Crimes*. Federal criminal law is peculiar—expansive yet limited—and different in many respects from state and comparative criminal law. We will begin by asking whether there is any need for federal criminal law, then move on to the question of federal jurisdiction and Congress's constitutional authority to define crimes. The major thematic approach of the course will be trying to answer the question, "Who (really) defines federal crimes?" The class will see that Congress is just one of the authors of federal criminal law. Students will examine both the open-textured nature of some key federal statutes and how the branches have interacted to fill the gaps. In particular, the Supreme Court has been active in interpreting, even inserting, *mens rea* terms. A second theme of the course will be the exercise of prosecutorial discretion, which is a legal premise that helps explain such a vast, underenforced body of law. The particular crimes to be focused on include mail and wire fraud, extortion, bribery, civil rights crimes, RICO, money laundering, material support statutes, drug-trafficking conspiracies, and corporate criminal liability. The class will also examine a variety of federal statutes that effectively delegate criminal lawmaking authority, as well as the federal sentencing guidelines and how they supplement—and even alter—the definition of federal

crimes. Students should understand that the influence of federal criminal law on state law and the law of other nations is much greater than its proportionate number of prosecutions. For instance, in recent decades, there have been major substantive and doctrinal changes in federal criminal law, often copied at the state level or in treaties. RICO laws, money-laundering laws, official corruption prohibitions, and sentencing law reforms are some prominent examples. More generally, as William Stuntz said, “Federal criminal law is the battleground for the most basic issues of crime policy.” Prerequisite: Criminal Law and Administration. Scheduled examination. K. Stith

**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 the definition of income, tax shelters, the interest deduction, taxation of the family, and capital gains. No prerequisites. Scheduled examination. Y. Listokin

**Feminist Theory and the Law: Seminar (21437)** 2 units. This seminar will critically examine some major intellectual traditions in second-wave American feminist theory and explore their relevance to the law. Radical feminism identifies sexuality as the crucible of gender inequality, for example, while cultural feminism points to mothering and kinship. Socialist feminists are concerned with the gender-based distribution of labor, and liberal feminists worry about gender-based exclusion from “public” spheres more broadly. Feminists of color challenge the validity of isolating gender from other categories of social existence, while feminist poststructuralists question the existence of the stable identity categories upon which some other approaches depend. Each of these traditions has found expression in legal scholarship, with authors championing distinctive (though sometimes overlapping) approaches to various areas of law. The class will examine one or more current debates within feminist legal theory to consider how the various traditions have influenced, and might still influence, the debate and the relevant law. Weekly 2–5-page discussion papers are required, as well as one 15–20-page final paper. Permission of the instructor required. Paper required. Enrollment limited to twenty. V. Schultz

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

**Food and Drug Administration Law (21767)** 1 unit, with a credit/fail option. The Food and Drug Administration (FDA) is the premier consumer protection agency in the United States, with control over the availability and public discourse about potentially lifesaving therapeutics, foods, supplements, and related consumer products. Its authority has been built in response to public health crises and is constantly under scrutiny from all sides of the political spectrum. This course will review the history of the FDA, the noteworthy legislation and regulation that have shaped its oversight of the health care products market, Supreme Court and other cases that have impacted its authority, and

an introduction to key current controversies related to the FDA that affect health care delivery (one class may be devoted to food law issues, based on student interest). The enduring theme will be how the FDA balances its vital public safety role against countervailing forces of personal autonomy and the rights or interests of consumers, patients, physicians, and corporations. Each class will be organized around a lecture – with interactive discussion – introducing students to the material, and most classes will contain a hypothetical case that will require students to apply the day’s lessons and themes in determining legal and policy solutions. A paper of 2,500–4,000 words is required. Students with high-quality papers will be given specific guidance in submitting them for publication in the peer-reviewed medical/public health/policy literature. Open only to J.D. students. Paper required. Enrollment capped at twenty. A.S. Kesselheim

**The Foundations of Legal Scholarship (21757)** 3 units. During the second term of the legal scholarship seminar, students will reflect on legal scholarship and workshop their own writing. Open only to Ph.D. in Law students and first-year J.S.D. students who completed Introduction to Legal Scholarship in fall 2014. Permission of the instructors required. Paper required. Enrollment limited to eight. W.N. Eskridge, Jr., and A.K. Klevorick

†**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 conceptions 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 addressed 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. Previous projects have focused, for example, on building a framework for UN accountability for the introduction of cholera to Haiti and on addressing barriers to access to new Hepatitis C treatment in low- and middle-income countries. Projects may also relate to U.S. law and policy (for example, one recent project addressed state laws that create criminal penalty enhancements for sex workers with HIV, and another addressed the implications of recent free speech jurisprudence for the FDA’s regulatory authority). 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 be admitted. This course meets the YSPH-OPHP practicum requirement for M.P.H. students.

Permission of the instructors required. Enrollment limited to twelve. *Also CDE 596b.*  
A. Kapczynski, A. Miller, and G. Gonsalves

†**Global Refugee Legal Assistance (21623)** 3 units, graded. This seminar and practicum will introduce students to international refugee law, with an emphasis on fieldwork. 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 and Syrian refugee crises. Additionally, students will work in pairs under the supervision of private attorneys to provide legal representation to refugees in the Middle East in urgent humanitarian situations seeking resettlement in a safe third country. Guest lecturers will include practitioners and scholars in the field of refugee law. Permission of the instructor required. R.M. Heller

\***Health Law (21162)** 3 units. This course will cover the full range of topics that are traditionally referred to as “health law,” including the physician-patient relationship, informed consent, privacy and confidentiality, medical malpractice, regulation of health professions, regulation of health facilities, health care financing (including a survey of Medicare, Medicaid, Affordable Care Act, and private medical insurance law), regulation of drugs and devices, anti-kickback and abusive medical billing, and if time permits, end-of-life decision making and reproductive health. Health law will be viewed as comprising the principles that govern and influence the interaction of patients and health care providers, and the class will also consider the evolution of health law over time, as it reflects the development and history of medicine as a profession and the emergence of the modern hospital during the first decades of the twentieth century. Throughout the course students will compare the emergence of the medical professional to the emergence of the organized legal profession, to understand the “guild” a profession represents and how the law and culture of a “guild” relate to the larger legal system. Readings will include a traditional casebook, as well as materials documenting the modern history of medicine, public health, and health care finance. Scheduled examination. M. Barnes

\***History of the Common Law: Procedure and Institutions (21531)** 3 units. An introduction to the historical origins of Anglo-American law, in which students study selected historical sources and extracts from legal-historical scholarship. Topics: (1) the jury system: medieval origins and European alternatives, separation of grand and petty juries, changes in the functions and composition of the jury from medieval to modern times, the law of evidence and other forms of jury control; appellate review of jury verdicts; the growing disuse of juries and of trials in modern times; (2) civil justice: the forms of action and the pleading system; the regular and itinerant courts; the judiciary; law reporting and other forms of legal literature; Chancery, the trust, equitable procedure and remedies; historical perspectives on the scope of the right to civil jury trial under the Seventh Amendment; the deterioration of Chancery procedure and the fusion of law and equity; the codification movement; the drafting of the Federal Rules of Civil Procedure; the retreat from trial; (3) criminal justice: medieval criminal procedure; presentment and indictment; the recasting of criminal procedure in the sixteenth and seventeenth centuries; the officialization of prosecution and policing; the rise and fall of Star Chamber; defense counsel and the rise of the adversary system in the eighteenth century; the privilege against self-incrimination; the law of evidence; criminal sanctions



and sentencing; the emergence of public prosecution; the trend to plea bargaining and other forms of nontrial procedure; (4) legal education: the inns of court; apprenticeship; the emergence of university legal education in the United States; and (5) the legal profession: attorneys and barristers; the regulation of admission to the profession; the development of law firms; megafirms and their twenty-first-century travails. Scheduled examination. J.H. Langbein

**Humanitarian Law of Armed Conflict (21403)** 2 units. The aim of this course is to explore the potential and limits of the law governing the conduct of hostilities. The class will examine the evolution of the different treaty regimes and their contemporary challenges, in particular in asymmetric and remote warfare, as well as their interface with international human rights law. The class will focus on specific questions such as the right to participate in hostilities, the choice of weapons (including automated weapons), the distinction between combatants and civilians, the treatment of detainees and POWs, and the principles of military occupation. The class will also look at the modalities for enforcing this law and in particular assess the effectiveness of war crimes trials as one of the modalities. Scheduled examination. E. Benvenisti

\***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, on the legal and ethical issues arising in the context of casework, and on 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. J.K. Peters and H.V. Zonana

†**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. The primary focus is on the day-to-day work of the court in both civil and criminal cases. 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. Open only to J.D. students. No examination. Enrollment limited to fifteen. 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, our focus will be on the making, rather than on the substantive law. Readings will be drawn from current and past cases, briefs, and argument transcripts as well as political science literature on judicial behavior, public opinion, the appointment process, and other topics. 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. Preference given to first-year J.D. students. Self-scheduled examination or paper option. Enrollment limited to thirty. L. Greenhouse

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

**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 or paper option. Enrollment capped at twenty-five. W.M. Reisman, Y. Banifatemi, and E. Gaillard

**The International Law of Governance (21149)** 2 units. The seminar will address the law that applies to the decision-making processes within international organizations and other global governance bodies. Similar to administrative and constitutional norms that structure decision making at the domestic level, norms that shape the decision-making procedures within international organizations are designed to resolve agency problems, promote public participation, protect potentially affected interests, and ensure the perceived legitimacy of these institutions. Although different organizations have adopted a variety of procedures, there is a process of convergence of expectations possibly leading to what may be called global administrative law: shared standards concerning public participation, representation, and accountability of the decision makers. The seminar will examine these norms and explore the political and social forces that shape their development by examining a variety of global and regional institutions including in the fields of collective security (the U.N. Security Council), human rights, environmental protection, and the regulation of trade and investments. The seminar will also address the challenges raised by the increasing role of private actors in setting global standards and the possible regulation of their activities. Paper required. Enrollment limited to twenty. E. Benvenisti

**International Legal Theory Seminar (21138)** 2 units. This course is a research and writing seminar that takes, each year, a different topic that illustrates the interaction of contemporary disputes between states with theoretical concepts in international law. This year the focus will be “International Legal Theory and Maritime Law.” Topics to be addressed will include: the effect of sea-level rise on maritime delimitation; whether it is unavoidable for territorial conflicts to be exacerbated by conflict over maritime resources; the desirability or undesirability of joint maritime zones; the effect of new weapons technology on the law of innocent passage; etc. No previous experience with maritime

law is required. Substantial Paper and Supervised Analytic Writing credit are available. Paper required. L. Brilmayer

**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. Preference given to first-year J.D. students. Self-scheduled examination. Enrollment limited to eighty. W.N. Eskridge, Jr.

**Just War Theory (21556)** 3 units. This seminar will explore classic just war theory and discuss whether it is still applicable to modern military conflicts and the distinctive challenges that they present. After reading classical texts by, among others, Aquinas, Grotius, and Kant, students will read the works of modern classic war theorists, such as Walzer and McMahan. By examining current challenges to just war theory and international law, such as preemptive warfare, humanitarian intervention, targeted killings, drones, and cyber warfare, the seminar will explore the question of whether just war theory should be modified and, if so, how. Paper required. Enrollment limited. *Also PHIL 667b*. S.J. Shapiro.

