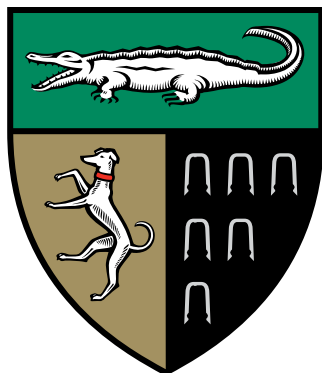


# Yale Law School

2011–2012



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## 2011–2012

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# Calendar

## 2011

## FALL

Aug. 29	M	Orientation for graduate students and visiting researchers begins
Aug. 31	W	Orientation for new J.D. students begins
Sept. 1	TH	Registration for all new students
Sept. 2	F	Orientation for all new students
Sept. 6	T	Registration for returning students First-term small groups meet
Sept. 7	W	Fall term begins, 8:10 a.m. Classes begin, 8:10 a.m. Add/drop period begins, 8:30 a.m.
Sept. 14	W	Add/drop period closes, 4:30 p.m.
Oct. 6	TH	Fall recess begins, 6 p.m.
Oct. 7	F	No classes will meet
Oct. 10	M	No classes will meet
Oct. 11	T	Fall recess ends; classes resume, 8:10 a.m.
Nov. 18	F	Thanksgiving recess begins, 6 p.m.
Nov. 28	M	Classes resume, 8:10 a.m.
Dec. 14	W	Only Monday classes will meet
Dec. 15	TH	Only Friday classes will meet Thirteen-week classes end
Dec. 22	TH	Fourteen-week classes end; winter recess begins, 6 p.m.

## 2012

Jan. 4	W	Recess ends; examination period begins, 9 a.m.
Jan. 16	M	Martin Luther King, Jr. Day. No examinations
Jan. 18	W	Examination period ends Fall term ends, 5 p.m.

## SPRING

Jan. 23	M	Spring term begins, 8:10 a.m. Classes begin, 8:10 a.m. Registration for all students
Jan. 24	T	Add/drop period begins, 8:30 a.m.
Jan. 31	T	Add/drop period closes, 4:30 p.m.
Mar. 9	F	Spring recess begins, 6 p.m.
Mar. 19	M	Spring recess ends; classes resume, 8:10 a.m.
Apr. 27	F	Classes end, 6 p.m.

May 4	F	Examination period begins, 9 a.m.
May 11	F	Scheduled examinations end, 5 p.m.
May 17	TH	Self-scheduled examinations end, 5 p.m.
May 18	F	Rescheduled examinations end Examination period ends Spring term ends, 5 p.m.
May 21	M	University Commencement
May 30	W	Degrees voted by faculty



# The President and Fellows of Yale University

## President

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

## Fellows

His Excellency the Governor of Connecticut, *ex officio*

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

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Edward Perry Bass, B.S., Fort Worth, Texas

Jeffrey Lawrence Bewkes, B.A., M.B.A., New York, New York

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

Peter Brendan Dervan, B.S., Ph.D., San Marino, California (*June 2014*)

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

Mimi Gardner Gates, B.A., M.A., Ph.D., Seattle, Washington (*June 2013*)

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

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Sharon C. Brooks, B.A., J.D., Associate Dean

Toni Hahn Davis, J.D., LL.M., Associate Dean

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Mark LaFontaine, B.A., J.D., Associate Dean

Asha Rangappa, A.B., J.D., Associate Dean

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

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Lecturer in Law

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and Professorial Lecturer in Law

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Legal History

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Organization, and Professorial Lecturer in Law

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Wendy Seltzer, A.B., J.D., Associate Research Scholar in Law and Senior Fellow, Information Society Project

Norman I. Silber, M.A., J.D., Senior Research Scholar in Law

Priscilla Smith, B.A., J.D., Associate Research Scholar in Law and Senior Fellow, Information Society Project

Christina O. Spiesel, B.A., M.A., Senior Research Scholar in Law

Mark N. Templeton, A.B., J.D., Senior Research Scholar in Law

James A. Thomas, B.A., J.D., Jack B. Tate Senior Fellow and Decanal Adviser

Tom Richard Tyler, M.A., Ph.D., Senior Research Scholar in Law

Kristin A. Underhill, D.Phil., J.D., Associate Research Scholar in Law

Andrew Verstein, A.B., J.D., Associate Research Scholar in Law and John R. Raben/Sullivan & Cromwell Executive Director, Center for the Study of Corporate Law

Ruth Wedgwood, A.B., J.D., Senior Research Scholar in Law

Patrick Weil, M.B.A., Ph.D., Senior Research Scholar in Law

Katherine Wilhelm, M.S., J.D., Senior Research Scholar in Law and Senior Fellow, The China Law Center; Director of the Beijing Office

#### **Lecturers in Law**

John C. Balzano, M.A., J.D.

Nicholas Bramble, M.A., J.D.

Adam S. Cohen, A.B., J.D.

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

Lucas Guttentag, A.B., J.D.

Jamie P. Horsley, M.A., J.D.

Theresa J. Lee, M.A., J.D.

Jeffrey M. Prescott, B.A., J.D.

Jamin B. Raskin, B.A., J.D.

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

Daniel Wade, M.S., J.D.

**Visiting Lecturers in Law**

Josh Abramowitz, A.B., J.D.  
Guillermo Aguilar-Alvarez, Lic. en Derecho (J.D.)  
Stephen B. Bright, B.A., J.D., Harvey Karp Visiting Lecturer in Law  
G. Eric Brunstad, J.D., LL.M.  
Cynthia Carr, J.D., LL.M.  
Brett Cohen, B.A., J.D.  
Eugene R. Fidell, B.A., LL.B., Florence Rogatz Visiting Lecturer in Law  
Lawrence J. Fox, B.A., J.D., George W. and Sadella D. Crawford Visiting Lecturer  
in Law  
Eugene Garver, A.B., Ph.D.  
Nancy Gertner, M.A., J.D.  
Benjamin W. Heineman, Jr., B.Litt., J.D.  
Frank Iacobucci, LL.B., LL.M., Gruber Global Constitutionalism Fellow  
Howard P. Kahn, A.B., Ph.D.  
Brett M. Kavanaugh, B.A., J.D.  
Mark R. Kravitz, B.A., J.D.  
Daryl J. Levinson, M.A., J.D.  
Barbara Marcus, M.S., Ph.D.  
Braxton McKee, M.D.  
Andrew J. Pincus, B.A., J.D.  
Charles A. Rothfeld, A.B., J.D.  
John M. Samuels, J.D., LL.M.  
David A. Schulz, M.A., J.D.  
Michael S. Solender, B.A., J.D.  
Ko-Yung Tung, B.A., J.D.  
Stefan R. Underhill, B.A., J.D.  
John M. Walker, Jr., B.A., J.D.  
Neil Walker, LL.B., Ph.D.

**Clinical Lecturers in Law**

Robin S. Golden, B.A., J.D., Selma M. Levine Clinical Lecturer in Law  
Hope R. Metcalf, B.A., J.D.  
Jason Parkin, B.A., J.D.

**Clinical Visiting Lecturers in Law**

Frank P. Blando, M.B.A., J.D.  
Lisa Nachmias Davis, B.A., J.D.  
Francis X. Dineen, A.B., LL.B.  
Stewart I. Edelstein, B.A., J.D.  
Shelley Diehl Geballe, J.D., M.P.H.  
Lee Gelernt, M.Sc., J.D.  
Miriam S. Gohara, B.A., J.D.  
Frederick S. Gold, B.A., J.D.  
Rebecca M. Heller, B.A., J.D.  
Stephen M. Hudspeth, M.A., J.D.

Katherine Kennedy, A.B., J.D., Timothy B. Atkeson Environmental Lecturer in Law  
 Alex A. Knopp, B.A., J.D.  
 Barbara B. Lindsay, J.D., LL.M.  
 Michael S. McGarry, A.B., J.D.  
 Margaret M. Middleton, B.S., J.D.  
 Cantwell F. Muckenfuss III, B.A., J.D.  
 Laurence P. Nadel, A.B., J.D.  
 David N. Rosen, B.A., LL.B.  
 Barry R. Schaller, B.A., J.D.  
 Cameron C. Staples, M.G.A., J.D.  
 Thomas Ullmann, B.S., J.D.  
 Michael D. Weisman, B.A., J.D.

### **Tutors in Clinical Studies**

Julieta L. Crawford, B.A., J.D.  
 Jeremiah F. Donovan, B.A., J.D.  
 William F. Dow III, B.A., LL.B.  
 Holly B. Fitzsimmons, M.A., J.D.  
 James I. Glasser, B.A., J.D.  
 Beverly J. Hodgson, A.B., J.D.  
 Hugh F. Keefe, B.A., J.D.  
 Anthony J. Lasala, B.A., LL.B.  
 Margaret P. Mason, B.A., J.D.  
 P.J. Pittman, 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**

Aparna Chandra, LL.M.  
 Scott Stephenson, LL.M.

### **Assistants in Instruction**

#### *Coker Fellows*

Lauren C. Abendshien, B.S.  
 Barrett J. Anderson, B.A., B.S.  
 Nila Bala, B.A.  
 Jennifer D. Bishop, B.A.  
 Lauren M. Blas, B.A.  
 Heather Cherry, B.A.  
 Celia R. Choy, B.A.  
 Betsy C. Cooper, B.S.  
 Rachael L. Doud, B.S.  
 Michael A. Formichelli, B.A., M.A.  
 Sue S. Guan, B.A., B.S.E.

Talia B. Kraemer, A.B.  
Stephanie H. Lee, A.B.  
Dermot W. Lynch, B.A.  
Joshua S. Meltzer, B.A.  
Christina P. Moniodis, B.A.  
William J. Moon, B.B.A.  
Farah F. Peterson, B.A., M.A.  
Mridula S. Raman, A.B.  
Jariel A. Rendell, B.A.  
Alice Shih, B.A.  
Eugene A. Sokoloff, B.A., M.I.A.  
Trevor P. Stutz, A.B.  
Carleen M. Zubrzycki, B.A.  
Zorana Zupac, B.A., B.A., B.S.

# 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 Hille 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), S. Levinson (Section B), J.M. Balkin (Group 1), P.W. Kahn (Group 2), S.J. Shapiro (Group 3), J. Rubinfeld (Group 4), R.A. Burt (Group 5), J. Forman (Group 6)

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

**Procedure I (12001)** 4 units. P. Karlan (Section A), E.D. Elliott (Section B), J. Resnik (Section C)

**Torts I (13001)** 4 units. G. Calabresi (Section A), J.L. Coleman (Section B), J.L. Coleman (Group 1), D. Kysar (Group 2), J.F. Witt (Group 3)

### *Advanced Courses*

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

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

**Administrative Law (20170)** 4 units. This course will review the legal and practical foundations of the modern administrative state. Topics will include the creation of administrative agencies and the non-delegation doctrine, the internal process of adjudication and rulemaking in administrative agencies, judicial review of administrative action, the organization of the executive branch, liability for official misconduct, and beneficiary enforcement of public law. Enrollment capped at seventy-five. Scheduled examination. J.L. Mashaw



**Admiralty Law (20591)** 3 units. Admiralty, a unique area of federal jurisdiction with roots that predate the Constitution, is a classic sphere for the development of federal common law. The field is of heightened contemporary interest given the upsurge in piracy in the Indian Ocean and elsewhere, deep-sea treasure hunting and mining, and the increasingly urgent struggle to protect the marine environment. The course will explore the history, parameters, and practice of admiralty law and will include such topics as limitation of liability, collision, salvage, pilotage, vessel documentation and nationality, federal regulation of merchant mariners, pollution responsibility, and the law of naval prizes. Paper required. Enrollment limited to twenty. E.R. Fidell

**Advanced Advocacy for Children and Youth (20327)** 1 to 3 units. Open only to students continuing from Advocacy for Children and Youth from previous terms. No new cases will be accepted. Permission of the instructors required. C.L. Lucht and S. Wizner

**Advanced Civil Liberties and National Security after September 11 (20483)** 2 units, graded or credit/fail at student option. This clinic has ended but continues to handle one or two matters that have not concluded. In particular, students have an opportunity to continue to work on litigation on behalf of Abdulla al-Kidd, a material witness wrongfully arrested in a post-September 11 investigation of a Muslim charitable organization. One part of the case was heard by the Supreme Court in spring 2010, in *Ashcroft v. al-Kidd*, No. 10-98, but claims against other defendants and related Freedom of Information Act litigation remain pending in U.S. District Court. Enrollment limited. Permission of the instructors required. M.J. Wishnie, H.R. Metcalf, and L. Gelernt

**Advanced Community and Economic Development Clinic (20435)** 1 to 3 units, credit/fail with a graded option. Open only to students who have completed the Community and Economic Development clinic. Permission of the instructors required. R.H. Brescia and R.S. Golden

**Advanced Criminal Defense Project (20603)** 1 to 3 units, credit/fail with a graded option. Open only to students who have completed the Criminal Defense Project clinic. Permission of the instructors required. F.M. Doherty and T. Ullmann