†**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 1 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 and R. Romano

**Law, Environment and Religion: A Communion of Subjects (21107)** 2 units. Thomas Berry once wrote, “The universe is a communion of subjects, not a collection of objects.” One might also insist that the university is a communion of subjects, not a collection of disciplines. Perhaps no subject better illustrates this point than the environment, for to understand and appreciate the environment requires expertise from multiple intellectual traditions, including history, religion, philosophy, anthropology, aesthetics, economics, political science, and legal studies. This course will focus on the scholarship and practice of leading figures working at the intersection of law, environment, and religion, who

will be brought to campus to participate in a discussion series that will form the core of the course. In preparation for these visits, teams of students will be assigned to study deeply the writing and actions of a designated speaker. Class sessions during this preparatory phase will resemble a traditional graduate seminar, with readings and discussion designed to stimulate engagement with the most challenging and vital questions facing the “communion” of law, environment, and religion. During the core phase of the course, speakers will interact with students in multiple ways. The central activity will be an in-depth interview led by members of the student team. Other students will conduct a podcast interview with the speaker at Yale’s audio recording studio; these podcast interviews, which are intended to engage the speaker in a more personal conversation about his or her life history, values, and worldviews, will be posted on Yale’s iTunes University site. One of the conceits of the academy is often that such subjective elements have little bearing on one’s intellectual work. As a result, too little attention is paid within the university to the role of family, community, religion, and other critical biographical factors in shaping one’s ideas. Permission of the instructors required. Enrollment limited to twenty-four, of which eight places are for Law students. *Also F&ES 808b/REL 926b.* D. Kysar, J.A. Grim, and M.E. Tucker

**Law and Economics (21103)** 2 units. Over the past half-century, economic analytic perspectives on law have thrived in the legal academy. This course provides a survey and critical review of the intellectual legacy and methodological approaches common to the study of law and economics. Students are introduced to the subject by reading original manuscripts. The course, however, aims at more than a history of thought in law and economics. Through problem sets, students will also develop familiarity with the principal conceptual approaches and tools of the field, from marginal analysis to applied game theory. Self-scheduled examination. R.R.W. Brooks

**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 2015 edition will be new research on international courts. Six scholars will present works-in-progress on the law and politics of international adjudication. On off-weeks, the class 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 C. Landfried

**The Law of the Sea (21651)** 2 units. This seminar will consider intensively some current problems concerning combating piracy; maritime boundary delimitation between adjacent or opposite states; procedures for determining the boundaries of outer continental shelves; rights and obligations of states not members of the U.N. Convention on the Law of the Sea; the Arctic and the controversy on whaling. Scheduled examination or paper option. Enrollment capped at fifteen. W.M. Reisman

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

†**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 our longtime clients (Connecticut Voices for Children) is a key player in 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, A.A. Knopp, and E. Scalett

†**Liman Public Interest Practicum (21596)** 2 units, credit/fail. This course provides students with the opportunity to work on public interest law projects. Subjects have ranged from immigration and criminal justice to poverty law. This year the focus will continue to be on facets of incarceration; ongoing and new projects involve examining where men and women are located in the federal prison system so as to understand the relative opportunities for education, work, and other programs, and thinking more generally about the role of gender in incarceration; studying how prisons use and regulate long-term isolation, both in terms of policies and practices; and considering regional differences in how directors of state prison systems address and manage prisons. Prior projects have included analyzing rules in all fifty states on visiting prisoners and proposing revised policies; 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; 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, and, with permission of the instructors, students may elect to write a related Supervised Analytic Writing or Substantial Paper for additional graded credit. The projects sometimes continue for more than one term and have, on occasion, resulted in published articles. J. Resnik, J. Kalb, H.R. Metcalf, and M. Quattlebaum

**Liman Public Interest Workshop: Rationing Law: Subsidizing Access to Justice in Democracies (21534)** 2 units, credit/fail, with a graded option. This workshop will consider how law is currently rationed. In the United States and elsewhere, constitutional and statutory commitments to access to courts and enforcement of rights are being challenged by high demands for services, high arrest and detention rates, and declining government budgets. Our topics and questions address two kinds of access: of litigants to use the system and of the public to know about the processes and outcomes of the judgments

rendered. Our plan is to examine, comparatively, how courts, litigants, and criminal justice detention are financed; when and where government subsidies are deployed; the sources of the high demand for civil and criminal litigation; and claims of “litigiousness,” “over-criminalization,” and “excessive” punishment. At issue are controversies over subsidies for civil and criminal litigants (counsel, experts, transcripts, interpreters, and other forms of assistance); whether “paths to justice” should focus on lawyers and courts or on other forms of services and service providers; the roles played by gender, race, ethnicity, age, and class in courts; efforts to remodel courts to address certain kinds of claims (veterans, mental health, drugs, reentry, family, business); obligations of “open courts”; and the roles, rights, and functions of third parties – the public and media. The comparisons will include differences in state and federal, domestic and transnational, civil and criminal, and administrative and judicial proceedings. Throughout, we will look at how social and political movements have affected and do affect our understandings of what constitutes fairness and justice. All students participating credit/fail must submit six comments on readings. For graded credit, students will write a paper of no more than twenty pages on a topic of their choice related to the seminar and drawing upon the course materials. If students want to use the paper for Supervised Analytic Writing or Substantial Paper credit, they may do so, with permission of the instructors, and also receive an additional unit of credit. J. Resnik, J. Kalb, 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 J. Dawson

\*†**Lowenstein International Human Rights Clinic (21152)** 4 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 include an overview of basic international human rights standards and their application; instruction in human rights research and writing skills; and critical examination of approaches to human rights advocacy and enforcement. The clinic will have one or more student directors. Permission of the instructors required. Enrollment limited to eighteen. J.J. Silk, S. Kwon, and H.R. Metcalf

**\*†Media Freedom and Information Access Clinic (21627)** 2 or 3 units, credit/fail for students in their first term, graded for students in their second term. Students in the clinic will work on all aspects of cases involving press freedom, open government, free speech, and related issues. Clients include investigative journalists, traditional and new media organizations, activists, advocacy organizations, researchers, and academics. Pending matters typically include litigation under the First Amendment and Freedom of Information laws in both federal and state courts. The clinic's cases involve a diverse array of issues, focusing in particular on national security, surveillance, privacy, technology, and government accountability. Students may also have the opportunity to engage in non-litigation advocacy and client counseling. The seminar will focus on substantive law, case discussions, skills training, and ethical issues. Students will have the opportunity to write related research papers. Permission of the instructors required. Enrollment limited to sixteen. D.A. Schulz, J.M. Manes, and J.M. Balkin

**\*Military Justice (21678)** 3 units. This course will explore the character 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; lawful and unlawful command influence; the role of custom; and punishment. Current issues such as the treatment of sexual offenses, military commissions, government contractors and other civilians, command accountability, military justice on the battlefield, judicial independence, 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. Paper required. 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

**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 satisfy the professional skills requirement through this course only if they receive 2 or more units. *Also MGT 695b*. J.G. Simon, M. Agsten, L.N. Davis, and B.B. Lindsay

**Organizations: Directed Research (21218)** 3 units. Recent decades have brought rapid and continuing innovation in organizational forms and organizational law for



commercial, private noncommercial, and governmental enterprise. This supervised reading course will offer students a chance to explore aspects of these developments that interest them. Among the many topics that might serve as a focus for research 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 to promote it; the often vague distinction between governmental (public) and nongovernmental (private) organizational forms and their respective roles; the contemporary evolution of governmental forms such as municipalities and special-purpose governments; 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. Prerequisite: Business Organizations. Permission of the instructor required. Paper required. Substantial Paper or Supervised Analytic Writing credit available. Enrollment limited. H.B. Hansmann

**The Original Jurisdiction of the Supreme Court (21759)** 2 units. Focusing on a few fascinating cases, this course will examine a little-studied but critical part of the work of the Supreme Court of the United States. Under Article III, §2, cl. 2 of the Constitution, the original jurisdiction extends to “all Cases affecting Ambassadors, other public Ministers and Consuls and those in which a State shall be a party.” The class will closely analyze parties’ submissions as well as the Court’s decisions in the cases studied. Of particular interest are the historical background for and scope of the constitutional grant of jurisdiction; the important role of the original jurisdiction in the constitutional plan and its interaction with other provisions of the Constitution and the Court’s far broader discretionary appellate jurisdiction; Congress’s power with respect to the original jurisdiction; the sources of law to which the Court turns; the procedures it employs; and emerging issues. Paper required. E.R. Fidell

**Philosophy of Law II (21408)** 3 units. This course concerns philosophical topics that arise in connection with particular areas of law. Such topics include the justification of criminal punishment; discrepancy in punishment of attempted and completed crimes; the relevance of ignorance of the law to criminal responsibility; self-defense and other forms of preventive violence; the rationale for double-jeopardy restrictions; the conception of justice of import to tort law; the concepts of causation and intention in tort law; the relationship between promises and contracts; the fundamental rationale for property rights; the grounds for and nature of the individualization of the reasonable person standard; the rationale for variations in standards of proof across areas of law. A selection of such topics will be examined through consideration of both philosophical essays written about them and legal materials that bear on them. Paper required. Enrollment capped at twenty-five. *Also PHIL 704b.* G. Yaffe

**The Philosophy of Law (21181)** Units to be arranged. A writing seminar about, among other things, the problems created by the corporate form. J.G. Deutsch

**Poverty and Work (21459)** 2 units. This course will explore the major legal issues at the intersection of poverty and work. It will overview the historical and contemporary legal treatment of poverty under the Constitution and federal and sub-federal legislation. It will address the relationship between poverty and disability, with attention as well to the relationship between poverty and race, sex, and national origin. It will consider nontraditional approaches to combating poverty, including international perspectives. Throughout, the course will focus on the role of, and the challenges associated with, legal support for meaningful employment for individuals living in poverty. The written work required for the course will be four four-page analytic essays on course concepts and materials. Students interested in completing their Substantial Paper in connection with the written work required for the course may do so with the permission of the instructor. C. Jolls

**Power, Status, and Negotiation (21336)** 2 units. This course will introduce participants to social exchange theory and its application to negotiations. The class will first work to understand how structures of networks and resource dependence influence outcomes of negotiated and reciprocal exchange. To do this, the class will study four components of social exchange theory: resources, power, brokerage, and status, and evaluate questions such as: When are actors more or less likely to resort to coercive power? When are they more likely to resort to reward power? Which is more effective? How does status impact power and exchange outcomes? The class will then study how negotiation processes may be informed by structure in influencing outcomes of exchange. Here the class will evaluate when and how actors influence outcomes in their negotiations, using information about network structures and resource dependence models. Students participate in five negotiation exercises in and out of class and complete written assignments based on these exercises and the reading materials. Z.J. Eigen

**Private Law and Public Order (21497)** 2 or 3 units. This seminar will address the role played by private law in supporting and sustaining social stability in open, cosmopolitan societies. The course materials will address both legal doctrine and economic, moral, and political theory. For much of the term, the seminar will proceed as a workshop, at which outside speakers present manuscripts to be discussed with the students. Sessions toward the end of the term will be devoted to student work. Paper required. Enrollment limited. D. Markovits

**Products Liability (21760)** 3 units. This course will examine the law of products liability in depth, giving attention both to doctrinal and to theoretical aspects of the field. Self-scheduled examination. D. Kysar

**\*Professional Responsibility (21297)** 3 units. This course will take up the central doctrines of the law governing lawyers and will place lawyering, as constructed through these doctrines, in a broader moral and especially political context. The course will thus take up the positive law and also the sociological and philosophical analysis of the legal profession and the lawyer's social role. The course's central theme will concern the contribution that partisan lawyering makes to the rule of law. Scheduled examination. D. Markovits

**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 will then move through the topics of acquisition, transfer, shared interests, and limitations on property. While the main focus will be property in land, the class will discuss the implications of property in other resources, such as wild animals, body parts, water, and information. The course will also examine recording and other notice-giving devices, interests in land over time, easements and deed restrictions, planned communities and “private government,” and public land-use regulation. Self-scheduled examination. C. Priest

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

**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, administrative law, and secondary sources, using online resources. Students will be required to complete a series of short research assignments. The course will meet once weekly for 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, J.B. Nann, J. Eiseman, J.G. 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. J.B. Nann, F.R. Shapiro, and M. Widener

**The Science of Science Communication (21141)** 2 units. The simple dissemination of valid scientific knowledge does not guarantee it will be recognized by non-experts to whom it is of consequence. The science of science communication is an emerging, multidisciplinary field that investigates the processes that enable ordinary citizens to form beliefs consistent with the best available scientific evidence, the conditions that impede the formation of such beliefs, and the strategies that can be employed to avoid or ameliorate such conditions. This seminar will survey, and make a modest attempt to systematize, the growing body of work in this area. Special attention will be paid to identifying the distinctive communication dynamics of the diverse contexts in which non-experts

engage scientific information, including electoral politics, governmental policy making, and personal health decision making. Permission of the instructor required. Paper required. *Also PSYC 601b*. D.M. Kahan

**Sentencing (21095)** 3 units. This seminar will examine the history, philosophy, and administration of the criminal sentencing process. The class will study both state and federal sentencing systems, exploring the discretionary powers of judges and prosecutors in these systems and the ways in which discretion is constrained. The seminar will pay particular attention to the history of the United States Sentencing Guidelines and study how these guidelines have been applied in individual cases. The class will also examine the relationship between sentencing guidelines and the criminal code; the interplay between principles of proportionality, severity, and parsimony; and the impact of race, class, and gender on sentencing outcomes. Paper required. Enrollment limited. F.M. Doherty and S. Russell

**Specialized Legal Research in Corporate Law (21489)** 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 (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)** 1 unit, credit/fail. Explores methods for finding the major sources of international law, including treaties and customary law; material from 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. 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. Minimum enrollment of five required. S.B. Kauffman, R. Harrington, E. Ma, and T. Miguel-Stearns

**Sports Law: Seminar (21380)** 2 units. An examination of the law relating to the organization of amateur and professional sports with the principal emphasis on the common law, antitrust, labor law, and intellectual property law. The economics of organizational problems will also be discussed. Scheduled examination or paper option. R.K. Winter

**\*+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. L. Greenhouse, A.J. Pincus, C.A. Rothfeld, and J.M. Balkin

**Sustainability: Environment, Energy, and the Economy in the Twenty-First Century (21758)** 2 or 3 units. This seminar will explore the interlocking set of challenges that stem from society's desire for low-cost, clean energy that can support a vibrant economy and the simultaneous need to reduce pollution, address climate change, conserve natural resources, and address the other negative impacts of industrialization and economic growth. The seminar will review the data and analysis that flow from the Earth's recent economic growth trajectory—and the origins of sustainability thinking from Aldo Leopold to Rachel Carson to Gro Harlem Brundtland. It will then unpack the ecological, political, economic, legal, institutional, and historical elements of sustainability as an overarching concept that might provide an alternative path forward. The 2015 version of this course is designed for Law and F&ES students interested in digging into various aspects of the “sustainability imperative” and in helping to develop an undergraduate sustainability course to be offered in 2016. Paper required. Enrollment limited to eighteen, with eight places allotted to Law students. *Also F&ES 842b*. D.C. Esty

**Topics in Behavioral Law and Economics (21649)** 2 units. This course will explore a range of issues at the intersection of law and human behavior, including people's conduct under risk and uncertainty; the commitment to fairness; social influences; adaptation; subjective well-being; and implicit bias. Some discussion will be devoted to the uses and limits of paternalism and to the ability of the legal system to accommodate and respond to what we know about human behavior. The course materials will consist of articles from the social science and legal literatures. Paper required. The paper for this course may be used in satisfaction of either the Supervised Analytic Writing requirement (in which case the course should be taken for 3 rather than 2 units) or the Substantial Paper requirement. Enrollment limited. C. Jolls

\*†**Transnational Development Clinic (21650)** 3 units, credit/fail, with a graded option. Students who enroll in the spring term will have the option to continue the fieldwork component in the fall term. Permission of the instructor required. Enrollment limited. M.I. Ahmad

**Treaties and Other International Agreements in International and National Law (21460)** 2 units. The focus will be on the law of treaties and other international agreements from the perspective of international law and U.S. constitutional law. At that interface, the class will be especially concerned with the making of agreements and their incorporation; the termination of agreements; the effect of provisional application regimes; and *modus vivendi* and unratified agreements. Scheduled examination or paper option. Enrollment capped at twenty-five. L. Brilmayer and W.M. Reisman

†**Trial Practice (21183)** 2 units, credit/fail. An introduction to trial evidence and to the techniques and ethics of advocacy in civil and criminal trials. Students will act as lawyers in simulated trial situations. The instructors will be judges and experienced trial lawyers from the community who will provide instruction and critique. S. Wizner

**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 inbound transactions (income earned by foreign persons from investing and doing business in the United States) and 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 will explore recently proposed changes to U.S. international tax law and policy. Prerequisite: Federal Income Taxation. Self-scheduled examination. Enrollment capped at thirty-five. J.M. Samuels

**U.S. Legal History: Directed Reading (21113)** 2 units. This seminar will take up readings in the history of law in British North America and the United States from European contact into the 1960s and 1970s. Topics include law in the colonies and among Native peoples; legal controversies of the American Revolution and the Constitution; the laws of capitalism and slavery; the jurisprudence of the Civil War and Reconstruction; legal education and the legal profession; the rise of the administrative state; and the civil rights revolution and its aftershocks. Paper required. Enrollment limited to twenty. *Also HIST 762b*. J.F. Witt

**\*+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 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, 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 wrongful detention and deportation of immigrant veterans; and federal and state regulatory and legislative advocacy concerning veterans' employment issues, treatment of service members with PTSD, and 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, M.M. Middleton, and B.Y. Li

**White-Collar Criminal Defense: Law, Ethics, and Strategy (21430)** 3 units. This course will consider the legal, ethical, and strategic challenges facing white-collar criminal defense lawyers, both those representing individuals and those representing entities, in this era of few trials and pressure to cooperate with the government. The class will examine all stages of white-collar representations, including the financial and psychological dimensions of being retained; developing information (through internal investigations and otherwise) and controlling the flow of information to the prosecutor and other defense counsel (including through joint defense agreements); persuading prosecutors not to bring charges; negotiating with the prosecutor for immunity or cooperation agreements for individuals and corporations (including deferred prosecution agreements);

assertions of the Fifth Amendment privilege; the tension between individual and corporate representations; plea or trial strategies (including the use of jury consultants) and approaches to sentencing; and parallel proceedings (including investigations by the SEC, state AGs, foreign law enforcement authorities, and private civil litigation). The class will consider how the defense lawyer can succeed in disproving Dylan's observation that "you can't win with a losing hand." Students must have taken at least one course in criminal law or criminal procedure. Regular "response" or "hypothetical" papers will be required throughout the term. Permission of the instructors required. K. Stith and D.M. Zornow

**\*†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, 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 units each term). The clinical course and fieldwork must be taken simultaneously in both terms. Enrollment limited. M.I. Ahmad, A.N. Hallett, and M.J. Wishnie

# 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 2013–2014 academic year follows:

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. NYU professor Richard H. Pildes delivered the lecture, titled “Romanticizing Democracy and the Decline of American Government.”

The *Arthur Allen Leff Fellowship* brings to Yale Law School individuals whose work in other disciplines illuminates the study of law and legal institutions. Elizabeth Anderson, Professor of Philosophy and Women’s Studies at the University of Michigan, delivered the lecture, titled “Social Movements, Experiments in Living, and Moral Progress: Case Studies from Britain’s Abolition of Slavery.”

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 Andrew Lo gave this year’s Raben/Sullivan & Cromwell Fellowship lecture, entitled “Big Data, Big Brother, and Financial Regulation.”

The *Sherrill Lectureship* brings distinguished visitors with special expertise in problems of international law and international relations. This year’s Sherrill Lecture was given by Olivier Duthéillet de Lamothe, President of the Social Chamber of the State Council of France. His talk was titled “The Transformation of Judicial Review in France: From Corneille to Racine.”

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. The Honorable Sonia Sotomayor ’79, Associate Justice of the United States Supreme Court, delivered the 2013–2014 Thomas Lecture, which took the form of a conversation with Joseph Goldstein Lecturer in Law Linda Greenhouse ’78 M.S.L.

The *Judge Ralph K. Winter Lectureship on Corporate Law and Governance* supports lectures on corporate law and governance and related topics. MIT professor Daron Acemoglu



delivered the lecture, entitled “The Value of Political Connections in Turbulent Times: Evidence from the United States.”

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 *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 *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 *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.

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 *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.

Other special guest lecturers included Floyd Abrams '60, who discussed his recent book, *Friend of the Court*, on Constitution Day, sponsored by the Law School's Information Society Project and its Floyd Abrams Institute for Freedom of Expression. Neal Katyal '95 gave a special Dean's Lecture on the architecture of government, and Harvard Law professor Cass Sunstein spoke on NSA surveillance as part of ISP's Thomson Reuters speaker series. The American Constitution Society hosted a discussion with United States Solicitor General Donald Verrilli. Former Deputy Secretary of State James B. Steinberg

'78 lectured on U.S.-China relations, and comedian and television personality Stephen Colbert gave a special Dean's Lecture on the topic of Super PACs.

Daniel Tarullo, a member of the Board of Governors of the Federal Reserve System, gave the keynote address at the Sullivan & Cromwell Conference on Challenges in Financial Services. The Law School also held a conference titled "The Influence of Robert H. Bork on Antitrust Law," sponsored by the Federalist Society and the Kauffman Program in Law, Economics and Entrepreneurship.

The Orville H. Schell, Jr. Center for International Human Rights held its annual Bernstein Symposium, which focused on "Human Rights in the Streets" and included a special tribute to founder Robert L. Bernstein. The Law School also held a Global Seminar on Military Justice, sponsored by the Oscar M. Ruebhausen Fund.

Other notable conferences included the seventeenth annual Arthur Liman Public Interest Law Colloquium, with this year's focus on incarceration; and the twentieth annual Rebellious Lawyering Conference. The *Yale Law Journal* hosted a symposium on the civil rights revolution. The Critical Race Theory Conference brought together a group of leading thinkers on race and civil rights to discuss the "Post-Racial Era."

A New Directions in Environmental Law Conference was also cosponsored by the Yale School of Forestry & Environmental Studies, and the Law School held its first Health Law & Policy Society Conference, as well as a new series of lectures on Islamic law, the Dallah Albaraka Lectures on Islamic Law & Civilization.

## 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.

Several initiatives are designed to increase knowledge at Yale of Latin America and to strengthen democratic institutions and practices there. 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 Colección Yale-Palermo de Ciencias Jurídicas, the Spanish-language book series of works by Yale Law faculty. 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. Professor Daniel Markovits is the faculty director, and Professors Bo Burt, Owen Fiss, Claire Priest, and Cristina Rodríguez are codirectors. Additional information on Latin American Legal Studies at Yale is available at [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. 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 additional 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 at [www.law.yale.edu/yclp](http://www.law.yale.edu/yclp).

## THE GRUBER PROGRAM FOR GLOBAL JUSTICE AND WOMEN'S RIGHTS AT YALE LAW SCHOOL

The Gruber Program at the Law School consists of three core components: the Global Constitutionalism Seminar; the Gruber Distinguished Lectures in Global Justice and Women's Rights; and the Gruber Fellowships in Global Justice and Women's Rights. 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. The Gruber Distinguished Lecture in Global Justice and the Gruber Distinguished Lecture in Women's Rights are signature lectures open to the entire Yale community and other interested groups. The events feature speakers whose exceptional achievements have served the causes of global justice and women's rights. The lectures are often accompanied by panels and conferences, and the lecturers may spend time at Yale Law School teaching a class or engaging in a range of other community activities, such as master's teas and faculty workshops. The Gruber Fellowships in Global Justice and Women's Rights allow recent graduates of Yale graduate and professional schools to spend a year working on issues of relevance to the fields of global justice and/or women's rights.