**Advanced Education Adequacy Project (20479)** 1 to 3 units. Open only to students who have completed the Education Adequacy Project clinic. Permission of the instructor required. R.H. Brescia

**Advanced Election Law (20598)** 3 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. The class should be of interest to anyone interested in developing expertise in the field or becoming an academic with an election law specialty. Students will be required to write a series of short reflection papers as well as a final paper. 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. Paper required. Enrollment limited to twenty. H.K. Gerken

**Advanced Ethics Bureau (20605)** 1 to 3 units, credit/fail with a graded option. This course is for students who have already taken either Ethics Bureau at Yale or the

instructor's course, *Traversing the Ethical Minefield*, and who wish to earn one to three units by contributing further to the work of the Bureau. Permission of the instructor required. Enrollment limited to eight. L.J. Fox

**Advanced Immigration and Migration Topics (20611)** 2 units. An advanced seminar for students with a solid foundation in immigration law – based on prior course work, significant clinical fieldwork, or academic study – who want to engage in deeper examination of some selected topics in immigration and migration from a theoretical, comparative, and practice perspective. The seminar may explore such issues as: competing normative and legal questions regarding regularization of undocumented immigrants; the intersection of criminal and immigration law; contested areas in refugee and asylum protection; questions of fairness and efficiency in the immigration court and adjudication system; citizenship and membership principles; border and interior enforcement policies; and others. The topics selected for the term will reflect student interest and research. Each student, working individually or as part of a team and in collaboration with the professor, will be responsible for developing one topic and related readings for one seminar session. Substantial Paper credit may be available for students who wish to develop a topic more fully under the instructor's supervision. Prerequisites: A prior course in immigration law or substantial supervised work in a clinical or other setting. Permission of the instructor required. Paper required. Enrollment limited. L. Guttentag

**Advanced Immigration Legal Services (20382)** 1 to 3 units, credit/fail. Only open to students who have taken *Immigration Legal Services*. Permission of an instructor required. C.L. Lucht, S. Wizner, and H.V. Zonana

**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. M.J. Wishnie

**Advanced Landlord/Tenant Legal Services (20477)** 1 to 3 units, credit/fail. Only open 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. Only open to students who have taken *Legal Services for Immigrant Communities*. Permission of the instructors required. Enrollment limited to ten. C.L. Lucht and S. Wizner

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

**Advanced Lowenstein International Human Rights Clinic (20511)** 2 or 3 units. Open only to students who have completed the *Lowenstein International Human Rights Clinic*. Permission of the instructor required. J.J. Silk

**Advanced SFALP (20516)** 1 to 3 units, credit/fail with a graded option. Open only to students who have completed *Local Government in Action: San Francisco Affirmative*

Litigation Project. Students interested in receiving professional responsibility credit for this course will be expected to do additional class work in the fall. Permission of the instructors required. H.K. Gerken and T.J. Lee

**\*Advanced Supreme Court Advocacy (20476)** 3 units (2 fall, 1 spring). Open only to students who have completed Supreme Court Advocacy. Permission of the instructors required. L. Greenhouse, J.A. Meyer, A.J. Pincus, and C.A. Rothfeld

**Advanced Transnational Development Clinic (20607)** 1 to 3 units, credit/fail. Open only to students who have completed the Transnational Development Clinic. Permission of the instructors required. M.I. Ahmad and R.H. Brescia

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

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

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

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

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

**Applied Corporate Finance (20589)** 3 units. An introduction to the fundamentals of financial economics in conjunction with legal applications focusing on corporate debt contracts and equity valuation proceedings. The course will cover basic finance concepts, such as net present value, stock and bond valuation, the capital asset pricing model, and option pricing. The objective is not to develop computational skills, so much as to master the application of finance theory to specific legal issues. There are no prerequisites, although familiarity with the essentials of corporate law will be assumed, and a tolerance for rudimentary mathematical example and computation is advisable. Scheduled examination. R. Romano

**Art and Cultural Property Law (20601)** 2 or 3 units. Topics in the law of artists' rights, art markets, and cultural property. The course will include such topics as moral rights, the right of publicity, law relevant to art galleries and dealers, auctions and museums, as well as problems in the protection of cultural property. Paper required. Enrollment limited to sixteen. J.Q. Whitman

**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 assumes some knowledge of economics but does not make heavy use of mathematics. This course will meet according to the Yale Graduate School calendar. Midterm examination and take-home final exam of short essay form. *Also ECON 527a.* 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 Punishment Clinic (20251)** 6 units (3 fall, 3 spring), credit/fail in the fall term with the option of graded credit in the spring. Students will work with attorneys in representing people facing the death penalty. Students will make practical use of research and analytical skills; participate in investigations and in conferences with clients, witnesses, and experts; and observe court proceedings. Students must complete a substantial writing assignment, such as a portion of a motion, brief, or memorandum of law. This course requires participation for both the fall and spring terms. The course is limited to students who have already taken Capital Punishment: Race, Poverty, and Disadvantage in Spring 2011, or intend to take it. Permission of the instructors required. Enrollment limited to eight. S.B. Bright and M.S. Gohara

**Civil Litigation Practice (20544)** 3 units, graded. Prerequisite: Trial Practice. The course begins with an overview of pleadings, discovery, and the anatomy of a civil lawsuit. It then proceeds 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. It also includes 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. Permission of the instructors required. Enrollment limited to twelve. S. Wizner, S. Edelstein, and F. Gold

**\*Community and Economic Development (20023)** 4 units, credit/fail. CED is one of the most interdisciplinary law school clinics in the country. In addition to law students, the clinic is open to students from the Schools of Management, Divinity, Forestry & Environmental Studies, Public Health, and Architecture with prior approval from a faculty member. CED is also unusual in that it offers law students the chance to do pro bono transactional lawyering and legislative and administrative advocacy, rather than litigation. CED focuses on issues of neighborhood revitalization, housing, education, social entrepreneurship, sustainable development, financial access, and financial inclusion as they relate to community and economic development. Students in CED represent and partner with community organizations, nonprofits, banks, local government, and small businesses. They work in regulatory, transactional, business, policy research, development and advocacy, and strategic capacities.

Students will examine both private and public sector activities, as well as hybrid approaches to development issues including: formation and governance of for-profit and not-for-profit entities (primarily nonstock corporations and LLCs); program design, strategic planning and decision making, negotiating and drafting contracts; development employment and other policies; structuring real estate transactions; assessing the financial feasibility of proposed projects; securing funding from federal, state, local, and private sources; resolving zoning and environmental issues; negotiating local politics; and facilitating collaborative problem-solving efforts. CED has a commitment to engaging students in local work that can then be used to inform policy development at the local, state, and federal levels. Students will gain skills in client contact, memo preparation, regulatory agency contact, administrative agency contact, and negotiation. Depending

upon the particular project, students will be exposed in depth to banking, finance, land use, business, and policy research, design, and advocacy.

The class will meet twice a week for 1.5 hours each. Permission of the instructors required. Enrollment limited to eighteen. R.H. Brescia, R.S. Golden, S.M. Hudspeth, C.F. Muckenfuss, and L.P. Nadel

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

**Constitutional Litigation (20266)** 3 units. A course in advanced and applied constitutional law. It will focus on one of the central ways in which constitutional claims are actually litigated: in damages lawsuits against public officials and local governments. The bulk of the course will look at litigation under 42 U.S.C. § 1983, but the class will also consider *Bivens* actions against federal officials, and the relationship between constitutional damages actions and the Federal Tort Claims Act. The focus will be on absolute and qualified immunities; government liability for the acts of individual officials; damages; the interaction of damages actions with the habeas system; and the remedial issue nearest and dearest to many lawyers' hearts: attorney's fees awards. This course will be particularly useful for students who plan to clerk in Federal courts, as much of their dockets involves § 1983 litigation. Self-scheduled examination. P.S. Karlan

**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. M. Kravitz and J.M. Walker, Jr.

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

**Corporate Governance (20281)** 2 units. Corporate and securities cases define the permissible limits of corporate activities. This course analyzes these decisions for the purpose of ascertaining how effective that process is. J.G. Deutsch

**\*Criminal Defense Project (20519)** 3 units, credit/fail (with graded option for returning students). Students in the Criminal Defense Project (CDP) defend clients in state and federal criminal cases under the direct supervision of clinical faculty and in conjunction with experienced trial attorneys from the Connecticut Division of Defender Services and the Office of the Federal Defender. Students get immersed in the fundamentals of zealous representation, learning how to investigate and develop their cases, build relationships with clients, and prepare for hearings and trials. As an essential part of their training, students participate in a weekly seminar, which focuses on substantive legal issues and the strategies of effective advocacy. The topics of the seminar include client interviews, bail arguments, discovery, plea negotiations, ethics, motions practice, working with experts, trial preparation, and sentencing mitigation. Throughout, students are encouraged to think critically about the operation of the criminal justice system and to reflect on opportunities for reform. Students must commit to two terms. Permission of the instructors required. F.M. Doherty and T. Ullmann

**Criminal Law and Administration (20061)** 3 units. This course will relate the general doctrines of criminal liability to the moral and social problems of crime. The definitions of crimes against the person and against property (as they are at present and as they might be) are considered in the light of the purpose of punishment and of the role of the criminal justice system, including police and correctional agencies, in influencing behavior and protecting the community. No preference is given to third-year students. Scheduled examination. Enrollment will be capped at seventy. T.L. Meares

**Criminal Procedure Directed Reading: Investigation (20395)** 1 unit, credit/fail. This course is only open to students concurrently enrolled in Criminal Procedure: Charging and Adjudication who have not previously taken a basic course in Criminal Procedure. Students enrolled in this subsection will read the first half of the textbook, primarily on the Fourth Amendment and *Miranda*, and will meet as a group approximately five or six times to discuss the readings. Students may also meet with the instructor to discuss questions or concerns. There will be no examination on this material. Corequisite: Law 20359. K. Stith

**Criminal Procedure: Charging and Adjudication (20359)** 4 units. This is an advanced, non-paper course on prosecution and criminal trials in the United States. The course is not intended for students who have already taken a course covering these topics in depth. Ideally, however, students will already have taken at least one course in Criminal Law, Criminal Investigation, Evidence, or Federal Courts. While the emphasis will be on the rules and practices of the federal courts in criminal cases, the class shall also consider some state practices, some state constitutional law, and comparative criminal adjudicative mechanisms. In addition, students will be expected to critically consider the proper methods and institutions for regulating the grand jury, plea-bargaining, pre-trial release, discovery, jury selection, defense counsel, speedy trial, jury trial, and sentencing law and procedures. Scheduled examination. K. Stith

**Criminal Procedure: Research Seminar (20599)** 2 or 3 units. Students will do research and writing on a topic in criminal procedure to be selected by agreement with the instructor, with the goal of producing a publishable article. Substantial Paper and Supervised Analytic Writing credit available. Not ordinarily open to third-year students. Permission of the instructor required. Paper required. Enrollment limited to eight. S.B. Duke

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

\***[The] Education Adequacy Project (20403)** 3 units, credit/fail. This highly focused clinical course will focus on a single litigation against the State of Connecticut, representing the Connecticut Coalition for Justice in Education Funding (CCJEF) and fifteen children and parents alleging constitutional deficiencies in state-provided education. This unique litigation is the first-ever clinic-led school finance litigation, and provides a diverse array of litigation, policy, and client work. CCJEF is a broad coalition made up of municipalities, school boards, unions, nonprofit organizations, parent-teacher organizations, and other interested individuals and groups. Through litigation and advocacy, CCJEF seeks to reform Connecticut's public school finance system by substantially increasing funding and accountability such that all children are provided an adequate and substantially educational opportunity. The Education Adequacy Project serves as lead counsel on the litigation (*CCJEF v. Rell*) and will meet on a weekly basis to review the progress of the students as well as to discuss the substantive issues involved in CCJEF's case and the theoretical issues involved in the adequacy movement. Students interested in participating in the Project should submit a brief statement of interest that discusses any pertinent experience that the student may bring to the Project, willingness to continue with the Project for more than one term if needed, and any other related information. Permission of the instructors required. Enrollment limited to fifteen. R.H. Brescia, A.A. Knopp, D.N. Rosen, and M.D. Weisman



**Employment and Labor Law (20445)** 3 units. This course will explore the major legal issues in the employment relationship. Topics include the Fair Labor Standards Act; collective organization of workers and other issues under the National Labor Relations Act; alternative processes for union organization in recent decades; legal rules governing workplace safety and health and major employee “fringe benefit” programs (pensions and health insurance); free speech rights of employees; legal rules governing genetic screening, drug testing, and other testing of employees; mandatory arbitration of employment disputes; unemployment insurance; the legal treatment of employee non-compete agreements; the Family and Medical Leave Act; and prohibitions on employment discrimination on the basis of race and other traits. The written work required for the course will be four four-page analytic essays on the course concepts and materials throughout the semester and one ten-to-fifteen-page term paper exploring an issue in employment and labor law in greater depth. Students interested in completing their Supervised Analytic Writing or Substantial Paper in the employment and labor law area should sign up for additional independent writing credit and in that case may substitute a longer paper for the required ten-to-fifteen-page term paper. Paper required. C. Jolls

**Employment Discrimination Law (20037)** 4 units. This course will examine the regulation of employment discrimination through Title VII of the Civil Rights Act of 1964 and related laws. It 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 anti-discrimination law and constitutional law. It will also provide students with the background necessary to deal with discrimination problems in a clerkship or practice setting. Scheduled examination. V. Schultz

**Environmental Protection Clinic (20316)** 3 units, credit/fail. A clinical seminar in which students will be engaged with actual environmental law or policy problems on behalf of client organizations (environmental groups, government agencies, international bodies, etc.). The class will meet weekly, and students will work eight to ten hours per week in interdisciplinary groups (with students from the School of Forestry and 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 twelve. *Also F&ES 834a.* K. Kennedy

**\*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, awaiting decision. The students working at the Bureau will meet for class two hours per week and will be expected to put in approximately ten hours on Bureau projects each week. The classroom work will not only explore the ethical minefield, but also consider the role of expert witnesses in the litigation process, its appropriateness, and the procedural issues thereby raised. The course has no prerequisites. Permission of the instructor required. Enrollment limited to eight. L.J. Fox

**Evidence (20057)** 3 units. The course will cover the rules, principles, and practices relating to the admissibility of evidence in American trials, both civil and criminal. Active class participation may be taken into account in determining final grades. Scheduled examination. S.B. Duke

**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 between the state, family, and market, and the formation of personal identity in and through these arenas, will be explored throughout the course. Issues of socioeconomic class, gender, race, and sexuality will arise in many of the areas to be studied over the course of the term. Enrollment will be capped at forty. Scheduled examination. V. Schultz

**Federal Courts and the Federal System (20366)** 4 units. The “Federal Courts” play a central role in today’s political debates, just as the federal courts as a branch of the national government is an important component of the constitutional political system in the United States. The past decades have been complex and fascinating ones for anyone interested in the federal courts. The class will focus on these courts as it examines the allocation of authority among the branches of the federal government and the relationships among state, federal, and tribal governments within the United States. Questions of the meaning of national and of state “sovereignty” lace the materials. Beneath the sometimes dry discussions of jurisdictional rules and doctrines of comity lie conflicts about such issues as race, religion, the beginning and end of life, abortion, Indian tribal rights, and gender equality. In addition to considering the political and historical context of the doctrinal developments, the class will examine the institutional structures that have evolved in the federal courts, as well as current questions about the size and shape of the

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

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

**Federal Jurisdiction (20448)** 4 units. This course will examine the relationship between federal courts and coordinate branches of the federal government, the interactions between state and federal courts, and the interplay of state and federal laws. Scheduled examination. A.R. Amar

**[The] “Free Rider” Problem (20612)** 1 unit, credit/fail. Why might it be difficult for individuals to sustain cooperative action toward a collective end that would benefit each of them? In the last half century, the “free rider” problem has emerged as an answer to that question, and has gradually become central to a series of overlapping (and politically consequential) discussions in philosophy, social science, and law. However, critical work published in the last few years suggests that the “free rider” problem is itself of relatively recent provenance, and that there may be good reasons why this is so: the “problem” itself may have been significantly misconceived. This reading group will examine the original arguments that gave rise to the discourse on “free riding” alongside the recent criticisms of those arguments. We will also consider related philosophical work on the problem of causation, agency and identity, and instrumental rationality, as well as the use to which the “free rider” problem has been put in contemporary legal scholarship. Permission of the instructor required. D.S. Grewal

**Green Energy Policy (20526)** 2 units. A major goal of the Obama Administration, as well as many other groups and authors, is to wean the United States from its dependence on fossil fuels by promoting energy efficiency and renewable sources of energy. This research seminar considers what legal policies and instruments may be available to accomplish these policy goals. The course will begin with the arguments that a transformation of the U.S. energy system is needed for environmental as well as other reasons. Other cross-cutting goals such as national security, economic development, and decreasing dependence on foreign sources of energy will also be considered. Next the course will explore past attempts to develop and implement a national energy policy and to promote various technologies. The class will then consider various existing policies and subsidies that discourage efficiency and renewable energy. Next the class will consider successful models, including Germany and California, and various proposals and suggestions to

promote energy efficiency and green energy. Self-scheduled examination. Enrollment will be capped at thirty. *Also F&ES 841a.* E.D. Elliott

**Hedge Funds and the Law (20613)** 2 units. This course is designed to teach the basics of hedge funds from a legal perspective – what they do, how they are regulated, and how they are structured. Hedge funds play an increasingly important role within the financial landscape, and whether one works in policy, regulation, law, or finance, one is likely to intersect with them at some point. Recently, hedge funds have figured prominently in wide-ranging debates regarding tax policy (carried interest), corporate law (activist investors seeking to unseat boards and management of underperforming companies), bankruptcy law (the restructuring of the U.S. automotive industry and many of the large investment banks), securities law (fraud, insider trading, high frequency trading), and wealth disparity. But what exactly is a hedge fund? And how should lawyers and policymakers think about their role and function in financial markets and in society in general? This is not an investment management course. We will not be going over stock tips, or teaching how to invest. The goal of this course is to prepare students to more comfortably engage with hedge funds, from whatever vantage point – as clients, regulators, policymakers, or employees. A short paper will be required. J. Abramowitz and B. Cohen

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

**Immigration Law, Policy, and Constitutional Rights (20547)** 4 units. This survey course will provide a foundation in immigration law, the system of admission and removal, and the constitutional principles governing the regulation of non-citizens. The course will also explore a series of selected topical issues concerning immigrants' rights and the normative values informing contemporary policies. The course will draw on the instructor's involvement in many current issues and extensive background litigating constitutional and civil rights cases on behalf of non-citizens in federal courts nationwide, including the Supreme Court, as former national director of the ACLU program on immigrants' rights. After surveying the immigration system and constitutional principles, the course will address such topics as detention of immigrants; asylum and refugee issues; state and local regulation of immigrants; constitutional principles governing "alienage" discrimination; federal enforcement practices; access to the courts and habeas corpus for non-citizens; criminal-immigration issues; labor and workplace rights of undocumented workers; extraterritorial application of the Constitution to foreign nationals; and potential federal immigration reform legislation. Some guest speakers may be invited to address areas of expertise. No prior course or background in immigration law is expected. Substantial Paper credit in lieu of exam may be available to a limited number of students with the instructor's prior approval. Self-scheduled examination or limited paper option. L. Guttentag

**Intellectual Property: An Introduction (20402)** 4 units. This course will offer a comprehensive doctrinal and theoretical introduction to federal trademark, copyright, and patent law and to related state doctrines of unfair competition, trade secrets, common law copyright, and the right of publicity. Self-scheduled examination. B. Beebe

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

**International Investment Law (20396)** 2 units. As foreign direct investment has increased as a function of globalization, so have disputes about investment. This seminar will examine the 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 will be capped at twenty-five. W.M. Reisman and G. Aguilar-Alvarez

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

**Issues in American Foreign Policy (20578)** 3 units. This seminar will examine current issues of American foreign policy. Much of the seminar will involve conventional seminar-style discussion of issues and readings, at times with the guest participation

of leading scholars and practitioners in the foreign policy field. Central to the seminar, however, will be a variety of collaborative student projects intended to be part of ongoing foreign policy debates. Each student will be expected to undertake a significant writing project to be determined in consultation with the instructor during the course of the term. Permission of the instructor required. P. Gewirtz

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

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

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

**Law, Liberalism, and Religion (20608)** 4 units. In his Letter Concerning Toleration, John Locke declared that it was absolutely necessary to settle the “just bounds” between church and state. More than 300 years later we're still trying and haven't gotten any further than Locke did when he proposed a policy of tolerance combined with compartmentalization as a way of avoiding conflict. The trouble with Locke's “accommodation” is that it works only if a religion respects the distinctions — between public and private, procedure and substance, action and speech, body and mind, outer and inner — that are central to classical Liberalism. How does the liberal state — the state that wants to be fair to everyone — deal with religions that take themselves seriously and are unwilling to confine their operation to the private spheres of the heart, the chapel, the synagogue, and

the mosque? This and related questions are repeatedly asked and never quite answered in a series of cases stretching from *Reynolds v. United States* in the nineteenth century to the latest Supreme Court cases decided in the last term. In this course the class shall read that line of cases alongside important philosophical and theological considerations of the problems no one has been able to resolve. Four short papers (1,800–2,000 words) required, two due by the midpoint of the term, two due by the last class. S. Fish

**Law, Politics, and Society in Latin America and the Caribbean (20606)** 1 unit, credit/fail. This course will meet weekly at lunchtime for two hours to discuss current events in Latin America. Each student will be given responsibility for a particular country or region of Latin America and will report weekly on the important events in that country or region. Occasionally there will be guest speakers who are experts in Latin America to lead the discussion on that day's topic. It is possible to take this course more than once. No previous background is assumed, only a general interest in increasing awareness of what is currently going on in Latin America. Enrollment will be capped at fifteen. S.B. Kauffman and T.M. Miguel

**\*Laws, Secrets, and Lying (20105)** 2 or 3 units. An examination of circumstances in which law both rewards and penalizes truth and lies. Readings will be drawn from law, theology, philosophy, and game theory. Examples will range from national security to invasion of privacy, from patent disclosure to the federal False Statements Act, from confirmation hearings to campaign promises. Permission of the instructor required. Paper required. S.L. Carter

**Law and Social Movements (20562)** 3 units. Historical and sociological studies of civil rights movements (often starting with the movement for black civil rights, with parallel developments among Latinos, American Indians, and Asian Americans), the feminist movement, the labor movement, the human rights movement, the right-to-life movement, the gay rights movement, and the conservative movement for economic freedom and property rights identify the central importance of compelling narratives that come to frame a public deliberative process, which ultimately influences the making and interpretation of law. In this view, a key role of social movements is to frame a story and to keep it in popular circulation in order to confront, incorporate, and transform received understandings. When social movements are successful, a new public narrative emerges. Part of this story is written in the law. Lawmaking becomes a way to institutionalize changes in background understandings and embrace particular public meanings and norms. The class shall assess this interactive narrative frame as a point of departure for investigating specific advocacy strategies employed by lawyers. One of the goals is to examine the challenges and dilemmas lawyers face in helping social movements successfully organize around a counter-story and yet avoid becoming the movement's primary storytellers. Another goal is to understand the recursive relationship between social movements, litigation, legislation, and administrative agency policymaking and enforcement. The class shall also explore the extent to which successful social movements are not simply about negotiation of interests within an agreed upon normative and political framework, but generate new normative frameworks (related to values, new forms of identity, new institutions) and aspire to alter the relations of power in a democracy.

Students will work in teams to develop and present a case study to the class on a particular movement. Rather than an exam, the course will conclude with a short paper that explores in greater depth one of the case studies we have considered. Paper required. Enrollment will be capped at thirty. L. Guinier and G. Torres

**Law and Terrorism (20265)** 4 units. This seminar will be devoted to examining the impact that the fight against terrorism — an all-consuming endeavor for the last decade — has had upon established legal principles and America's commitment to the rule of law. Special attention will be given to the policies governing the capture and targeting of suspected terrorists, the methods of interrogation and surveillance, the use of military commissions to try suspected terrorists, programs to freeze assets that might be used to support terrorist activities, and limitations on freedom of speech aimed to minimize the risk of terrorist activities. Paper required. Enrollment limited. O.M. Fiss

**[The] Law of American Politics and the Politics of American Lawmaking (20610)** 2 units. This seminar will examine the dynamic relationship between American law and politics. It will have two parts. The first will examine significant contemporary problems in the constitutional and statutory arrangement of American political democracy. Topics will include controversies over the Electoral College and the National Popular Vote plan; the *Citizens United* decision and corporate and union political activity; non-citizen voting; felon disenfranchisement; majority-minority districting, redistricting reform, and proportional representation; the disenfranchisement of Washington, D.C.; and the problem of debate exclusion and restrictive ballot access. The second part will examine the external and internal forces that shape the processes of American lawmaking, including different types of political and legislative leadership, social movements and charismatic leaders, political parties, political rhetoric and oratory, lobbying, corruption, ethics rules, conflicts of interest, and the filibuster. Paper required. Enrollment limited to eighteen. J.B. Raskin

**Law of the Sea (20592)** 2 units. The course will examine selected issues in the Law of the Sea, such as national jurisdiction, vessel nationality, the high seas, maritime zones and boundaries, the status of the continental shelf and its resources, rights in the deep seabed, innocent passage, maritime law enforcement (including hot pursuit), shipwrecks, naval blockades, the right to visit and search, and the suppression of piracy, the slave trade, and terrorism. The dispute resolution machinery provided by the International Tribunal for the Law of the Sea will also be considered. Paper required. Enrollment limited to twenty. E.R. Fidell