## THE YALE CENTER FOR PRIVATE LAW

The Yale Center for Private Law serves as a focal point for the study of private law at the Law School and, more generally, at the University. The center, which brings together scholars from other universities throughout the United States and internationally, promotes the interdisciplinary study of private law, with a special emphasis on economically informed philosophical, sociological, and doctrinal scholarship. The center engages students and scholars through intensive reading weekends, seminars, guest speakers, and other activities.

## 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 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 year, the center sponsors the Bert W. Wasserman Workshop in Law and Finance, which invites scholars from other universities to present their current research, and additional lectures, panels, and symposia at the Law School. It also organizes the Craig Wasserman '86/Wachtell, Lipton, Rosen & Katz Breakfast Program panels for alumni in New York City. In the spring term, the center supports 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 and other members of the bar, judiciary, government, and investment and business communities.

Professor Roberta Romano is the center's director. William Clayton and Érica Gorga 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, Amy Chua, 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 [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 China Law 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 is available at [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 and other 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 the Study of Reproductive Justice. Much of the ISP's work has focused on 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 on the Internet, democracy and civic participation in cyberspace, the civil liberties implications of telecommunications design, biotechnology and access to medicines, 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 ISP 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. Additional information on the ISP is available at [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 incarceration in fall 2013 and criminal justice reform movements in spring 2014. 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 2014–2015 awards, the Liman Program has supported more than one hundred fellows at more than 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,” “Accessing Justice/Rationing Law,” and “Navigating Boundaries: Immigration and Criminal Justice.” In April 2014, the colloquium, “Isolation

and Reintegration: Punishment circa 2014,” brought those who run prisons, sentence people to prison, study prisons, advocate on behalf of prisoners, and have spent time in prison together to discuss possibilities for reforming how society punishes its members.

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 Johanna Kalb, and the Senior Liman Fellow in Residence is Megan Quattlebaum.

## 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 in their efforts to promote respect for human rights.

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 & 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 2014, the center’s annual conference, the Robert L. Bernstein International Human Rights Symposium, was “Human Rights in the Streets.”

During 2013–2014, speakers at the center’s biweekly Human Rights Workshop: Current Issues and Events included Luis Moreno Ocampo, the first prosecutor of the International Criminal Court; James Goldston, executive director of the Open Society Justice Initiative; Samuel Rascoff, Associate Professor of Law and Faculty Director of the Center on Law and Security at New York University School of Law; and Param-Preet Singh,



Senior Counsel in the International Justice Program at Human Rights Watch. Advocates from human rights organizations, scholars, and journalists spoke on such topics as “Global Order through Law: Learning from Darfur, Libya, Kenya, Colombia, Korea and Palestine,” “Short-Circuiting Democracy?: ‘Third Country’ Workers and Prisoners on U.S. Military Bases,” “The Right to Gender Identity in Argentina: Its Context and Originality and the Need for Its Global Diffusion,” and “Solitary Confinement in U.S. Prisons, Jails, and other Places of Detention.”

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 “Against a Tide of Evil’: What We Can Learn from Darfur to Prevent Genocide,” “The Syrian Refugee Crisis: Humanitarian and Human Rights Perspectives,” “Human Rights Abuses during the Ukraine Protests,” “Human Rights in Singapore,” and “The Globalization of High Seas Interdiction: Sale’s Legacy and Beyond.”

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 2013–2014 Bernstein Fellows worked with the Center for Justice and Accountability in San Francisco, engaging in fact-gathering efforts to secure evidence for potential civil litigation in the United States and for international accountability efforts; with Human Rights Law Network in New Delhi, India, on projects related to coercive sterilization, maternal mortality, child marriage, sexual education, the right to food, and access to family planning and contraception; and with the Crimes Against Humanity Program of Human Rights First, focusing, first, on identifying the networks of states, corporations, and individuals that provide material support to groups that perpetrate mass atrocities and, second, on domestic and international actions that can be taken to disrupt those networks.

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 human rights agencies. The 2013–2014 Robina Fellows worked as a judicial clerk at the European Court of Human Rights in Strasbourg, France; in the Legal and Enforcement Unit of the Presidency of the International Criminal Court in The Hague; in the chambers of the President of the International Criminal Tribunal for the Former Yugoslavia (ICTY) in The Hague; and as a clerk in the Appeals Chamber of the ICTY.

Each summer, the Schell Center provides students with funding for international human rights work. In 2013, 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-two 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 Fellow in 2013–2014 was Wan Yanhai, a doctor and activist from China working on health

rights, particularly the rights of people with HIV. Robina Visiting Fellows were Alisha Bjerregaard, Tom Dannenbaum, Lucas Guttentag, and Yair Lorberbaum. Schell Visiting Fellows were Kiel Brennan-Marquez, Hassan Jabareen, Zachary D. Kaufman, Fernando Muñoz, and Faezeh Vaezfakhri.

The Robert M. Cover–Allard K. Lowenstein Fellow in International Human Rights Law spends two to three 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 2014–2015 is Soo-Ryun Kwon.

The directors of the Schell Center are Professors Paul W. Kahn and James J. Silk. The executive director is Hope Metcalf. The Schell Center's e-mail address is *schell.law@yale.edu*.

## OPPORTUNITIES FOR STUDY IN LEGAL HISTORY

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

## VISITING RESEARCHERS

Each year the Law School has in residence a small number of 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 2014–2015 the fee is \$4,000 per term, or \$8,000 per academic year. No financial aid from the Law School is available for participants in this program.

The visiting researcher application is available on the Law School Web site at *www.law.yale.edu/admissions/visitingresearcher.htm*. Applications must include 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, unless the applicant's secondary (high school) education was completed in the United States, U.K., Australia, New Zealand, Ireland, or Canada (in a school where English is the medium of instruction); 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, Ford Foundation, 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)*.

# Academic Requirements and Options

## REGISTRATION

All new J.D., J.S.D., LL.M., and M.S.L. students are required to register in person at the Law School on August 27, 2014. Ph.D. students are required to register with the Graduate School of Arts and Sciences on the Graduate School's schedule.

All returning students are required to register in person at the Law School on September 2, 2014. J.D. students may not register for their penultimate term unless they have completed one of the two writing requirements (see Writing Requirements, below).

For the spring term, all students must register in person at the Law School on January 20, 2015.

First-term J.D. students will not be allowed to register 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 registrar with two passport-sized photographs and official transcripts of a bachelor's degree and the first year of law school.

A fee of \$50 will be charged for late registration. This fee will be waived only with the registrar's written permission to register late. Written permission must be received prior to the designated registration day.

Classes commence on September 3, 2014, for the fall term and January 20, 2015, for the spring term.

## 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. After that time period, a student may not add or drop a course 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, or the associate dean for student affairs and the registrar approve another number of units. Forms for adding and dropping courses must be signed by the instructors of the respective courses and filed with the Office of the Registrar. A course requiring an examination must be added or dropped by the final day of classes. In fall 2014, the deadline for adding or dropping such a course will be Thursday, December 18; in spring 2015, the deadline will be Monday, April 27. 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.

## LIMITED ENROLLMENT

A faculty member may set a limit on or special qualifications for enrollment in a course, and these will be specified in the course description. If no such limitations have been set, enrollment in a 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.

## **CREDIT/FAIL UNITS**

A faculty member may offer a course or program of individual work on a credit/fail basis if the faculty member believes the work makes it infeasible 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. The faculty member should make these determinations at the beginning of the term. 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 by filing the appropriate form with the Office of the Registrar by the published deadline for the term. After this deadline, the grade mode may not be changed by the student or the faculty member.

## **EXAMINATIONS AND PAPERS**

Law School examinations are given during a period (normally two weeks) at the end of the 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 be made only during the last week of classes, except in case of sudden emergencies, such as illness. In fall 2014, requests for rescheduled examinations must be made between December 11 and 18; in spring 2015, between April 20 and 27.

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

All papers assigned during the term, and all papers submitted in lieu of examinations in courses where that is authorized, are due, unless otherwise indicated by the instructor, on the final day of the examination period for that term.

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. Extensions

of time beyond these limits shall be approved only in cases in which 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 a paper or examination, the instructor may award a grade of Failure for the paper or examination.

## 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.

An instructor's evaluation of the quality of a student's work is final and may not be appealed, except where a student alleges that the grade resulted from discrimination based on race, sex, color, religion, national or ethnic origin, disability, or sexual orientation. Students should raise such allegations with the dean of the Law School.

## REQUIREMENTS FOR THE DEGREE OF JURIS DOCTOR (J.D.)

To qualify for the J.D. degree, students must at all times meet the conditions for continuation as a degree candidate, complete a total of 83 units of satisfactory work, satisfy the writing requirements and other requirements specified below, spend at least six full terms or the equivalent thereof in residence, and be recommended for the degree by the faculty. No degree will be awarded if incomplete work remains on a student's record.

Attendance at Yale Law School must be full-time for a period of six terms. Each term, including the final term in residence, a student must enroll for no fewer than 12 and no more than 16 units of credit, unless approval is given by the appropriate dean and the registrar. Such approval is granted only in unusual circumstances. 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. Failure to attend scheduled classes without good cause, such as illness, constitutes adequate grounds for dismissal from the Law School.

Students may work no more than twenty hours per week during the term.

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.

### *First Term*

Each student must take courses in Constitutional Law, Contracts, Procedure, and Torts. In one of these subjects, the student is assigned to a small group. This seminar-style course, with about seventeen students, integrates elementary training in legal research and writing with regular course work. All first-term courses are graded on a credit/fail basis.

### *Curriculum after the First Term*

To graduate, students must, after the first term, satisfactorily complete at least 67 units of credit. A minimum of 64 of the 83 units required for graduation must be for work supervised by Yale Law School faculty. A maximum of 10 of the 83 units required for graduation may be for supervised research and reading. Students are free to select their own curriculum, but each student 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 providing 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 (†).

### *Conditions for Continuing as a J.D. Candidate*

A J.D. student who receives 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. A student will be disqualified as a J.D. candidate and will not be allowed to continue in the School if he or she receives (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 be readmitted only upon a favorable vote of the Faculty in Executive Session.

At the end of a student's first and second terms, an associate dean will consult with the student if he or she 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. The dean and the student will 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*

After the first term, a student must satisfactorily complete at least 51 units of graded work. At least 9 graded 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.

Credit/fail work will not be accepted toward fulfillment of the Supervised Analytic Writing requirement. The Substantial Paper requirement may be satisfied by a paper written for a Supervised Research program on a credit/fail basis, or a course offered on a credit/fail basis. For Substantial Papers that are written as Supervised Research, the election of graded or credit/fail must be made at the beginning of the project.

### *Writing Requirements*

For graduation, each student must complete 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 supervisor of one of those writing projects must certify the student's successful completion of the project before the student can register for her or his penultimate term (see Registration, above); 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 fall-term examination period.

A Supervised Analytic Writing paper for 3 units involves work that is closely supervised by a professor 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. Supervisors may accept Substantial Papers written for a Supervised Research program or course offered on either a graded or credit/fail basis. For Substantial Papers that are written as



Supervised Research, the election of graded or credit/fail must 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.

Only instructors with particular appointments at Yale Law School are eligible to serve as supervisors for Supervised Analytic Writing papers or Substantial Papers. For a complete list of which faculty and visitors may supervise Supervised Analytic Writing papers and Substantial Papers, please consult the Office of the Registrar's Web site at YLS: Inside.

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

### *Research and Writing Opportunities*

Students have numerous opportunities to engage in research and writing under faculty supervision. These include writing in connection with seminar courses, writing in a clinical program, and individual research and writing under faculty supervision. The faculty encourages students to publish their written work in law journals and other periodicals and to make this work available to other scholars. Prizes are awarded for outstanding scholarly writing (see Prizes, in the chapter Alumni, Endowment Funds, and Non-Endowed Prizes).