**\*Lawyering Ethics Clinic (20114)** 3 units, credit/fail. This is a clinical course in which students participate in the disciplinary process involving lawyers charged with violating ethical obligations to clients or other interested persons. The clinic's goals are to help students understand the disciplinary process in Connecticut, and to think about how legal education should engage with the ethical issues facing lawyers. Under faculty supervision, students work with the Connecticut Office of Disciplinary Counsel, the body charged with prosecuting claims of lawyer misconduct, and are assigned to handle specific grievance cases. Students interview witnesses, collect documentary evidence, research legal issues, draft pre-trial briefs, and examine witnesses and present closing arguments at the disciplinary hearing. Students may also be involved in negotiating



disciplinary sanctions with the grieved lawyer. Enrollment limited to four. D.E. Curtis and F.P. Blando

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

**Legal Practicum (20008)** ½ unit, credit/fail. Each student enrolled in this independent writing seminar will be required to prepare a 5–15-page essay that reflectively evaluates how her or his experiences in legal employment or other practical professional training, acquired during the immediately prior summer recess, have influenced her or his understanding of the legal system, the legal profession, or other aspects of legal culture. Permission of the registrar required. Deputy Dean

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

**\*Legal Services for Immigrant Communities (20531)** 3 units, credit/fail. This clinic will provide legal services to immigrants in the greater New Haven area through direct client work and community lawyering. LSIC offers students the opportunity to provide individual representation to a diverse group of clients by conducting outreach at Junta for Progressive Action, a community center in Fair Haven. Students meet with individual clients and conduct intake interviews to hear clients' stories and gather information about their cases. Students are then assigned to cases and work under the supervision of student mentors and faculty supervisors. Classroom discussions focus on the challenges of advocating on behalf of immigrants, low-income individuals, and the undocumented, confronting the overlapping and multiple needs of our clients, and balancing the representation of individuals and service to the greater community. Students work in a variety of practice areas, including immigration, labor and employment law, public benefits, landlord/tenant disputes, contract breaches, and disability rights. Students practice in

federal court, Connecticut state court, and immigration court as well as in various administrative proceedings. Students who are proficient in Spanish are particularly encouraged to join, but Spanish is not required. Students should indicate their level of proficiency in Spanish on the LSO ballot. Enrollment is by lottery, with language ability taken into account. Enrollment limited to eight. C.L. Lucht, S. Wizner, and J. Parkin

**\*Legal Writing for Litigators (20332)** 3 units. This seminar will train students to prepare superb legal documents. Students will scrutinize exemplary legal writing to see how leading practitioners frame and develop their arguments and how they advance their clients' strategic interests. The class will focus on briefs, but will also review numerous other types of litigation-related documents, and will explore various writing and research strategies. Students will prepare multiple assignments. Enrollment limited to twenty. N. Messing

**Legislation (20066)** 4 units. An introduction to the practice, doctrines, and theories of statutory interpretation, as well as to the organization and procedures of legislatures. Topics include the jurisprudential and constitutional debate over whether statutory "law" consists of the enacted text or the legislature's intent; how to read and write statutory text; how legislators produce "legislative history," how lawyers research it, and how courts use it (and whether they should); the canons of statutory construction; the implementation of statutes by administrative agencies; and the special problems of appropriations legislation. Self-scheduled examination. N. Parrillo

**Legislative Advocacy Clinic (20352)** 3 units, credit/fail. A two-term clinical seminar designed to give students an opportunity to participate in the state legislative and policymaking processes by advancing—and defending—the interests of Connecticut public interest organizations (including other LSO clinics and their clients). Clinic students may select their projects from a range of choices. Our long-time client (Connecticut Voices for Children) is a key player on a broad spectrum of policy issues. Recently, the clinic has focused on public education, juvenile justice, and tax policy. The clinic will be working with new, additional clients on issues arising from the implementation of federal health care reform at the state level, and poverty-related issues central to the work of direct legal services providers. The clinic's work will include both affirmative legislative initiatives and defensive efforts to respond to proposed legislation deemed inimical to the interests of its clients. The clinic will also serve as a legislative liaison for other LSO clinics, keeping them informed of legislative developments affecting their clients' interests. Issues of ethics and professional responsibility for lawyers working in the legislative arena will be an important focus of this clinic. In the fall term, students will 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, 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. J.L. Pottenger, Jr., S.D. Geballe, and C.C. Staples

**Liman Public Interest Workshop: Abolition: Slavery, Supermax, and Social Movements (20324)** 2 units, credit/fail. This workshop will consider why some social movements use the nomenclature of "abolition" and that term's import for reshaping legal obligations and entitlements. To do so, the class will look at the rich literature on social movements in the context of the anti-slavery and temperance movements as well as more recent efforts to end child labor, apartheid, sex trafficking, torture, and the death penalty, all of which were and are transnational. Our interests include how such movements came to embrace the concept of "abolition," and how that formulation in turn affected the focus and function of such groups. Further, we seek to understand the roles played by political and legal theory in claims of "abolition," and how or whether the legal theories varied when the focus was on a particular nation-state or as part of worldwide activities. In addition to the arenas listed above, the class will also consider whether abolition is appropriately invoked in the context of "supermax," prisons designed in the United States and in use since the 1970s to put individuals into solitary confinement indefinitely. The current plan is to coordinate with a workshop at Columbia Law School (run by Brett Dignam and Jeff Fagin); the workshop will also draw on work from the ACLU National Prison Project's campaign to end solitary confinement. Topics include: Social Movements and Legal Theory; Transnational Anti-Slavery Work; Abolition as an Idea; Gender Egalitarianism; Religious Communities, Faith, and Social Movements; Sex Trafficking and Prostitution: Locally and Globally; Child Labor; Apartheid; From the Convention Against Torture to Guantánamo; Death Penalty Abolition; Solitary Confinement, short- and long-term (the case of Private Manning); and Denormalizing Supermax. J. Resnik, H.R. Metcalf, and S.M. Sanneh

**Local Government in Action: Workshop on Affirmative Litigation in the City of San Francisco (20498)** 1 unit, with the option of additional units. This course will introduce students to local government lawyering. Working directly with attorneys from the Affirmative Litigation Task Force in the San Francisco City Attorney's Office, students will have an opportunity to brainstorm about potential projects, research the most promising ideas for lawsuits, assist in filing a case, or help litigate one already under way. The course will address both theoretical issues (What roles should cities play in our democracy? Can cities further the public interest through litigation?) and practical ones (city-state relations, standing issues). The first part of the course will acquaint students with broader legal and policy issues associated with affirmative litigation. The students will then break into independent working groups organized by subject area (the working groups will be designed to accommodate student interests and preferences). Each working group will either develop and propose a potential lawsuit, or assist in one of the City's ongoing affirmative litigation cases. Students joining in the fall are expected to make a one-year commitment (both fall and spring terms). Those interested in receiving professional responsibility credit for this course will be expected to do additional class work in the fall. In addition, any student enrolling in this course for the first time in Fall 2011 must complete their one-year commitment in the course to receive professional responsibility credit. Permission of the instructors required. H.K. Gerken and T.J. Lee

**\*Lowenstein International Human Rights Clinic (20188)** 3 units, credit/fail. Students will work on a variety of human rights projects, generally in support of advocacy efforts of human rights organizations. Projects are designed to give students practical experience with the range of activities in which lawyers engage to promote respect for human rights; to help students build the knowledge and skills necessary to be effective human rights lawyers; and to integrate the theory and practice of human rights. Class sessions will provide an overview of basic human rights principles and their application and instruction in human rights research and writing skills. The clinic will have one or more student directors. Interested LL.M. students must consult with the instructor before enrolling. Permission of the instructor required. Enrollment limited to eighteen. J.J. Silk and H.R. Metcalf

**Markets, Morals, and the Law (20593)** 2 or 3 units. What things should or should not be for sale — and why? This seminar will consider several instances of “blocked exchanges” or “contested commodities,” including the trade in reproductive services, body parts, environmental resources, and human labor. With readings drawn from law, philosophy, and moral and political economy, the purpose of the course will be to introduce students to a range of contemporary controversies over commodification and to consider arguments about the appropriate scope and limits of market activity. Students who elect the paper option may earn 3 units for the course. Permission of the instructor required. Self-scheduled examination or paper option. D.S. Grewal

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

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

**Metaprocedure (20602)** 4 units. This seminar will enable students to undertake individual research projects related to especially challenging developments in procedure. Among the topics that might be considered for such projects are the use of class actions for mass torts and claims of discrimination (the Wal-Mart case), mechanisms for alternative dispute resolution, victims' compensation funds (the 9/11 Fund or BP Fund), international tribunals (including the Special Tribunal for Lebanon), pleading requirements (Iqbal again), procedures governing the use of classified material, standing requirements in cases involving secret government surveillance, the use of special masters, the authority of Congress to limit judicial remedies, and, of course, the use of the jury in civil and criminal cases. Students will be admitted to the seminar on the basis of their proposed research project. A brief description of the project should be submitted to the instructor by July 15, 2011. Enrollment limited. O.M. Fiss

**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. J.L. Pottenger, Jr.

**National Security and Foreign Relations Law: Seminar (20355)** 2 units. This seminar will examine the constitutional and statutory law that governs U.S. national security activities and U.S. foreign relations. General topics will include the Constitution's allocation of national security and foreign relations powers among the three branches of the national government, war powers, issues arising out of the ongoing war against al Qaeda, treaties and other international agreements, the appropriate scope of deference to the Executive Branch in national security and foreign relations matters, the status of international law in U.S. courts, customary international law and international human rights litigation, and the general role of courts in national security and foreign relations cases. The class will examine historical debates on these subjects and also will discuss current events that illustrate the continuing significance of those debates. The focus will be not only on court decisions but also on how lawyers and other officials in the Legislative Branch and Executive Branch have handled these issues. Students will be expected to do a short reaction e-mail for each class and to write a final paper. The seminar will meet eight times during the term. Permission of the instructor required. Paper required. Enrollment limited to twenty. B.M. Kavanaugh

**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. *Also MGT 695a.* J.G. Simon, L.N. Davis, and B.B. Lindsay

**Political and Civil Rights in Canada and the United States (20600)** 2 units. Canada and the United States share more than a border: both were British Colonies; both are modern, industrialized societies; both are federal democracies; and both countries' legal systems reflect, with the exception of Quebec, an English common law heritage. Canada did not, however, adopt a comprehensive bill of rights, the Charter of Rights and Freedoms, until 1982. This comparative constitutional law seminar will explore the similarities and differences between the two legal systems with respect to the protection of individual rights. General attention will be given to Canada's unique approach to allocating judicial and legislative authority under the Charter. The seminar will focus more explicitly on such subjects as hate speech, religious liberty, affirmative action, criminal justice, press freedom, and gender equality. Paper required. Enrollment limited to fifteen. D.S. Days, III

**Property (20207)** 4 units. This course will introduce property law and theory. The class will explore different types of property interests, particularly real property, with some attention to intellectual and personal property as well. The course will survey estates and future interests in land, concurrent and marital ownership, leasehold interest, covenants and servitudes, and eminent domain and regulatory takings. The course will explore two fundamental normative questions: who should control how scarce resources are used, and how should they do it. Self-scheduled examination. H. Dagan

**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 American, Africa); land reform and development projects (primarily less developed countries); wildlife and fisheries management (global); water management (U.S., Asia, Latin America); tradable pollution rights (U.S.); carbon trading schemes (particularly for tropical forest maintenance) (global, tropical areas); free market environmentalism and private land use restrictions (conservationist or exclusionary?) (U.S. 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 weeks of the term. Paper required: may be reflective (2 units) or research (3 units). Enrollment limited to twelve. C.M. Rose

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

**Prosecution Externship (20139)** 2 or 3 units, credit/fail. Students in this clinical externship will assist state or federal prosecutors with their responsibilities, both before and at trial. Placements are available in New Haven and surrounding cities and in a variety of fields, including misdemeanors, felonies, or specialized areas such as career criminal, traffic, or appellate work. Weekly sessions will range from discussions of assigned readings to field trips to prisons, police laboratories, etc. Students will be required to keep

journals and time records. Placements at the U.S. Attorney's Office must be arranged at least four months in advance, to allow time for security clearance procedures. Applications and interviews for the State's Attorney placements will take place during the first week of the term. Although enrollment is limited and permission of the instructor is required, timing and the involvement of outside agencies remove this clinic from the usual sign-up process for limited enrollment courses. J.L. Pottenger, Jr., and M.S. McGarry

**Public International Law in Contemporary International Courts and Tribunals (20122)** 2 or 3 units. This research seminar will provide a forum for students wishing to stay apprised of the current dockets of those international courts and tribunals that are most significant in resolving issues of public international law. This includes, in particular, the International Court of Justice, the Law of the Sea Tribunal, the Permanent Court of Arbitration, the World Trade Organization Court, regional human rights courts, and the International Criminal Court. Other courts and arbitral tribunals will also be studied, to the extent that their pleadings are available to the public. Although exceptions can be made where appropriate, the seminar will generally not focus on commercial litigation (whose written and oral pleadings ordinarily are not accessible to the public), litigation in languages other than English, cases in American domestic courts, or cases that are developing very slowly, and unlikely to show much movement over the next six months. Paper required. L. Brilmayer

**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 will be capped at twenty-five. W.M. Reisman

**Regulating Sexuality: Legal and Psychological Perspectives (20379)** 2 units. In 1973, the American Psychiatric Association removed homosexuality from its diagnostic designation as a mental disease. In 2003, the United States Supreme Court ruled that states could not treat same-sex sodomy as a criminal offense (reversing its 1986 decision constitutionally approving such criminalization). What was the impetus for the condemnatory psychiatric and legal regulations that were thus overturned? What was the impetus that

led to this regulatory reversal? What are the forces impelling the current advocacy efforts both for and against state recognition of same-sex marriage? Do the changes arise from new conceptions of psychological abnormality, of societal welfare, or morality? This seminar will ask these same questions regarding issues of gender identity, prostitution, pornography, and violence in intimate relationships. In exploring these questions, we will specifically invoke psychoanalytically based psychological conceptions of individual and social behavior, especially regarding unconscious thinking processes; one goal of this seminar is to acquaint students with these conceptions and to evaluate their usefulness in understanding the regulation of sexuality. Paper required. Enrollment limited to twenty. R.A. Burt, B. Marcus, and B. McKee

**Regulation and Institutional Design (20540)** 2 or 3 units. This course will survey a number of basic questions concerning the design of regulatory institutions. Readings will include general materials related to the history, theoretical justifications for, and political economy of American regulation. The course will also look at a number of examples or case studies of particular regulatory programs designed to protect public health and safety, consumer welfare, the integrity of financial intermediaries, aesthetic and moral values, and so on. The ambition is to understand why various regulatory regimes take the form that they do and how those designs have performed in relation to their objectives. Students will be required write brief bi-weekly reaction papers commenting on the assigned readings and to submit a final paper expanding upon one of those reaction papers or discussing some other topic related to the course readings and discussion. Three units will be awarded to students doing research papers for Substantial Paper or Supervised Analytic Writing credit. All papers must be submitted by the last day of the examination period for the fall term. Enrollment limited to fourteen. J.L. Mashaw

**[The] Role of a Judge in a Democratic Society (20500)** 2 units. This research seminar will deal – on a comparative law basis – with the role of judges, mainly Supreme Court or Constitutional Court judges in a democracy. It will concentrate on their role to bridge the gap between law and society, and the role to protect the constitution and democracy. 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; quest of nonjusticiability; 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 rhetorics. Other topics may relate to the role of the judge and his 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 professor during the term to discuss their papers. Paper required. Enrollment limited to twenty. A. Barak

**Secured Transactions (20317)** 3 units. This course will provide an in-depth examination of the basic structure and purposes of secured credit transactions under Article 9 of the Uniform Commercial Code. Discussions will focus on the essential elements of secured financing (including the creation and enforcement of security interests in various types



of tangible and intangible property) as well as the longstanding debate over the essential utility and fairness of contractual security devices and the secured creditor's priority. We will also consider the treatment of security interests in bankruptcy proceedings; the rise (and fall) of securitizations as an alternative to traditional methods of secured lending; consignments; bailments; letters of credit; and a variety of other commercial law concepts. Prior courses in commercial transactions, corporate finance, and bankruptcy, although helpful, are not required. Relevant commercial concepts will be explained as they arise. Students should expect a lively discussion of a number of important issues of current and enduring significance in the study of commercial law. Self-scheduled examination or paper option. G.E. Brunstad, Jr.

**Securities Regulation (20288)** 4 units. A comprehensive examination of federal laws and regulations relating to the issuance of securities, fraud, insider trading, control transactions, brokers and dealers, investment companies, and private and public enforcement mechanisms. Scheduled examination. R.K. Winter

**Sentencing (20345)** 3 units. An examination of the history, philosophy, and administration of the criminal sentencing process. Particular attention will be devoted to: (1) how judges, apart from guidelines, exercise discretion in light of the circumstances of crimes, discretionary decisions by prosecutors, characteristics of offenders, and choices among permissible sanctions and purposes of sentencing; and (2) whether, in the wake of guidelines, even "advisory" guidelines, and mandatory penalties, fact-finding judges may continue to individualize sentences and if so, how. The course will explore different kinds of sentencing regimes — state guideline systems, international models on which sentencing standards have evolved from common law decision making or judge-imposed guidelines (Australia, Israel, England), the American Law Institute's revision of the Model Penal Code's sentencing provisions, and the federal sentencing guidelines. The course will also explore the relationship between sentencing guidelines and the criminal code; the interplay between principles of proportionality, severity, and parsimony; and the impact of race, class, and gender on case outcomes. Paper required. Enrollment limited. D.E. Curtis and N. Gertner

**Sexuality, Gender, and the Law (20536)** 3 units. This course will explore the historical, comparative, statutory, constitutional, and theoretical dimensions of law's regulation of sexuality and gender. Because sex, gender, and sexual orientation issues are at the cutting edge of privacy, equality, and free speech litigation in this and other countries, the course can be viewed as an advanced constitutional law course. The exploration of natural law, law and economics, feminist, and gay legal theory in many different contexts also gives this course a jurisprudential focus. Self-scheduled examination. Enrollment limited to seventy-five. W.N. Eskridge, Jr.

**\*Supreme Court Advocacy (20431)** 5 units (3 fall, 2 spring). This course will furnish the opportunity to combine hands-on clinical work with seminar discussion of Supreme Court decision making and advocacy. It will begin with several sessions analyzing the Court as an institution, focusing on the practicalities of how the Court makes its decisions and how lawyers present their cases. Thereafter, students will work on a variety of actual cases before the Court, preparing petitions for certiorari and merits briefs. Students will

work under the supervision of Yale faculty and experienced Supreme Court practitioners. The course will be a two-term offering and will satisfy the Substantial Paper requirement. The course demands a significant time investment that is not recommended for students with other time-intensive commitments. Permission of instructors required. Enrollment limited to twelve. L. Greenhouse, J.A. Meyer, A.J. Pincus, and C.A. Rothfeld

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

**Transnational Development Clinic (20577)** 6 units (3 fall, 3 spring), credit/fail with a graded option. Students in the yearlong Transnational Development Clinic work on a range of litigation and nonlitigation projects designed to promote community-centered international development, with an emphasis on global poverty. Rather than focus on international development institutions, such as the World Bank or U.N. bodies, the clinic works with community-based clients and client groups and provides them with legal advice, counseling, and representation in order to promote specific development projects or to ensure the safeguarding of community interests and rights in the face of international development projects. In addition, the clinic focuses on development projects that have a meaningful nexus to the United States, in terms of client populations, litigation or advocacy forum, or applicable legal or regulatory framework. Projects will likely focus on some, but not all, of the following areas: use of international finance institution accountability mechanisms (e.g., the International Finance Corporation Ombudsman, the World Bank Inspection Panel); remittances among immigrant workers in the United States; promotion of transnational worker networks; microfinance initiatives, either domestic or international; and international trade policy. A seminar accompanying the fieldwork provides readings and structured discussion to explore the relationships among law, development, and advocacy, with an emphasis on the role of the law and the lawyer in combating global poverty. The seminar also serves as a site to interrogate prevailing and competing notions of development itself. In addition, the seminar explores practice-based advocacy skills, including brief writing, oral advocacy, and policy advocacy; engages domestic and international law; and considers professional responsibility as applied to transnational development practice. Permission of instructor required. Enrollment limited to six to eight. M.I. Ahmad and R.H. Brescia

**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

**Unjust Enrichment and Private Law Theory (20587)** 2 units. Situated at the intersection of the three other branches of private law – property, torts, and contracts – the law of unjust enrichment (or restitution) provides an opportunity to bring together the principles and policies underlying private law in general. The structure of unjust enrichment problems involves someone who benefits at the expense of another. This course will explore the underlying theories of private law through critically examining some specific manifestations of the law of unjust enrichment, including benefits acquired through infringement of patents, copyrights, trademarks, and trade secrets; trespass, conversion, interference with contractual relations, and defamation; conferral of unsolicited benefits in cases such as class actions, joint liability, or mistaken payments; profitable breach of contract and claims for benefits conferred in performing a losing contract; and claims for restitution from insolvent defendants. Self-scheduled examination or paper option. H. Dagan

**\*Veterans Legal Services Clinic (20569) and Fieldwork (20596)** 2 units, credit/fail with a graded option, for each part (4 units total). The clinic and fieldwork must be taken simultaneously in both terms. There are approximately 250,000 veterans currently residing in Connecticut, many with acute and unique legal needs related to their military service or return to civilian life. In this clinic, students represent Connecticut veterans in a range of individual litigation and institutional advocacy matters. Pending individual matters include: (1) benefits applications for veterans who have suffered PTSD, hearing loss, sexual assault, and other injuries, in the first instance, on administrative appeal, and on judicial review of administrative denials; (2) discharge upgrade applications, on administrative appeal and in U.S. District Court; and (3) other civil matters such as a pardon and naturalization applications. Students also represent local and national veterans organizations in Freedom of Information Act litigation in U.S. District Court, legal needs assessment research in Connecticut, and federal regulatory and legislative advocacy concerning 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, F.M. Doherty, and M.M. Middleton

**\*Worker and Immigrant Rights Advocacy Clinic (20465) and Fieldwork (20468)** 2 units, credit/fail with a graded option, for each part (4 units total). Students will represent immigrants and low-wage workers in Connecticut in labor, immigration, trafficking, and other civil rights areas, through litigation for individuals and nonlitigation advocacy for community-based organizations. In litigation matters, students will handle cases at all stages of legal proceedings in Immigration Court, U.S. District Court, and other

forums. The nonlitigation work will include representation of grassroots organizations in regulatory and legislative reform efforts, media advocacy, strategic planning, and other matters. The seminar portion is a practice-oriented examination of advocacy on behalf of workers and noncitizens and of social justice lawyering generally. The course will be a two-term offering (four credits each term). The clinical course and fieldwork must be taken simultaneously in both terms. Permission of the instructors required. Enrollment limited. M.I. Ahmad and M.J. Wishnie

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

**Writing Workshop (20609)** 1 unit, credit/fail. This mini-course will consider the humble sentence as the key to discourse, order, and mortal — it has a beginning, middle, and end — life. What is a sentence? How do you know when you've written one? What do you do when your sentences fall apart? What is a good sentence? Why do we need sentences anyway? Lots of in-class exercises, many great examples of sentences that are miniature works of art, no pressure. The workshop will meet for four weeks at the beginning of the term. S. Fish

## SPRING TERM

### *Advanced Courses*

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

**Access to Knowledge Practicum (21264)** 2 or 3 units. Students will work on articles and research projects that promote innovation and democratic values through the design, implementation, and reform of rules relating to intellectual property, telecommunications, antitrust, the Internet and new media, online privacy, and other issues. These laws and policies shape the delivery of health care services, the design of new information technologies, international trade, access to education, opportunities for either civic engagement or repression, and sharing of research and culture around the globe. Questions arising from the sometimes tortuous application of existing legal and regulatory frameworks to new technologies, and vice versa, will provide rich source material for student projects and articles. Students will have opportunities to receive detailed feedback on multiple drafts of an article. In addition, this course will offer opportunities for direct engagement with public interest organizations, attorneys, and governmental officials in preparing drafts of statutes, responding to FCC and FTC proceedings, contributing to litigation, providing counsel to start-ups, and taking part in Congressional hearings. Paper or research project required, to be supplemented by doctrinal and theoretical readings. Students may enroll in both the fall and spring terms. Enrollment capped at twelve. N. Bramble

**Administrative Law (21601)** 4 units. There are vast areas of life in which much (often most) lawmaking and legal interpretation falls to administrative agencies, rather than to legislators and judges. Examples include the functioning of markets in securities,

telecommunications, and energy; the safety of food, drugs, cars, airplanes, and workplaces; the regulation of pollution, public land use, advertising, immigration, election campaigns, and union organizing; and the distribution of all kinds of social welfare benefits. This course will introduce the legal and practical foundations of the administrative state, considering rationales for delegation to administrative agencies, procedural and substantive constraints on agency rulemaking and adjudication, judicial review of agency actions, and the relationship of agencies to Congress and the President. *Note:* This section is open only to first-year J.D. students. Self-scheduled examination. N. Parrillo

**Administrative Law (21048)** 4 units. There are vast areas of life in which much (often most) lawmaking and legal interpretation falls to administrative agencies, rather than to legislators and judges. Examples include the functioning of markets in securities, telecommunications, and energy; the safety of food, drugs, cars, airplanes, and workplaces; the regulation of pollution, public land use, advertising, immigration, election campaigns, and union organizing; and the distribution of all kinds of social welfare benefits. This course will introduce the legal and practical foundations of the administrative state, considering rationales for delegation to administrative agencies, procedural and substantive constraints on agency rulemaking and adjudication, judicial review of agency actions, and the relationship of agencies to Congress and the President. *Note:* This section is open only to second- and third-year J.D. students and to LL.M. and M.S.L. students. Self-scheduled examination. Enrollment will be capped at sixty-five. D.E. Ho