### *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 regulatory proposals, 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 nearly 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) Legislative Advocacy, representing clients seeking assistance in researching and drafting Connecticut legislation; (7) 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; (8) Mortgage Foreclosure, representing persons in foreclosure proceedings; (9) 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; (10) 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 (11) 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 have secured 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, Yale Law School offers other clinics, projects, and experiential learning opportunities. These include (1) Capital Punishment Clinic; (2) Education Adequacy Project; (3) Environmental Protection Clinic; (4) Ethics Bureau; (5) Global Health and 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. The Law School also offers a number of simulation courses in transactional areas.

### *Student-Directed Forensic, Experiential, 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; Green Haven 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. For the student-edited journals listed above, credit is awarded 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 nearly 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 the supervising faculty member, students may undertake reading or research programs for credit. There are two types of programs: (1) supervised reading or research with a faculty member, and (2) faculty-sponsored reading groups. No more than 10 units of credit for such 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 or research, the program must be arranged with the faculty member and filed with the Office of the Registrar within the first two weeks of the term. In any term, a student may take at most 6 units of supervised research and supervised reading, no more than 3 of which may be for supervised reading. The registrar's permission is required for a student to take more than 3 units of supervised research and supervised reading with a single supervisor in a term.

In the case of an approved reading group, each participating student may receive no more than 1 unit of credit, which must be ungraded. To obtain approval for a reading group, the student(s) organizing the group must submit a written proposal to the registrar. 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. For a student to receive credit, the student organizers must certify that each student attended at least 700 minutes of group meetings. As noted above, no more than 4 units of credit for reading groups may be counted toward the 83 units required for graduation. For fall 2014, the deadline for submitting faculty-reviewed and approved proposals to the registrar will be Wednesday, August 20; for spring 2015, Thursday, December 11.

### *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 product, either at or away from the Law School. Approval of a proposal for an Intensive Semester is restricted to 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 pursued away from the Law School may be located at an archival site or at a site for fieldwork where necessary to achieve 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 Semester, rather than a conventional semester spent at the Law School, more effective for attaining the student's educational goals; and (5) the necessary relationship between any fieldwork and the research and writing component. The 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 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 Semesters 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 Program proposals can be found on the Important Dates calendar published by the Office of the Registrar. An Intensive Semester Research Program application will be accepted by the registrar only if the student has completed all work in previously taken courses. 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 during his or her final term nor take more than one Intensive Semester while at the Law School. A student who undertakes an Intensive Semester away from the Law School will be expected to complete the balance of his or her legal education in residence at the Law School.

Full tuition is charged during the Intensive Semester regardless of where the project is pursued. Financial aid from the Law School will be awarded under the same circumstances and in the same manner as to students in residence. A student may have financial aid budgets adjusted to reflect the extra, 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 approved in advance by the director of financial aid.

### *Courses Outside the Law School*

After the first term, students may take for Law School credit a limited number of courses in the Graduate School, other professional schools, or the undergraduate college of Yale University. Such courses must be relevant to the student's program of study in the Law School or planned legal career. To obtain permission to take such a course, a student must provide a written statement explaining how the course relates to the student's 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 determines the appropriate number of units of credit to be awarded for the course. Only one outside course per term is ordinarily allowed, and at most 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. An outside course may be elected on a credit/fail basis only if the other school or department

permits that option for that course. The requirements of the other school or department must, of course, be satisfied. Other schools' 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 of Yale University, the Law School offers programs leading to a master's degree and a J.D. or to a doctorate and a J.D. These programs are intended for those who wish to acquire specialized skills or 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-degree programs with the Divinity School and the Schools of 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.

During 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). Joint-degree students who receive 12 units of joint-degree credit may not count other outside courses toward the J.D. For more information on joint-degree requirements, consult the Office of the Registrar's Web site at YLS: Inside.

### *Master of Arts*

Some Graduate School departments and programs offer one-year master's degrees for Yale Law School students, e.g., Economics, and others offer two-year programs. Students should consult the director of graduate studies in the relevant department for information about the program.

Application for a master's degree program can 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. Detailed instructions about applications should be obtained from the Graduate School Office of Admissions.

## *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 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 each school.

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 they may apply during their first year at the School of Management or their first or second year at the Law School.

## *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. The deadline for application to Ph.D. programs varies. Please check the graduate student Web site for application information for the specific program of interest. Applicants who are potentially interested in a joint J.D.-Ph.D. program may direct any questions to the Admissions Office.

### **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 waiting to do 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 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. A leave may be arranged under terms the dean deems appropriate, provided that a definite time is fixed for the student's return 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 Executive Session, as the dean may in extraordinary cases. A student who has not completed the first term will ordinarily not be granted a leave of absence except on serious medical or personal grounds. When 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 the student taking the 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, the student 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 readmission.

Readmission in any circumstances other than those described may be sought by petition to the Student Petitions Committee.

### 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, the student must secure written permission to return from a physician at Yale Health and must comply with the requirements for readmission set forth by the dean. 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 or



childrearing 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 Yale University Resources and Services, under Health Services.

#### 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 oral 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. A 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 at which the student left 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 because 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 justifies 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 must petition the dean for permission. The dean shall ordinarily grant such permission only in cases of significant personal hardship. To grant such permission, the dean must find that the proposed program of study is acceptable and that it will count for no more than 24 units of credit toward meeting Yale Law School's degree requirements. Such credit will be given only for work completed in residence at the other law school, with a weighted average determined in advance by the dean, that would be at least the equivalent of a Pass at Yale Law School. Students denied permission by the dean may

appeal to the Student Petitions Committee. No more than one year of residence and the associated units of credit will 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 also 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 a U.S. law school to embark upon a career in the legal academy or other careers that require a scholarly mastery of law. The program gives students a broad foundation in the canonical texts and methods of legal scholarship and supports 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 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. To qualify for the J.S.D. degree, an admitted candidate must submit a dissertation that makes a substantial contribution to legal scholarship.

The J.S.D. dissertation must ordinarily be completed and approved by the student's dissertation committee by May 1 in the fifth year after J.S.D. admission. Extensions may be granted, but only in extraordinary circumstances.

After a dissertation has been approved by the candidate's dissertation committee and the faculty of Yale Law School, the graduate program director shall submit a copy (either printed or as a pdf file) to the Law Library. For up to six months following faculty approval of the degree, the degree candidate may submit a revised version (correcting typographical errors, revising footnotes, or making other changes approved by the candidate's committee).

If the dissertation or any portion of it is thereafter published, the published version shall state that it has been submitted in partial fulfillment of the requirements for a graduate law degree at Yale Law School. All J.S.D. dissertations accepted by the faculty

of Yale Law School shall be available for circulation through the Yale Law School Digital Repository and as a permanent part of the Law Library collection. Classified or restricted research is not acceptable as part of the dissertation. Candidates may petition the Law School's Graduate Policy Committee to limit electronic and public access to their dissertations, but permission will be approved only for compelling reasons. Under normal circumstances, all dissertations must be available for inspection by any member of the Yale University faculty or administration.

To be awarded the J.S.D. degree, a candidate must have spent at least two terms in residence. 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 based on demonstrated financial need, and the extent and conditions of any support will be individually arranged. 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.

More than two 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 consult the section on 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.)*

Each year, the Law School admits a limited number of graduate students 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. Beyond meeting credit requirements for the degree, no uniform course of study is prescribed for LL.M. candidates. An LL.M. candidate's program of study consists of a minimum of 24 units of credit (at least 12 units per term, unless approval is granted by the assistant dean or director of graduate programs), which must include at least 18 units of regular course offerings (in the Law School or in other schools in the University). These 18 units may include up to 6 units of research supervised by a Law School faculty member. With approval of the instructor and a Law School faculty member, 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 the required 18 units of regular course offerings, but may count toward the required 24 units. During the program, up to 6 units (or 8 units if a candidate takes a first-term ungraded course) may be taken credit/fail, with the consent of the instructor. 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 by filing the

appropriate form with the Office of the Registrar by the published deadline for the term. After this deadline, the grade mode may not be changed by the student or the faculty member.

Students will be withdrawn from the LL.M. program if they receive one Failure or more than one Low Pass during the two academic terms. A student who has been withdrawn as an LL.M. candidate for not maintaining satisfactory grades will only be readmitted upon a favorable vote of the Faculty in Executive Session.

LL.M. candidates are expected to complete all degree requirements by the end of the spring term of the academic year during which they matriculate. If an extension is warranted, LL.M. work must be completed successfully by December 1 of the calendar year in which the student was to have graduated. Otherwise, the candidate will be withdrawn from the LL.M. program. No degree will be awarded if incomplete work remains on a student's transcript, even if the student has completed the minimum required credits for the degree.

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 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. Participants in the M.S.L. program are not eligible for subsequent admission to the J.D. 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. Typically no more than 6 units of credit for courses outside the Law School can be counted toward the degree.

In the second term, at least 10 of the 12 units required must be graded units. 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 by filing the appropriate form with the Office of the Registrar by the published deadline for the term. After this deadline, the grade mode may not be changed by the student or the faculty member.

Students will be withdrawn as M.S.L. candidates if they receive one Failure or more than one Low Pass during the two academic terms. A student who has been withdrawn as an M.S.L. candidate for not maintaining satisfactory grades will only be readmitted upon a favorable vote of the Faculty in Executive Session.

M.S.L. candidates are expected to complete all degree requirements by the end of the spring term of the academic year during which they matriculate. If an extension is warranted, M.S.L. work must be completed successfully by December 1 of the calendar year in which the student was to have graduated. Otherwise, the candidate will be withdrawn from the M.S.L. program. No degree will be awarded if incomplete work remains on a student's transcript, even if the student has completed the minimum required credits for the degree.

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

# 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 2015, 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 2015.
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 28, 2015. 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 662 Penn Street, Newtown PA 18940; or by telephone at 215.968.1001.

### *Transfer Policy/Advanced Standing*

Students who have done one year of full-time work (or the equivalent) in residence at another U.S. law school may apply to transfer to Yale. At least two years' work must be done at Yale Law School. Credit will be granted only if the other school is approved by the American Bar Association and if the applicant maintained a weighted grade average of not less than B (or an equivalent) for all work in that school. A maximum of 28 units will be transferred from that school toward the J.D. requirements at Yale Law School. To be considered, an applicant must have received or expect to receive a bachelor's degree (or the equivalent) before matriculating at Yale Law School. Applicants in special programs



in U.S. law schools who have completed the first year of law school while completing the requirements for a bachelor's degree may be considered for transfer.

Application forms for transfer are available online at [www.lsac.org](http://www.lsac.org). Transfer applications must be filed by July 1. A completed file includes an application form, a 250-word essay, a personal statement, a CAS report, deans' certifications from all degree programs in which the applicant has been enrolled, 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 students 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, in 2014–2015 is \$28,100 per term. The total yearly bill is \$56,200, 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, above) 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 2014–2015, the last days for refunding federal student aid funds will be November 5, 2014, in the fall term and April 2, 2015, 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 13, 2014, in the fall term and January 30, 2015, 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 (September 29, 2014, in the fall term and February 15, 2015, 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 26, 2014, in the fall term and March 23, 2015, 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 2014–2015 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 2014–2015 students are expected to meet \$41,100–\$43,100 (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 2013, the Law School provided fellowships for 167 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 2014, 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 \$45.5 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 (P.H.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 by Wednesday, March 25, 2015. 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 plans.

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, 2014:
  - (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, 2014, unless the applicant's secondary (high school) education was completed in the United States, U.K., Australia, New Zealand, Ireland, or Canada (in a school where English is the medium of instruction). 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 fee waiver application, stating why payment would pose a financial hardship.

Application forms may be accessed online at [www.law.yale.edu/admissions/stepsapplyLLM.htm](http://www.law.yale.edu/admissions/stepsapplyLLM.htm). Early filing is recommended. The LL.M. application and all supporting documents must be submitted through LSAC (Law School Admission Council). LL.M. admission decisions are typically announced in mid-March. Previous applicants who were not admitted to the LL.M. program must submit a completely new application and pay the application fee. Applicants who have been denied admission three times may not file further applications.