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

**Advanced Community 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. R.H. Brescia and R.S. Golden

**Advanced Criminal Defense Project (21685)** 1 to 3 units, credit/fail with a graded option. Open only to students who have completed the Criminal Defense Project clinic. Permission of the instructors required. F.M. Doherty and T. Ullmann

**Advanced Education Adequacy Project (21558)** 1 to 3 units. Open only to students who have completed the Education Adequacy Project clinic. Permission of the instructor required. R.H. Brescia

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

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

**Advanced Iraqi Refugee Assistance Project (21624)** 2 to 3 units, credit/fail. A fieldwork-only option. Prerequisite: Iraqi Refugee Assistance Project. Permission of the instructor required. M.J. Wishnie

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

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

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

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

**Advanced Lowenstein International Human Rights Clinic (21584)** 2 or 3 units. Open only to students who have completed the Lowenstein International Human Rights Clinic. Permission of the instructor required. J.J. Silk

**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 T.J. Lee

**Advanced Supreme Court Advocacy (21543)** 3 units (2 fall, 1 spring). Open only to students who have completed Supreme Court Advocacy. Permission of the instructors required. L. Greenhouse, J.A. Meyer, A.J. Pincus, and C.A. Rothfeld

**Advanced Transnational Development Clinic (21693)** 1 to 3 units, credit/fail. Open only to students who have completed the Transnational Development Clinic. Permission of the instructors required. M.I. Ahmad and R.H. Brescia

**Advanced Veterans Legal Services Clinic (21631)** 2 or 3 units. Open only to students who have completed the Veterans Legal Services Clinic. Permission of the instructors required. M.J. Wishnie, F.M. Doherty, and M.M. Middleton

**Advanced Worker and Immigrant Rights Advocacy Clinic (21555)** 1 to 3 units. Open only to students who have completed the Worker and Immigrant Rights Advocacy clinic. Permission of the instructor required. M.J. Wishnie

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

**\*American Legal History (21063)** 3 units. Selected topics in the history of American law, legal thought, legal institutions, and the legal profession. Self-scheduled examination or paper option. *Also HIST 760b.* J.F. Witt

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

**Antidiscrimination Law (21417)** 4 units. This course will examine constitutional and civil rights law addressing discrimination on the basis of race, sex, and sexual orientation. It will begin with framework questions concerning discrimination and other practices that enforce inequality, analyzing equal protection and related bodies of substantive due process law; and then surveying federal employment discrimination law, with occasional consideration of related bodies of civil rights legislation. The course will examine competing theories of equality in the areas of race, gender, and sexuality; models of bias; concepts of dignity that connect liberty and equality claims; and special problems associated with regulating public and private actors. What kinds of change can law remedying inequality effectuate, and how has the law responded to resistance? Are there distinctive roles that courts, legislatures, and administrative bodies might play in redressing inequality? What might local or transnational law contribute? Are there alternative approaches that we might uncover through historical or comparative analysis? Scheduled examination. R. Siegel

**Antitrust (21068)** 4 units. This course will survey a range of issues in the law and economics of antitrust. It will be concerned with horizontal agreements, monopolization, vertical arrangements, and mergers. There is no economics prerequisite for this course, but some background in the basic elements of microeconomics will be helpful. Students

who would like to do some reading in microeconomics before taking the course should consult with the instructor about appropriate materials. Self-scheduled examination. A.K. Klevorick

**Bankruptcy (21204)** 4 units. This course will concern both business and consumer bankruptcies. It will ask: Why is a federal bankruptcy procedure necessary? What normative goals should animate that procedure? When should insolvent firms be reorganized rather than liquidated? How should macro-stresses affect bankruptcy law? What is the relation between an ex post insolvency law and the ex ante investment and other behavior of firms? How can a consumer bankruptcy law best resolve the trade-off between insurance—the discharge—and incentives—holding people to their obligations? A casebook will form the basis of the readings, and there will be considerable stress on learning the law as well as the economics of bankruptcy. Self-scheduled examination. A. Schwartz

**Beyond Autonomy (21684)** 2 units. This seminar will explore the autonomy model, which dominates much of constitutional theory, and will identify autonomy's conceptual and institutional competitors. Topics will include the separation of powers, federalism, and the First Amendment. Students will be expected to write weekly reaction papers and a short reflection paper at the end of the term. Enrollment limited to fourteen. H.K. Gerken and D.J. Levinson

**Business Organizations (21040)** 4 units. This course will provide an introduction to the law that governs business organizations. The core subject matter will begin with the law of agency and then proceed to rules governing discrete organizational forms, including business trusts, limited liability companies, and corporations. Early emphasis will be placed on the relational nature of the parties within the business organization as a means of clarifying their duties and obligations, fiduciary and otherwise, with respect to each other. The second half of the course will be devoted to the law concerning large, publicly traded corporations. The corporate materials will explore limited liability, the ultra vires doctrine, and problems of incorporation, which when taken together might loosely be considered “the corporation and its dealings with outsiders.” Then the course will explore board structure, shareholder voting rules, the fiduciary responsibility of managers, corporate control transactions (including takeovers), and the basics of securities exchange market integrity, which when taken together might loosely be considered “the corporation and regulation of insiders.” The course, with its focus on fundamentals, should be of particular interest to students seeking a basic introduction to the law of business organizations. Cases are selected to provide students with a foundation in the common law and state statutory systems that regulate business organizations as well as some federal statutes, rules, and regulations. Additionally these materials will provide an appropriate foundation for students who intend to take related courses, such as securities regulation, corporate finance, corporate tax, and more specialized offerings. Scheduled examination with a paper option. Enrollment limited to forty. R.W. Brooks

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



legal rules, markets, and institutional arrangements mitigate, or magnify, the agency problem. Scheduled examination. R. Romano

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

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

**\*Challenges of a General Counsel (21664)** 2 units. This class will explore the role of the corporate General Counsel as a lawyer-statesman with responsibility for helping forge the company's identity from the perspective of law, ethics, reputation, public policy, communications, and corporate citizenship. The class will study specific illustrations drawn from the contemporary business world—the BP oil spill, Google's clash with the Chinese government, the Mark Hurd resignation from Hewlett-Packard, the demise of Napster—from the vantage point of the General Counsel. The class will discuss how a General Counsel approaches challenges like these, the skills he or she must draw upon, what these illustrations say about the role of the General Counsel generally and his or her role as crisis manager specifically, and how the General Counsel can help proactively anticipate challenges along these lines, for example by serving as a catalyst in the process by which a corporation prepares itself for crises. Permission of the instructors required. Self-scheduled examination. Enrollment limited to twenty. M.S. Solender and B.W. Heineman, Jr.

**\*Colloquium on Contemporary Issues in Law and Business (21502)** 2 units. This course will bring leading members of the corporate bar, business, and investment communities, judges, and regulators, to the Law School to discuss emerging practice and regulatory issues, as well as scholars from other institutions to present their ongoing research on corporate governance and finance. An aim of the colloquium will be to provide a realistic sense of the varieties of business law practice and careers in business. Short papers required during the term. Prerequisite: Business Organizations. Enrollment limited. R. Romano

**\*Community and Economic Development (21016)** 4 units, credit/fail. CED is one of the most interdisciplinary law school clinics in the country. In addition to law students, the clinic is open to students from the Schools of Management, Divinity, Forestry & Environmental Studies, Public Health, and Architecture with prior approval from a faculty member. CED is also unusual in that it offers law students the chance to do pro bono transactional lawyering and legislative and administrative advocacy, rather than litigation. CED focuses on issues of neighborhood revitalization, education, social entrepreneurship, sustainable development, financial access, and financial inclusion as they relate to community and economic development. Students in CED represent and partner with community organizations, nonprofits, banks, local government, and small businesses.

They work in regulatory, transactional, business, policy research, development and advocacy, and strategic capacities.

Students will examine both private and public sector activities, as well as hybrid approaches to development issues including: formation and governance of for-profit and not-for-profit entities (primarily nonstock corporations and LLCs); program design, strategic planning and decision making, negotiating and drafting contracts; development employment and other policies; structuring real estate transactions; assessing the financial feasibility of proposed projects; securing funding from federal, state, local, and private sources; resolving zoning and environmental issues; negotiating local politics and facilitating collaborative problem-solving efforts. CED has a commitment to engaging students in local work that can then be used to inform policy development at the local, state, and federal levels. Students will gain skills in client contact, memo preparation, regulatory agency contact, administrative agency contact, and negotiation. Depending upon the particular project, students will be exposed in depth to banking, finance, land use, business, and policy research, design, and advocacy.

The class will meet twice a week for 1.5 hours each. Permission of the instructors required. Enrollment limited to eighteen. R.H. Brescia, R.S. Golden, S.M. Hudspeth, C.F. Muckenfuss, and L.P. Nadel

**Comparative Administrative Law (21679)** 3 units. A course comparing the administrative law systems of the United States, France, Germany, and the United Kingdom, with a focus on the way statutory and constitutional law guides and constrains policymaking by government ministries and independent agencies. The course will also consider the oversight role of the courts and other bodies. The course will then examine how administrative law functions in the transition to democracy in emerging economies and in nondemocracies such as China. Prerequisite: one course on administrative law (either of the United States or of any other country; LL.M. students are eligible if they have studied administrative law). Short reaction papers during the term. Self-scheduled examination or paper option. Enrollment limited to eighteen. S. Rose-Ackerman

**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 arguments and related discussions will address issues that impact complex civil cases, including: assembling the right parties (joinder, necessary parties), establishing personal jurisdiction through indirect contacts (internet, agency), forum selection (transfer, forum non conveniens), heightened pleading standards (*Twombly*, PSLRA), discovery in complex cases (electronic discovery, privilege), stays or abstention in favor of related litigation (*Colorado River*, *Rooker-Feldman*), multidistrict litigation, class action procedures and limitations (class arbitration, CAFA, SLUSA), interlocutory appeals, sanctions, judicial disqualification, and attorneys' fees. Grading will be based principally on the two papers (briefs) submitted by each student. Oral arguments and class discussion will also count. There will be no examination. Enrollment will be capped at twenty. S.R. Underhill

**Conservatism (21675)** 2 units. This seminar will examine conservatism's origins as a body of theory; turn to the trajectory of American conservatism since World War II, focusing on both intellectual history and popular mobilization; and conclude with a survey of versions of conservatism prominent in contemporary legal scholarship. Paper required. Enrollment limited to twenty. S. Moyn

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

**Constitutional Law, Social Science, and Philosophy (21661)** 2 units. This course treats philosophy as one's personal perspective and constitutional law—the attempt to govern human behavior by applying legal mandates—as applied social science. It affords participants the opportunity to clarify their own legal philosophies in response to the philosophy presented by the instructors. J.G. Deutsch and H.P. Kahn

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

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

**Corruption, Economic Development, and Democracy (21042)** 2 or 3 units. A seminar on the link between political and bureaucratic institutions, on the one hand, and economic development, on the other. A particular focus will be the impact of corruption on development and the establishment of democratic government. Paper (2 or 3 units) or self-scheduled examination (2 units). Enrollment limited to ten Law students. *Also PLSC 714b*. S. Rose-Ackerman

**\*Criminal Defense Project (21590)** 3 units, credit/fail (with graded option for returning students). Students in the Criminal Defense Project (CDP) defend clients in state and federal criminal cases under the direct supervision of clinical faculty and in conjunction with experienced trial attorneys from the Connecticut Division of Defender Services and the Office of the Federal Defender. Students get immersed in the fundamentals of zealous representation, learning how to investigate and develop their cases, build relationships with clients, and prepare for hearings and trials. As an essential part of their training, students participate in a weekly seminar, which focuses on substantive legal issues and the strategies of effective advocacy. The topics of the seminar include client interviews, bail arguments, discovery, plea negotiations, ethics, motions practice, working with experts, trial preparation, and sentencing mitigation. Throughout, students are encouraged to think critically about the operation of the criminal justice system and to reflect on opportunities for reform. Permission of the instructors required. Students must commit to two terms. F.M. Doherty and T. Ullman

**Criminal Law and Administration (21075)** 3 units. This course is an introduction to substantive criminal law, including the requisites of criminal liability, inchoate and group crimes, and sentencing. Throughout, the class will examine the roles of the legislature, prosecutor, court, and jury. This course is offered in several sections; it must be taken before graduation. Scheduled examination. K. Stith

**Criminal Law and Administration (21303)** 4 units. An introduction to criminal law and its administration, including the requisites of criminal responsibility, the defenses to liability, inchoate and group crimes, sentencing, and the roles of legislature, prosecutor, judge, and jury. This course is given in several sections; it must be taken before graduation. Self-scheduled examination. J.Q. Whitman

**[The] Crisis of Twenty-First-Century Constitutionalism (21576)** 2 units. A canvass of the institutional dynamics that threaten the integrity of the constitutional system Americans have inherited from the twentieth century. Enrollment limited. *Also PLSC 840b*. B. Ackerman

**Democracy and Distribution: The Politics, Law, and Economics of Affirmative Action (21578)** 2 or 3 units. This course is designed to address the questions: under what conditions, if any, is affirmative action desirable, and to what extent is a focus on “diversity” appropriate? The class will examine arguments for and against affirmative action that have been put forward in the courts, the philosophical literature, and in the political and economic arenas since the Jim Crow era in the United States (although there will be some comparative attention to affirmative action and Black Economic Empowerment policies in South Africa since 1994). Principal readings will be taken from such U.S. Supreme Court opinions as *Bakke v. California*, *Fullilove v. Klutznick*, the Michigan affirmative

action cases, and *Ricci v. DeStefano*; theoretical writings by John Rawls, Robert Nozick, and Douglas Rae; historical work by Michael Klarman; and political, economic, and legal commentary. The main focus will be on affirmative action in education, employment, and political representation. This course will meet according to the Yale College calendar. Paper required. No Supervised Analytic Writing credit. Substantial Papers possible, with permission of the instructors. Enrollment limited to seven Law students. *Also PLSC 287b/EPE 411b*. M.J. Graetz and I. Shapiro

**Democratic Constitutionalism (21432)** 2 or 3 units. This seminar will explore the relationship of constitutional law and constitutional politics. It will situate the institution of judicial review within the rapidly growing body of literature in law, political science, and history that explores the life of the Constitution outside the courts. The seminar will address such topics as the interpretation of the Constitution in the executive branch and in Congress, the development of federal norms in state constitutional decisions, comparative judicial review, transnational human rights law, and the citation of foreign law. Using several case histories concerning gun rights, abortion, and same-sex marriage, the class will examine the roles that political mobilization and conflict can play in the development of constitutional meaning. Permission of the instructors required. Self-scheduled examination or paper option. Enrollment limited. R.C. Post and R. Siegel

**Disability Rights and Disability Policy (21339)** 2 units. Although the Americans with Disabilities Act of 1990 (ADA)—which passed virtually unanimously by both houses of Congress and was signed enthusiastically by a Republican President—recently celebrated its twentieth anniversary, its desirability continues to be the subject of vigorous debate. This course will cover the main aspects of disability law under the ADA, the Individuals with Disabilities in Education Act (IDEA), and other relevant statutory and constitutional disability discrimination law. It will also situate the treatment of disability discrimination law within a broader theoretical and doctrinal perspective on race, sex, and other forms of discrimination law. Additionally, the course will explore issues of disability policy and potential avenues of reform. The required written work will be four four-page analytic essays on the course concepts and materials throughout the semester. Students interested in completing their Supervised Analytic Writing or Substantial Paper in the disability discrimination law area may sign up for additional independent writing credit, as neither Supervised Analytic Writing nor Substantial Paper credit can be substituted for the four required essays for the course. C. Jolls

**Disasters (21691)** 2 units. How does the law define “disaster” and what are the social and economic implications when the law recognizes particular circumstances as a disaster? Using the *Deepwater Horizon* case as a point of departure, the course will explore the ways in which the legal system reacts to large-scale manmade and natural disasters. Perspectives will include tort (including mass compensation programs), contract, regulatory, and criminal responses. Based on insights developed in the course, students will analyze and give classroom presentations on other disasters. Permission of the instructors required. Paper required. R.W. Brooks and E.R. Fidell

**Doing Good in Developing Countries: NGOs, Humanitarian Commitments, and American Foreign Policy (21689)** 2 units. This course will examine critically the interplay of

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

\***[The] Education Adequacy Project (21470)** 3 units, credit/fail. This highly focused clinical course will focus on a single litigation against the State of Connecticut, representing the Connecticut Coalition for Justice in Education Funding (CCJEF) and fifteen children and parents alleging constitutional deficiencies in state-provided education. This unique litigation is the first-ever clinic-led school finance litigation, and provides a diverse array of litigation, policy, and client work. CCJEF is a broad coalition made up of municipalities, school boards, unions, nonprofit organizations, parent-teacher organizations, and other interested individuals and groups. Through litigation and advocacy, CCJEF seeks to reform Connecticut’s public school finance system by substantially increasing funding and accountability such that all children are provided an adequate and substantially educational opportunity. The Education Adequacy Project serves as lead counsel on the litigation (*CCJEF v. Rell*) and will meet on a weekly basis to review the progress of the students as well as to discuss the substantive issues involved in CCJEF’s case and the theoretical issues involved in the adequacy movement. Students interested in participating in the Project should submit a brief statement of interest that discusses any pertinent experience that the student may bring to the Project, willingness to continue with the Project for more than one term if needed, and any other related information. Permission of the instructors required. Enrollment limited to fifteen. R.H. Brescia, A.A. Knopp, D.N. Rosen, and M.D. Weisman

**Efficient Techniques in Legal Research (21486)** 1 unit, credit/fail. This course will instruct students in basic legal research skills, including researching and updating federal case law, legislation, administrative law, and secondary sources, using both print and online resources. Students will be required to complete a series of short research assignments. The course will meet twice weekly for the first seven weeks of the term. S.B. Kauffman, J.B. Nann, J. Eiseman, M. VanderHeijden, and C. Tubbs

**[The] Engineering and Ownership of Life (21441)** 2 units. This course will examine the history of innovation in plants, animals, and human genes and the arrangements that innovators have devised through the law and by other means to establish and protect intellectual property rights in the fruits of their labors. Attending mainly though not exclusively to the United States, it will probe the history of these two subjects both in their own right and their connections to each other and the larger social, economic, and political context from the late eighteenth century to the present. In the first half of the course, which will run to about 1950, the class will consider the history of plant and animal breeding and the role in establishing and maintaining intellectual property rights in plants and animals of devices such as breeder's associations, paintings, contracts, trade secrets, and the Plant Patent Act of 1930, which provided the first patent coverage of any type of living organisms in the world. The second half of the course, which will run from ca. 1950 to the present, will cover in part advances in plant breeding and the enlargement of intellectual property protection for plants both in the United States and Europe through the creation of the plant variety protection system. The bulk of the second half will be devoted to the rise of genetic engineering; the establishment of broad patent protection for living organisms and their parts, including human genes, in the United States and Europe; the biotechnologies of medical diagnostics, pharmaceuticals, and agriculture; and the controversies surrounding these developments in the context of globalization. This course will meet according to the Yale College calendar. Paper required. Enrollment capped at ten Law students. *Also HIST 938b; HSHM 676b.* D.J. Kevles

**Environmental Protection Clinic (21321)** 3 units, credit/fail. A clinical seminar in which students will be engaged with actual environmental law or policy problems on behalf of client organizations (environmental groups, government agencies, international bodies, etc.). The class will meet weekly, and students will work eight to ten hours per week in interdisciplinary groups (with students from the School of Forestry & Environmental Studies and other departments or schools at Yale) on projects with a specific legal or policy product (e.g., draft legislation or regulations, hearing testimony, analytic studies, policy proposals) to be produced by the end of the term. Students may propose projects and client organizations, subject to approval by the instructor. Enrollment limited to twelve. *Also F&ES 834b.* K. Kennedy

**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. Self-scheduled examination. *Also F&ES 824b.* E.D. Elliott

**\*Ethical, Legal, and Social Responsibilities of Institutional Investors (21680)** 3 units. This seminar will consider the challenges involved in socially responsible investing from a variety of perspectives, particularly perspectives informed by economics, history, and law. The course will begin with a consideration of the possible constraints on ethical investing

posed by fiduciary principles in state law and federal law (ERISA) as well as by contract and market forces. The course also will consider the history of socially responsible investing as reflected in sources such as John Wesley's famous sermon (no. 50), "The Use of Monday," the discussion held during the 1768 Quakers Philadelphia Yearly Meeting that required church members to divest from investments in the slave trade, and in the protests against the U.S. corporations that were involved in manufacturing munitions used in the Vietnam War, as well as in the class book "The Ethical Investor" by John Simon et al. The course then will consider the provisions of Title XV of the Dodd-Frank Wall Street Reform and Consumer Protection Act that amended the Securities and Exchange Act of 1934 by adding a requirement that companies using minerals originating in the Democratic Republic of Congo make disclosures related to their use of the "conflict minerals": assiterite, columbite-tantalite, gold, wolframite, and their derivatives. Following consideration of those issues, particular attention will be paid to the challenges posed to ethical investors by modern strategies of institutional investing, which have resulted in: (1) the adoption of policies requiring that the contents of institutional investors' portfolio be kept confidential; (2) a reduction in investing in public companies that feature shareholder voting and the concomitant increase in investments in alternative asset classes, particularly direct investments in real estate and in limited partnership investments offered by hedge funds and private equity funds; (3) institutional investors "outsourcing" the responsibility for making investment decisions to professional investors with policies either forbidding the disclose to investors of the contents of the investment portfolios, or requiring their institutional investor clients to maintain the confidentiality of the investments that they do disclose. Permission of the instructor required. The paper written in connection with the class may be used to satisfy either the Supervised Analytic Writing or the Substantial Paper requirement if appropriate requirements for substance and originality are met. A class presentation is also required. Paper required. Enrollment limited to thirty-five. J.R. Macey

**\*Ethics Bureau at Yale: Pro Bono Professional Responsibility Advice (21653)** 3 units. The Ethics Bureau provides 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. The students working at the Bureau will meet for class two hours per week and will be expected to put in approximately ten hours on Bureau projects each week. The classroom work will not only explore the ethical minefield, but also consider the role of expert witnesses in the litigation process, its appropriateness, and the procedural issues thereby raised. The course has no prerequisites. Permission of the instructor required. Enrollment limited to eight. L.J. Fox



**Family, State, and Market (21677)** 2 units. Family law, by tradition, is private law, and its primary task is to intercede when private ordering fails, as in divorce or disputed child custody. But this traditional view tends to obscure the role of law in helping determine which families can succeed and which run the largest risks of failure. This course will consider the traditional problems of family law in the context of the social welfare state, employment law, immigration law, and other legal regimes that affect individuals' capacity to form families and to persist with (or to exit from) those families if they choose. No prerequisites. Self-scheduled examination. Enrollment will be capped at fifty. A.L. Alstott and V. Schultz

**Federal Criminal Prosecution (21504)** 3 units. This course will address legal, ethical, and strategic considerations in the prosecution of federal crime from both the prosecutorial and defense perspectives. Major themes of the course are the role of federal prosecution in our constitutional system, the exercise of discretion both in investigations and in charging and plea agreements, and the differing perspectives of officials in the Justice Department in Washington, D.C., and prosecutors in United States Attorneys' Offices. Specific topics to be addressed include the various investigatory tools of a federal prosecutor, both overt (interviews, grand jury subpoenas, search warrants, immunity orders) and covert (wiretaps, bugs, pen registers, clone beepers and faxes, video and physical surveillance, informants, undercover operations); special attention will be given to the use of cooperating witnesses, the increased enforcement emphasis on white-collar crime, the impact of recent anti-terrorism legislation, and the significance of mandatory minimum sentences and the Sentencing Guidelines. The class will also analyze the role of a criminal defense lawyer in investigations and in negotiations with prosecutorial authorities, including issues involving assertions of privilege, joint-defense agreements, multiple representation, witness interviews, document gathering, organizational representation, deferred prosecution arguments, and plea or trial strategies. There will be several short written assignments and a scheduled examination. Prerequisite: a course in criminal procedure or its equivalent. This course is only open to J.D. students. Permission of the instructor required. Scheduled examination. Enrollment limited to approximately twenty. 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 fringe benefits, business expenses, the interest deduction, the taxation of the family, and capital gains. No prerequisites. Self-scheduled examination. Enrollment will be capped at ninety. A.L. Alstott

**[The] First Amendment (21230)** 4 units. This course will study the constitutional rights of freedom of expression and freedom of religion guaranteed by the First Amendment. Among the topics covered will be offensive speech; defamation; pornography; symbolic speech; commercial speech; campaign finance; Internet and broadcast regulation; restrictions on time, place, and manner of expression; freedom of association; religious autonomy; rights of religious communities; aid to parochial schools and other religious

institutions; permissible accommodations of religious practice; and state establishments of religion. Self-scheduled examination or paper option. J.M. Balkin

**Globalization, Development, Poverty, and the Law (21506)** 2 units. Globalization is a powerful force, linking far-flung communities and cultures, making the world “flat,” and firing the economic engines of emerging markets. While globalization has lifted millions out of poverty, it has also marginalized communities and devastated the environment in parts of the globe. This tragic situation challenges everyone – international organizations, national governments, civil societies, and academics – to examine the causes of poverty and to find sustainable solutions. Of the 6.5 billion people on earth, half live on less than \$2 a day, of whom 1.2 billion under \$1 a day. In the next twenty years, the world’s population will increase by another 2 billion, 75 percent of whom will be the urban poor in the developing world. The implications are huge – global health, environment, energy, financial stability, and even peace and security are affected. This course will explore the role law and legal institutions play in addressing these issues by studying global themes such as economic developmental theories and international organizational framework, and by analyzing certain sectors such as investment, trade, environment, and human rights. Paper required. Enrollment limited to eighteen. K.Y. Tung