### *Expenses and Financial Aid*

Tuition and estimated living expenses for graduate students in the LL.M. program in 2014–2015 are the same as for J.D. students (see Financing Law School, above). Tuition for resident J.S.D. candidates in 2014–2015 is \$21,000. To be maintained on Law School

records, nonresident J.S.D. candidates are charged a \$175 fee per term. An additional fee of \$175 will be charged upon approval of a dissertation.

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

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

### *Admissions*

Applicants for this program must:

1. Have a doctoral degree or be a doctoral candidate in a field other than law, unless the applicant is a working journalist. Journalists must have at least a bachelor's degree.
2. Submit:
  - (a) a completed application form ([www.law.yale.edu/graduate/msl\\_application.htm](http://www.law.yale.edu/graduate/msl_application.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, unless the applicant's secondary (high school) education was completed in the United States, U.K., Australia, New Zealand, Ireland, or Canada (in a school where English is the medium of instruction).
3. Pay a nonrefundable application fee of \$75 or submit a fee waiver application, stating why payment would pose a financial hardship.

Previous applicants who were not admitted to the M.S.L. program must submit a completely new application and pay the application fee. Applicants who have been denied admission three times may not file further applications.

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 Monday, January 12, 2015. 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 to a central place in American law the fundamental principles of respect for human dignity, protection of individual rights and liberties, genuine equality, and access to justice.

*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*, which is concerned with issues affecting members of the African diaspora, 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* promotes 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 the St. Thomas More chaplaincy and 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* (NALSA) 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 *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* (YELA) aims to build on Yale Law School's legacy as an important center for groundbreaking environmental thinking by drawing attention to all aspects of environmental law and related fields. It supports YLS community events, speakers and reading groups, and opportunities to connect and collaborate with other campus groups, and it promotes sustainability in the use of Law School facilities. YELA places special emphasis on the interdisciplinary, multifaceted character of environmental law and its relevance to a wide range of legal and policy issues.

The *Yale Federalist Society* is a group of conservative and libertarian law students dedicated to fostering discussion of and debate on 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 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 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 & 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 & 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 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 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* is an organization dedicated to providing resources for international students at YLS. The organization creates a space for students

to come together to understand the specific challenges and opportunities of being a foreign law student in the United States.

*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 second- and third-year students manages and produces eight issues of the *Journal* per year. The *Journal's* online YLJ forum features original essays on timely and novel legal developments as well as responses to articles from the print *Journal*.

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 of 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 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.

*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.

*The Yale Law Veterans Association* is a nonpartisan group seeking to promote discussion on military and national security 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 Society of International Law*, formerly the Yale Forum on 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/mailling 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-five 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 150 legal employers from all parts of the country and abroad register 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 1,600 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 2013 accepted employment in twenty-nine 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 Law 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, an expansive array of licensed digital resources, and an exceptional team of law librarians. The Law Library supports the needs of twenty-first-century legal researchers by integrating access to print and online sources throughout the library.

The 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 equally long-standing international interests of the Law School faculty and students are supported by a 250,000-volume foreign and international law collection, which is complemented by licensed digital resources selected in accordance with the geographical and subject interests of our faculty and students. 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.

The library's collection of U.S. legal materials includes the reported state and federal court decisions, statutes and administrative rules, regulations, and decisions, together with related finding aids. The library also maintains approximately 10,000 active serial titles in print and digital formats and receives nearly every newly published academic press title in law. The library's rare book collection is among the best of any law library in the world and includes strong holdings of English legal history sources, including an unmatched collection of Blackstone editions. The rare book collection also has substantial holdings of Early English law, canon and Roman law, American trials, and illustrated law books.

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 catalog of the Yale University Library.

Full-text sources of digitized legal information include major commercial services, such as WESTLAW, LEXIS, and Bloomberg Law, supplemented by many other domestic and foreign online resources.

The Law Library's collections are complemented by the strong collections housed nearby at other campus libraries, including Sterling Memorial Library and the Beinecke Rare Book and Manuscript Library, which hold some fifteen million volumes and information in all media, ranging from ancient papyri to early printed books to electronic databases.

Law Library hours and services are structured to meet the needs of the Yale Law School community. Innovative 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 research and 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 for students, faculty, and staff throughout the year.

Interlibrary loan, document delivery, and paging, combined with scan-on-demand and deliver-on-demand services, further facilitate student and faculty research and instruction. For materials not available at the Lillian Goldman Law Library, the library provides free interlibrary borrowing services for members of the Law School community, enhanced by direct, seamless borrowing from other Ivy libraries. The rich resources of the other Yale campus libraries are made readily available to Yale Law School users through Eli Express, a free campus document delivery service. Finally, when students need a break, they can borrow an assortment of board games, DVDs, sporting equipment, and other items that provide temporary relief from the rigors of the academy.

# 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 2014–2015 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 opened 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, rare books, and manuscripts 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 second phase of its building conservation project during calendar year 2015. Further information, contact details, and updates about the renovation are available at <http://britishart.yale.edu/architecture/bcp>.

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

More than four hundred musical events take place at the University during the academic year. In addition to recitals by graduate and faculty performers, the School of Music presents the Philharmonia Orchestra of Yale, the Onepo Chamber Music Series at Yale, the Duke Ellington Jazz Series, the Horowitz Piano Series, New Music New Haven, Yale Opera, and concerts at the Yale Collection of Musical Instruments, as well as performances by the professional Yale Choral Artists and the postgraduate Yale Baroque Ensemble. 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 or “Yale Senate”) is composed of elected representatives from each of the thirteen graduate and professional schools. Any student in these schools is eligible to run for a senate seat during fall elections. Senate meetings occur on alternating Thursdays and are open to the entire graduate and professional school community, as well as representatives from the Yale administration. The senate advocates for student concerns and advancement by serving as a liaison between students and Yale administration, faculty, and officers. It also facilitates social interaction among graduate and professional students and works with local groups and initiatives to provide opportunities for students to give back to the community. The senate 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 post-doctoral 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 lactation room, and an ITS print station. 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 <http://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 <http://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.yhpstudentwaiver.yale.edu> that demonstrates proof of alternate coverage. It is the student's responsibility to report any changes in alternate insurance coverage to the Member Services Department. Students are encouraged to review their present coverage and compare its benefits to those available under Yale Health. The waiver form must be filed annually and must be received by September 15 for the full year or fall term or by January 31 for the spring term only.

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

## YALE HEALTH STUDENT TWO-PERSON AND FAMILY PLANS

A student may enroll his or her lawfully married spouse or civil union partner and/or legally dependent child(ren) under the age of twenty-six in one of two student dependent plans: the Two-Person Plan or the Student Family Plan. These plans include services described in both Yale Health Basic Coverage and Yale Health Hospitalization/Specialty Coverage. 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 (<http://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 (<http://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. Assistance with identifying and locating alternative sources of medical care may be available from the Care Management Department at Yale Health. 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. Fees will not be prorated or refunded. Students who withdraw are not eligible to enroll in Yale Health Student Affiliate Coverage. Regardless of enrollment in Yale Health Hospitalization/Specialty Coverage, students who withdraw will have access to services available under Yale Health Basic Coverage (including Student Health, Athletic Medicine, Mental Health & Counseling, and Care Management) during these thirty days to the extent necessary for a coordinated transition of care.

**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 (<http://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 (<http://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, 2010. 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, 2014. 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. Please see the Yale Health Web site (<http://yalehealth.yale.edu/forms>) for more details.

*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 ([anthony.kulikowski@yale.edu](mailto:anthony.kulikowski@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, voyeurism, 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

Office hours: 9 a.m.–5 p.m., M–F

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 Carole Goldberg, the director of SHARE (203.432.0310, [carole.goldberg@yale.edu](mailto:carole.goldberg@yale.edu)), Jennifer Czincz, assistant director (203.432.2610, [jennifer.czincz@yale.edu](mailto:jennifer.czincz@yale.edu)), Amy Myers (203.436.8197, [amy.myers@yale.edu](mailto:amy.myers@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*

203.432.4441 (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/police/sensitive-crimes-support>

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 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 28, 2013**

Miguel Francisco de Figueiredo  
Edward H. Francois  
Shruti Hazra  
Erin Lynn Miller  
Sarah Grace Millings  
Kenneth LeVon Perkins

### **Master of Laws, September 28, 2013**

Katharina Isabel Schmidt

### **Doctor of the Science of Law, September 28, 2013**

Michaela Hailbronner  
Brendan Lim

### **Master of Laws,**

#### **December 7, 2013**

Stephen Philip Donnelly  
Tal Sela

### **Doctor of the Science of Law, December 7, 2013**

Athanasios Efstratios Psygkas

### **Juris Doctor, February 22, 2014**

James Spaulding Eimers  
Kate K. Fletcher  
Christopher George Hollins  
Eli Banks Schachar  
Zachary Simmons  
Andrew Douglas Sternlight

### **Master of Laws, February 22, 2014**

Monika Ulagaraj Ehrman

### **Doctor of the Science of Law, February 22, 2014**

G. Eric Brunstad, Jr.  
James Edward Fowkes

### **Juris Doctor, April 5, 2014**

Sava Berhané  
Pratik Chougule  
Sinéad Nora Hunt

### **Doctor of the Science of Law, April 5, 2014**

Ling-Chien Jaclyn Neo

### **Juris Doctor, May 28, 2014**

Magdey Aly-Maher Abdallah  
Daniel David McDonough Abraham  
Justin Paul Accomando  
Emily Anne Alden  
Mathew Stuart Andrews  
Josef Teboho Ansorge  
Ida Fassil Araya-Brumskine  
Casey Anne Arnold  
Jessica Ann Asrat  
Lukman Segun Azeez  
Todd Benjamin Baker  
Caitlin Fitzgerald Bellis  
Shouvik Bhattacharya  
AZ Biazar  
Lauren Frances Biksacky  
Lisa Wang Bohl  
Daniel Franklyn Bousquet  
Julia Higgins Brower  
Emily Montgomery Brown  
Piotr Czeslaw Brzezinski  
Christian Russo Burset  
Andrew David Burt  
Angela Cai  
Benjamin Garrett Cain  
Kelly Nelson Carson  
Sarah Marie Caruana  
Yoon-Young Angela Choe  
Jonathan Huphon Choi  
Jane Yumi Chong  
Hyun Gyo Chung  
Paul Joseph Connell  
Douglas Henry Cunningham  
Su Da  
Grant Michael Damon  
Elizabeth Brodie David  
James Texas Dawson

Ravi Deedwania  
 Kyle Johnson Delbyck  
 Laura della Vedova  
 Matthew Robert Devlin  
 Daniel Patrick Driscoll  
 Jamie Brett Edwards  
 Benjamin Micah Eidelson  
 Amanda Amel El-Dakhkhni  
 Aditi Srividya Eleswarapu  
 Halley Wilder Epstein  
 Bridget Anna Fahey  
 Benjamin Frankel Farkas  
 Adele Helene Faure  
 David Russell Felton  
 Laura L. Femino  
 Micah Festa Fergusonson  
 Jeannette Ashley Figg  
 Marjan Firouzgar  
 Carlton Eliot Forbes  
 Jon Bernhard Fougner  
 Ingrid Deborah Francois  
 Rachel Lauren Fried  
 Daniel Butler Friedman  
 Kellen Richard Funk  
 Peter Anthony Gabrielli  
 Tian Gai  
 Emily Ariel Gerrick  
 Katherine Leah Gibson  
 Sydney Adam Goldenberg  
 Jacob Goldin  
 Michele Gabrielle Golabek Goldman  
 Gloria Jean Gong  
 Abigail Alice Graber  
 Mindy Lu Green  
 Jonathan Shulman Greenstein  
 Sarah Lynne Grusin  
 Andrew Stephen Hammond  
 Joshua Keith Handell  
 Alexandra Reed Harrington  
 Lauren Jean Hartz  
 Charles Lawrence Hauch  
 Patrick John Hayden  
 Fiona Heckscher  
 Alex Campbell Hemmer  
 Guianna A. Henriquez

Aaron Dane Henson  
 Zachary Robert Herz  
 Kendall Alison Hoechst  
 Andrew Gregory Hoskinson  
 Robert Douglas James  
 Lora Regina Johns  
 Jeffrey W. Kane  
 Ryan Scott Keller  
 Chelsea Teresa Kelly  
 Babur Jaffar Khwaja  
 Jee Young Kim  
 Stephanie Haewon Kim  
 Steven John Kochevar  
 Azeemah Kola  
 Christina Mary Koningisor  
 Harrison Alan Korn  
 Elisé Kraft  
 Christopher David Labosky  
 Sarah Rose Langberg  
 John Thomas Langford  
 Matthew Joseph Letten  
 Alicia Marie LeVezu  
 Jamee Ravae Lewis  
 John Talton Lewis III  
 Jimmy Yuxuan Li  
 Sheng Tao Li  
 Cynthia F. Liao  
 Sue Lin  
 Aaron Michael Littman  
 Alexandra Moo Tong Lu  
 Michelle H. Lu  
 Richard Brant Luedeman  
 Alexa Blaine Lutchen  
 Edward Webb Lyons  
 Tienmu Ma  
 Thomas Joseph Maher  
 Elizabeth Marie Mak  
 Roger Daniel Maldonado  
 Mark Anthony Manfra  
 Amanda Roman Mangaser  
 Jessica Ann Marsden  
 Jessica Anne Martinez  
 Daniel Ryan McCartney  
 Meghan Suzanne McCormack  
 Joshua Ivan McLaurin

Iya Megre  
 Matthew Daniel Mellema  
 Lev Menand  
 Samson Zebene Mesele  
 Alexander John Friesen Metz  
 Maxwell Stuart Mishkin  
 Kathleen Ellen Mollison  
 Henry Edward Moon III  
 Anjali Motgi  
 Michael Andreas Nance  
 Christopher Daniel Nason  
 Andrea Christina Nill Sánchez  
 Renagh Emiko O'Leary  
 Samuel Gil Olikier-Friedland  
 Christina Nicole Pacudan  
 Aadhithi Padmanabhan  
 Celso Javier Perez Carballo  
 Stephen John Petraný  
 Michael Leo Pomeranz  
 Gillian Ferguson Quandt  
 Robert Jacob Quigley  
 Ravi Ramanathan  
 Sheela Ramesh  
 Jessica Erin Reich  
 Tara L. Rhoades  
 Celia Clary Rhoads  
 Nathan James Robinson  
 Emily Beth Rock  
 Christen Tave Romero  
 Tyler Thomas Rosenbaum  
 Matthew Jacob Rubenstein  
 Chase Stephen Sackett  
 Robby Lee Ray Saldaña  
 Sarath Sanga  
 Gabriel Alexander Scheffler  
 Viviane Kim Scott  
 Christina Marie Seda  
 Steven Michael Seigel  
 Rachel Gabriella Shalev  
 Alisa Shekhtman  
 Michael Shih  
 Joshua Maxwell Silverstein  
 Daniel Kalman Simon  
 Jennifer Louise Skene  
 William Allen Smiley IV  
 Asher Ellison Smith  
 Bryson Campbell Smith  
 John James Snidow  
 Jessica Tin Mun So  
 Elizabeth Song  
 Michael Caleb Soto  
 Joshua Michelangelo Stein  
 Sonia Anne Steinway  
 Ariel Jurow Stevenson  
 John Randolph Stokes, Jr.  
 Wanling Su  
 Nafees Asiya Syed  
 Jay Benjamin Sykes  
 Haran Tae  
 Tiffany Ng Tam  
 Michael Paul Taunton  
 Tina Mary Thomas  
 Ryan Richard Thoreson  
 Karun A. Tilak  
 Adam Ross Toporovsky  
 Maria Laura Torre Gomez  
 Canel Trouillot  
 Caitlin Bennett Tully  
 Alaina Evelyn Varvaloucas  
 Irina Lenni Vaynerman  
 Vidya Venkataraman  
 Jacob Moshe Victor  
 Constance Lynn Vogelmann  
 Xiao Wang  
 Ryan Nicholas Watzel  
 Adrien A. Weibgen  
 Joshua Solomon Weinger  
 Daniel Richard Weisfield  
 Alexander Mandela Whatley  
 Rachel Garland Wiener  
 Bryn Anderson Williams  
 Rebecca Elizabeth Wolitz  
 Mary Catherine Yanik  
 Zuo Yi  
 Bernice Bai Yu  
 Leah Stoumen Zamore  
 Laura Christina Zaragoza  
 Haiyun Zhao  
 Benjamin Samuel Zweifach

**Master of Laws, May 28, 2014**

Ashwita Ambast  
 Gautam Bhatia  
 Ferdinando Cesar Lunardi Filho  
 Elena Cima  
 Roberto Cugnoasco  
 Romain François Marc Dambre  
 Tara Maria Davenport  
 Tasneem Ravindra Deo  
 Camillo Di Donato  
 Georgios Dimitropoulos  
 Philipp Niklot Hacker  
 Yue Huang  
 Yoon Young Min  
 Katrien Rita Jo Morbéc  
 Yitzhak Pasha  
 Guilherme Recena Costa  
 Chanakya Arjun Sethi

Omer Shatz  
 Shlomit Stein  
 Chris Thomale  
 Bryan Dennis Gabito Tiojanco  
 Els Reinilde Jozefien Vandensande  
 Ying Zhu

**Master of Studies in Law, May 28, 2014**

Jessica Eden Medina  
 Adina L. Roskies

**Doctor of the Science of Law,  
May 28, 2014**

Ofer Eldar  
 Jose Sebastian Elias  
 Itamar J. Mann-Kanowitz  
 Zhiqiang Wang  
 Tian Yan

**SUMMARY OF ENROLLMENT, 2013–2014**

## Juris Doctor Candidates

Class of 2014	202
Class of 2015	202
Class of 2016	199
Joint Degree	21
<i>Total Juris Doctor</i>	<i>624</i>
Doctor of the Science of Law	14
Master of Laws	23
Master of Studies in Law	2
Visiting Researchers	12
Visiting Student	1
<i>Total enrollment</i>	<i>676</i>

**INSTITUTIONS REPRESENTED, FALL 2013**

One student from each institution unless otherwise indicated.

American University (2)	Bar-Ilan University [Israel]
Amherst University (11)	Barnard College [Columbia University]
Ateneo de Manila University [Philippines]	(3)
National and Kapodistrian University of Athens [Greece]	Bates College
Australian National University [Australia]	Birmingham Southern College
	Bob Jones University
	Boston College
	Boston University (2)

- Bowling Green State University  
 Brandeis University (3)  
 Brigham Young University (3)  
 Brown University (19)  
 Bryn Mawr College  
 California Institute of Technology  
 California State University  
 Carnegie Mellon University (2)  
 Case Western Reserve University  
 China University of Political Science and  
 Laws [People's Republic of China] (2)  
 City University of New York [City  
 College]  
 City University of New York [Hunter  
 College]  
 Claremont McKenna College  
 Clemson University (3)  
 College of Charleston [South Carolina]  
 College of the Holy Cross  
 College of William and Mary (2)  
 Columbia College [Missouri]  
 Columbia University (23)  
 Connecticut College  
 Cornell University (7)  
 Dartmouth College (16)  
 Davidson College  
 Duke University (12)  
 Eastern University  
 Emory University (3)  
 Florida State University (2)  
 Fordham University  
 Fundação Getúlio Vargas [Brazil]  
 George Washington University (2)  
 Georgetown University (4)  
 Gonzaga University  
 Hamilton College  
 Harvard University (73)  
 Hastings College  
 Hebrew University of Jerusalem [Israel]  
 (2)  
 Hillsdale College  
 Howard University (3)  
 Humboldt-Universität zu Berlin  
 [Germany]  
 Indiana University (2)  
 Interdisciplinary Center Herzliya [Israel]
- John Brown University  
 Johns Hopkins University (4)  
 Karl-Franzens-Universität Graz [Austria]  
 Katholieke Universiteit Leuven  
 [Belgium]  
 London School of Economics and  
 Political Science [United Kingdom]  
 Louisiana State University  
 Loyola University [Louisiana]  
 Ludwig-Maximilians-Universität  
 München [Germany]  
 Macalester College  
 Massachusetts Institute of Technology  
 (5)  
 McGill University [Canada] (5)  
 Michigan State University  
 Middlebury College (3)  
 Millsaps College  
 Morehouse College (3)  
 Mount Holyoke College (3)  
 National Law School of India University  
 [India] (3)  
 New York University (8)  
 Northwestern University (10)  
 Oberlin College  
 Ohio State University (2)  
 Ohio University  
 Open University of Israel [Israel]  
 Patrick Henry College  
 Panteion University of Social and  
 Political Sciences [Greece]  
 Peking University [People's Republic of  
 China] (2)  
 Pennsylvania State University (2)  
 Pomona College (4)  
 Princeton University (40)  
 Purdue University  
 Reed College (2)  
 Rice University (2)  
 Ruprecht-Karls-Universität Heidelberg  
 [Germany] (2)  
 Rutgers, State University of New Jersey  
 Saint John's College [New Mexico] (2)  
 Saint Louis University [Missouri]  
 Saint Peter's College  
 Samford University

- Scripps College  
 Seattle University (2)  
 Seoul National University [Republic of Korea] (2)  
 Stanford University (28)  
 State University of New York at Binghamton  
 Swarthmore College (5)  
 Tel-Aviv University [Israel] (3)  
 Texas A&M University  
 Thammasat University [Thailand]  
 Trinity College [Connecticut]  
 United States Air Force Academy (3)  
 United States Military Academy  
 United States Naval Academy (2)  
 Universidad de Chile [Chile]  
 Universidade de Brasília [Brazil]  
 Universidade de São Paulo [Brazil] (2)  
 Universidade Federal do Rio Grande do Sul [Brazil]  
 Università Commerciale Luigi Bocconi [Italy]  
 Università degli Studi di Bologna [Italy]  
 Università degli Studi di Milano [Italy]  
 Universität Hamburg [Germany]  
 Universität Zürich [Switzerland]  
 Université de Lausanne [Switzerland]  
 Université de Paris I [Panthéon-Sorbonne] [France] (2)  
 Universiteit Gent [Belgium]  
 University College London [United Kingdom] (2)  
 University of Arkansas  
 University of California at Berkeley (12)  
 University of California at Davis (2)  
 University of California at Irvine  
 University of California at Los Angeles (12)  
 University of California at San Diego  
 University of California at Santa Barbara  
 University of Cambridge [United Kingdom]  
 University of Chicago (17)  
 University of Colorado  
 University of Connecticut (3)  
 University of Delaware (2)  
 University of Florida (2)  
 University of Georgia (2)  
 University of Illinois (3)  
 University of Iowa  
 University of Maryland (4)  
 University of Massachusetts (3)  
 University of Miami  
 University of Michigan at Ann Arbor (11)  
 University of Nebraska  
 University of North Carolina at Chapel Hill (5)  
 University of Northern Colorado  
 University of Notre Dame [Indiana] (2)  
 University of Oregon  
 University of Otago [New Zealand]  
 University of Pennsylvania (22)  
 University of Pittsburgh  
 University of Richmond  
 University of Rochester (2)  
 University of Southern California  
 University of Sydney [Australia]  
 University of Tehran [Iran]  
 University of Texas at Austin (7)  
 University of the South  
 University of Toronto [Canada] (5)  
 University of Virginia (9)  
 University of Wales [United Kingdom]  
 University of Washington (3)  
 Univerzita Karlova [Czech Republic]  
 Vanderbilt University (4)  
 Vassar College (4)  
 Villanova University  
 Virginia Polytechnic Institute and State University (2)  
 Wake Forest University  
 Washington and Lee University (2)  
 Washington University [Missouri] (5)  
 Wesleyan University (10)  
 Williams College (12)  
 Yale University (79)  
 Yeshiva University (3)

*Total institutions, 168*



## GEOGRAPHICAL DISTRIBUTION, FALL 2013

One student from each state or country unless otherwise indicated.

**United States**

Alabama (3)  
 Arizona (4)  
 Arkansas (3)  
 California (80)  
 Colorado (7)  
 Connecticut (115)  
 Delaware (2)  
 District of Columbia (12)  
 Florida (20)  
 Georgia (8)  
 Hawaii  
 Idaho  
 Illinois (27)  
 Indiana (8)  
 Iowa  
 Kansas (2)  
 Kentucky (2)  
 Louisiana (3)  
 Maine (3)  
 Maryland (20)  
 Massachusetts (27)  
 Michigan (9)  
 Minnesota (8)  
 Mississippi (2)  
 Missouri (4)  
 Montana  
 Nebraska  
 New Hampshire (5)  
 New Jersey (28)  
 New Mexico (2)  
 New York (86)  
 North Carolina (14)  
 North Dakota  
 Ohio (14)  
 Oklahoma  
 Oregon (5)

Pennsylvania (26)  
 Rhode Island (2)  
 South Carolina (4)  
 South Dakota (4)  
 Tennessee (4)  
 Texas (20)  
 Vermont (3)  
 Virginia (13)  
 Washington (10)  
 West Virginia  
 Wisconsin (4)

*Total states, 47*

**Foreign Countries**

Australia (3)  
 Belgium (2)  
 Brazil (5)  
 Bulgaria  
 Canada (13)  
 China, People's Republic of (6)  
 Dominican Republic  
 France (2)  
 Germany (8)  
 Greece  
 India (4)  
 Iran  
 Israel (4)  
 Italy (3)  
 Korea, Republic of (6)  
 Mexico  
 Philippines  
 Singapore (2)  
 Switzerland (3)  
 Thailand  
 Uganda  
 United Kingdom

*Total countries, 22*

# Alumni, Endowment Funds, and Non-Endowed Prizes

## 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 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 Boston led by Professor William Eskridge, Jr. '78; a Happy Hour in Chicago highlighting a new clinic to protect public health and the environment there; or a Los Angeles gathering with alumni, summer associates, and incoming students featuring a talk by Professor Heather Gerken on election issues, 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); or 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 March 2014 included class visits, a dinner matching alumni and students who have common interests, a faculty luncheon speaker, a tour of the Yale School of Management's new Evans Hall, a panel discussion on the "Reinvention of Business Law at Yale Law School," a Happy Hour with students, and a festive dinner. 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 2014 is "Judging." The three Yale Law School Supreme Court Justices — Samuel Alito '75, Sonia Sotomayor '79, and Clarence Thomas '74 — will receive the Award of Merit during the reunion weekend.

## 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 currently 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 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.

**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.

**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.

**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.

**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.

**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. The sitting dean shall be known as the Sol & Lillian Goldman Professor of Law.

**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.

**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.
- 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.
- 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.

**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.

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

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

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

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

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

**Paul E. Kalb, M.D., J.D., and Susan M. Ascher, M.D., Scholarship Fund** (2009) Established by a gift from Paul E. Kalb, J.D. 1990, and his wife, Dr. Susan M. Ascher, for scholarships, with a preference for students with an interest in law and health.

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

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

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

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

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

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

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



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

**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.

**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.

**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.

**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.

**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.

**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.

**James A. Thomas '64 Scholarship Fund** (2013) Established by a gift of David A. Jones, J.D. 1960, in honor of former Associate Dean James A. Thomas, J.D. 1964, to provide scholarships to Yale Law School students.

**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.

**Arthur Goodhart Memorial** (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.

**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.

**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.

**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.

**Joseph Goldstein Fellowship** (1993) Established by a gift from the Ruttenberg Family to support a postgraduate fellowship at Yale Law School.

**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.”

**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.

**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.

**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.

**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. Excess income from the fund shall be used to support financial aid.

**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. Excess income from the fund may be used to support other legal philosophy purposes.

**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.

**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. Excess income from the fund may be used to support other international law purposes.

**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.

**Marshall 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*. Excess income from the fund may be used to support financial aid.

**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. Excess income from the fund may be used to support other family law purposes.

**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.

**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.

**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. Excess income from the fund may be used to support the general purposes of the Law School.

**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. Excess income from the fund may be used to support summer public interest fellowships.

**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.

**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.

### *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.

**Charles S. Mechem, Jr. '55 Fund for Student Activities** (1998) Established by a gift from Charles S. Mechem, Jr., LL.B. 1955, to provide support for student activities and organizations within Yale Law School, with a preference for those activities and organizations dealing with sports law and entertainment law.

**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 Nerke Family Scholarship Fund** (1995) Established by family, classmates, and friends in memory of David Nerke, J.D. 1979, his wife, Bibiana Hernandez, and their son, David Gustavo Nerke, 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.

**Craig Wasserman '86/Wachtell, Lipton, Rosen & Katz Corporate Law Fund** (2013) Established by the law firm of Wachtell, Lipton, Rosen & Katz and the Yale partners of the firm in memory of their colleague, Craig Wasserman '86, one of the nation's leading corporate attorneys and an original member of the Center's Board of Advisors, to support the alumni breakfast program in New York, which features panel discussions on current topics in business law by members of the bar, business and investment communities, public officials, and faculty.

**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*.

## NON-ENDOWED PRIZES

The Law School has the following non-endowed prize funds. The date of the gift and the name of the original donor are given in each instance. Some of these prizes are now supported by other Law School resources.

**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.

**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.

**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.

**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.

**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.

**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.

**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.

# 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>, e-mail [student.questions@yale.edu](mailto: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 Advanced Study (M.A.S.), 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), e-mail [graduate.admissions@yale.edu](mailto: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>, e-mail [medical.admissions@yale.edu](mailto: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>, e-mail [divinity.admissions@yale.edu](mailto: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), e-mail [admissions.law@yale.edu](mailto: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.law.yale.edu](http://www.law.yale.edu), e-mail [gradpro.law@yale.edu](mailto: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>, e-mail [grad.engineering@yale.edu](mailto:grad.engineering@yale.edu), or call 203.432.4252. 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>, e-mail [artschool.info@yale.edu](mailto: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>, e-mail [gradmusic.admissions@yale.edu](mailto: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 <http://environment.yale.edu>, e-mail [fesinfo@yale.edu](mailto: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>, e-mail [ysph.admissions@yale.edu](mailto: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 <http://architecture.yale.edu>, e-mail [gradarch.admissions@yale.edu](mailto: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>, e-mail [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.

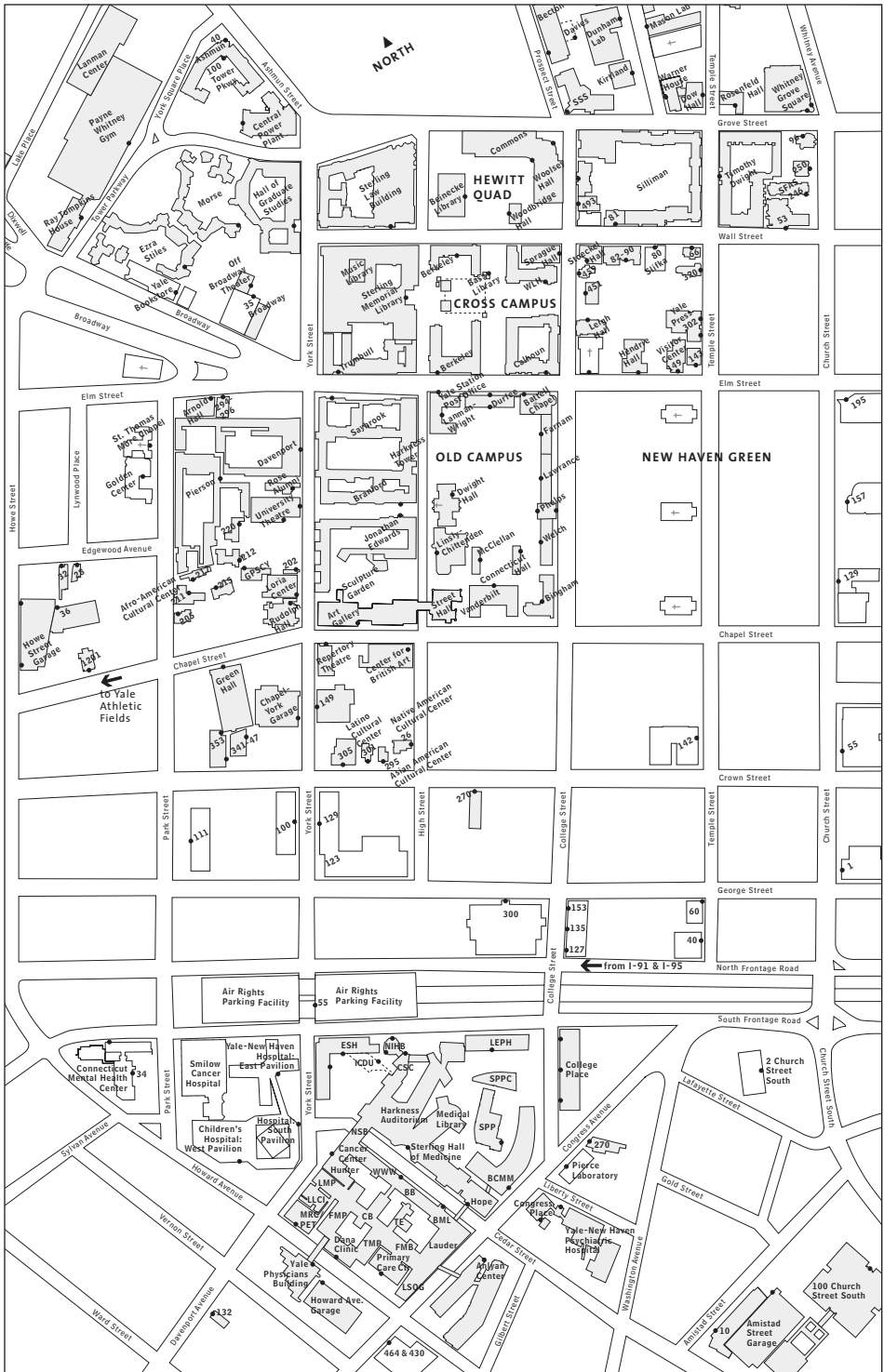
For additional information, please visit <http://som.yale.edu>. Postal correspondence should be directed to Yale School of Management, PO Box 208200, New Haven CT 06520-8200.







# YALE UNIVERSITY CAMPUS SOUTH & YALE MEDICAL CENTER





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

University policy is committed to affirmative action under law in employment of women, minority group members, individuals with disabilities, and protected veterans.

Inquiries concerning these policies may be referred to Valarie Stanley, Director of the Office for Equal Opportunity Programs, 221 Whitney Avenue, 3rd Floor, 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 and employees 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>.

Admissions (J.D.)	203.432.4995
Alumni Affairs	203.432.1690
Building Services	203.432.4980
Business Office	203.432.8582
Career Development Office	203.432.1676
Computer Services	203.432.4668
Dean's Office	203.432.1660
Financial Aid	203.432.1688
The Jerome N. Frank Legal Services Organization	203.432.4800
Graduate Programs (LL.M., M.S.L., J.S.D., Visiting Scholar)	203.432.1696
Human Resources	203.432.9619
Public Affairs	203.432.8464
Registrar's Office	203.432.1678
Student Affairs	203.432.7979
Yale Law School Fund and Development Office	203.432.6080

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