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

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

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

**Information Privacy Law (21687)** 2 units. Controversy over information privacy has grown dramatically in recent years. Information that many individuals view as private is gathered using a growing number of new technologies and practices – genetic testing, RFID tags, proliferating public surveillance cameras, and much more. Constitutional, statutory, and common law have sought to respond to rapid changes in information gathering, storage, and dissemination. This course will examine information privacy law, including the areas of (1) workplace privacy, drawing on Professor Jolls’s experience drafting workplace privacy provisions as Reporter for the Restatement of Employment Law over 2001–2006; (2) consumer privacy in electronic commerce and other domains; and (3) privacy issues raised by “War on Terrorism” law enforcement demands. The required written work will be four four-page analytic essays on the course concepts and materials throughout the semester. Students interested in completing their Supervised Analytic Writing or Substantial Paper in the information privacy law area may sign up for additional independent writing credit, as neither Supervised Analytic Writing nor Substantial Paper credit can be substituted for the four required essays for the course. C. Jolls

**International Commercial Arbitration (21283)** 3 units. International commercial arbitration has increased as a function of world trade. This seminar will examine systematically, through statutes, rules, national and international cases, and treaties, the establishment, operation, and implementation of awards of international 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. Enrollment will be capped at twenty-five. W.M. Reisman

**International Human Rights (21009)** 3 units. This course will survey human rights law across the diverse fora in which it has crystallized since World War II. Beginning with foundational backgrounds, the course will turn to legal instruments and the arrangements for their implementation and enforcement that have been pursued in international, regional, and domestic spheres. There are no prerequisites. Self-scheduled examination or paper option. S. Moyn

**International Trade Law (21635)** 3 units. This course will examine the laws, policies, and multilateral institutions structuring the global trade in goods and services, with a particular focus on the main multilateral trading body, the World Trade Organization (WTO). It will also consider the role of regional trade agreements and private regulators in organizing contemporary economic globalization. Since international economic law is a rapidly evolving field with few long-standing doctrines, the historical and normative

analysis of global trade will be necessarily emphasized throughout the course, and, in that vein, the class will consider the role of environmental protection, human rights, and labor regulation in international trade law and policy. Scheduled examination. D.S. Grewal

**Internet Privacy (21636)** 3 units. The creative destruction of the Internet is upending settled expectations of all kinds, and nowhere is that more true than with privacy. There used to be a zone of privacy around the letters people wrote, the books and articles they read, the financial and medical records they kept, and their physical comings and goings. Now, the Web pages people visit and the e-mail they write are monitored by corporations for “behavioral targeting” advertising, and online booksellers keep track of book purchases. A vast amount of confidential financial and medical data is now stored in the “cloud,” where it is vulnerable to hackers and subpoenas. Online “street view” services put images of private homes online. Increasingly, GPS and cell phones allow corporations and the government to track people’s physical location in real time. Internet users have voluntarily given up some of their privacy, as the rise of Facebook, Twitter, and other self-disclosure forums demonstrates. But much of the erosion has occurred without people’s consent, or even knowledge. The technology in this area has been moving at Internet speed, but the law has not kept up. This course will explore how the Internet and other technologies are changing the privacy landscape, and how courts, legislatures, agencies, advocacy groups, and legal commentators are responding. Scheduled examination or paper option. Enrollment will be capped at seventy-five. A.S. Cohen

**Introduction to Transnational Law (21454)** 4 units. This course will provide an introduction to and overview of the emerging field of transnational law. The course will cover both traditional public international law and “private” law that crosses national boundaries. It will teach students the minimum that every lawyer should know about the international dimensions of law in the modern world. It is intended to provide a foundation on which those who are interested in further study of the particular topics covered in the course can build. The course will examine the sources of international law (including treaty law and customary international law); international courts and tribunals; how the United States makes and enforces international agreements; theories about compliance with international law; as well as the law governing human rights, international tax, the use of armed force, international commercial arbitration, trade, the environment, international crimes, and the “war on terror.” The complementary course Specialized Legal Research in Foreign and International Law is offered in conjunction with this course for one additional credit. See course number 21487-01 (enrollment in both courses is encouraged but not required). Self-scheduled examination. O. Hathaway and 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. F.X. Dineen and J.L. Pottenger, Jr.

**Law, Economics, and Organization (21041)** 1 unit, credit/fail. This seminar will meet jointly with the Law, Economics, and Organization Workshop, an interdisciplinary faculty workshop that brings to Yale Law School scholars, generally from other universities, who present papers based on their current research. The topics will involve a broad range of issues of general legal and social science interest. Students registering for the seminar and participating in the workshop will receive one unit of ungraded credit per term. Neither Substantial Paper nor Supervised Analytic Writing credit will be available through the seminar. Short reaction papers will be required during the term. R.W. Brooks and C. Jolls

**Law, Institutions, and Development in America to 1850 (21565)** 2 units. This legal history seminar will examine the foundations of the American legal, political, and economic order as a case study in development. The seminar will begin by analyzing current debates on the role of law and institutions in modern economic development as a way of establishing frames of reference for analyzing and discussing American history. The course will then turn to American legal, social, and economic history, and the readings will alternate between primary source materials and classics in the field. The class will discuss issues such as the emergence of American property law, slavery, inheritance policy, women's legal history, intellectual property, Alexander Hamilton's financial system, the United States Constitution, the emergence of the corporation, and law and industrialization. The final weeks will be reserved for new works in the field. Paper required. Enrollment limited to twenty. C. Priest

**Law and Globalization (21508)** 2 units. The Law and Globalization seminar is an ongoing Yale Law School forum for the presentation of recent research on legal aspects of globalization, broadly conceived. The theme of the spring 2012 edition will be the evolution of commercial and investment arbitration. The seminar will host six scholars, each of whom will present a paper. Off-weeks will be devoted to the discussion of texts in preparation for these visits. Requirements include: (1) full participation in the seminar; and (2) the writing of either one 25–30-page research paper on a topic relevant to law and globalization or three ten-page essays responding to the papers being presented in the seminar. Students are allowed to take the seminar for credit more than once, and they may earn additional credit if they wish to produce a more substantial research paper. Paper option. Enrollment limited to eighteen. A. Stone Sweet and N. Walker

**[The] Law and Regulation of Banks and Other Financial Intermediaries (21171)** 3 units. This course will begin with an overview of the business of banking and the role of financial intermediaries (investment banks, insurance companies), and historical, political, and economic perspectives on banking. The class will then discuss entry into the business of banking; the Dual Banking System; corporate governance of banks, activities restrictions and limitations on investments; the regulation of deposit taking; safety and soundness regulation and prudential restriction on bank activities; consumer protection and lender liability; mutual funds; consumer protection and capital requirements; insurance and securities powers of banks and non-banks; affiliations between banks and other companies; examination and enforcement issues; bank failure; and international banking. Particular attention will be paid to the 2007–08 financial crisis. Self-scheduled examination. J.R. Macey

**[The] Law of Climate Change (21566)** 3 units. This course will explore legal and policy developments pertaining to climate change and the regulation of greenhouse gas emissions. Approaches considered will range in scale (state, regional, national, international), temporal scope (incremental measures, multi-decade emissions goals, constitutional amendments), policy orientation (voluntary initiatives, disclosures rules, subsidization, tort litigation, command-and-control regulation, cap-and-trade schemes, emissions taxes), regulatory target (industry and manufacturing, commercial and retail firms, financial and insurance companies, consumers and workers), and regulatory objective (stabilization of greenhouse gas concentrations, reduction of emissions levels or intensity, energy security, optimal balancing of costs and benefits, adaption to unavoidable impacts). Although course readings and discussion will focus on existing and actual proposed legal responses to climate change, the overarching aim of the course will be to anticipate how the climate change conundrum will affect our laws and our lives in the long run. No prerequisites. Self-scheduled examination or paper option. *Also F&ES 866b*. D. Kysar

**[The] Laws of War: Present Controversies and Historical Precedents (21690)** 3 units. This seminar will take up current controversies in the laws of war and set them against historical precedents for purposes of better understanding the structure and theory of the contemporary laws of war. The class will heavily (though not exclusively) focus on the American experience and on contemporary legal issues raised by current U.S. actions abroad. Issues to be explored include the past and present distinction between combatants and civilians, the invention of the idea of armed conflict and current debates over when an armed conflict exists, who may be targeted in war and under what circumstances, the law governing detention of combatants, the origin and present use of military commissions, proportionality analysis, the idea of the war crime, and the distinction between war and criminal law enforcement. Permission of the instructors required. Paper required. Enrollment limited to fifteen. O. Hathaway and J.F. Witt

**\*Lawyering Ethics Clinic (21134)** 3 units, credit/fail. This is a clinical course in which students participate in the disciplinary process involving lawyers charged with violating ethical obligations to clients or other interested persons. The clinic's goals are to help students understand the disciplinary process in Connecticut, and to think about how legal education should engage with the ethical issues facing lawyers. Under faculty supervision, students work with the Connecticut Office of Disciplinary Counsel, the body charged with prosecuting claims of lawyer misconduct, and are assigned to handle specific grievance cases. Students interview witnesses, collect documentary evidence, research legal issues, draft pre-trial briefs, and examine witnesses and present closing arguments at the disciplinary hearing. Students may also be involved in negotiating disciplinary sanctions with the grieved lawyer. Enrollment limited to four. D.E. Curtis and F.P. Blando

**Legal and Economic Analysis of Contracts (21692)** 2 units. Parties engaging in economic exchange often organize their relationships through written contracts. This course will study the design of these contracts and the body of law that governs and influences their economic efficiency. The conventional economic literature on contract theory focuses on

the implementation of incentives schemes conceived from scratch that provide efficient solutions to contracting problems. The law and economics literature, on the other hand, takes institutions as given and asks how they facilitate efficient trade (e.g., by showing how standard breach remedies of contract law interact with simple contracts to provide efficient mechanisms in economically relevant situations). This seminar is situated at the intersection of those two literatures. It takes institutions of contract law seriously, while acknowledging the importance of careful modeling exemplified in the economic literature on contracting, particularly with respect to informational assumptions. The main subject of the course will be to study contractual solutions to the hold-up problem. Starting from seminal articles in the bilateral trade literature and the literature on breach remedies, the course will introduce students to the most recent developments of the field using a uniform notional apparatus. Permission of the instructor required. Scheduled examination or paper option. Enrollment limited to ten. R.W. Brooks

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

**\*Legal Services for Immigrant Communities (21552)** 3 units, credit/fail. This clinic will provide legal services to immigrants in the greater New Haven area through direct client work and community lawyering. LSIC offers students the opportunity to provide individual representation to a diverse group of clients by conducting outreach at Junta for Progressive Action, a community center in Fair Haven. Students meet with individual clients and conduct intake interviews to hear clients' stories and gather information about their cases. Students are then assigned to cases and work under the supervision of student mentors and faculty supervisors. Classroom discussions focus on the challenges of advocating on behalf of immigrants, low-income individuals, and the undocumented, confronting the overlapping and multiple needs of our clients, and balancing the representation of individuals and service to the greater community. Students work in a variety of practice areas, including immigration, labor and employment law, public benefits, landlord/tenant disputes, contract breaches, and disability rights. Students practice in federal court, Connecticut state court, and immigration court as well as in various administrative proceedings. Students who are proficient in Spanish are particularly encouraged to join, but Spanish is not required. Students should indicate their level of proficiency in Spanish on the LSO ballot. Enrollment is by lottery, with language ability taken into account. Enrollment limited to eight. C.L. Lucht, S. Wizner, and J. Parkin

**\*Legal Writing throughout a Lawsuit (21683)** 2 units, credit/fail. Students will learn to write more effectively by exploring legal disputes arising out of the *Deepwater Horizon* oil

spill. Teams of students—guided by experienced outside lawyers—will represent various parties (such as BP, Gulf fishermen, and the Obama Administration) and will draft and evaluate filings from that case. R. Harrison and N. Messing

**Legislative Advocacy Clinic (21392)** 3 units, credit/fail. A two-term clinical seminar designed to give students an opportunity to participate in the state legislative and policymaking processes by advancing—and defending—the interests of Connecticut public interest organizations (including other LSO clinics, and their clients). Clinic students may select their projects from a range of choices. Our long-time client (Connecticut Voices for Children) is a key player on a broad spectrum of policy issues. Recently, the clinic has focused on public education, juvenile justice, and tax policy. The clinic will be working with new, additional clients on issues arising from the implementation of federal health care reform at the state level, and poverty-related issues central to the work of direct legal services providers. The clinic's work will include both affirmative legislative initiatives and defensive efforts to respond to proposed legislation deemed inimical to the interests of its clients. The clinic will also serve as a legislative liaison for other LSO clinics, keeping them informed of legislative developments affecting their clients' interests. Issues of ethics and professional responsibility for lawyers working in the legislative arena will be an important focus of this clinic. In the fall term, students will 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, 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. J.L. Pottenger, Jr., S.D. Geballe, and C.C. Staples

**Liman Public Interest Workshop: Access, Justice, Social Movements, and Rights (21534)** 2 units, credit/fail. The second term of the Liman Workshop will be developed out of the work of the first term. New and returning students are welcome. J. Resnik, H.R. Metcalf, and S.M. Sanneh

**Local Government in Action: Workshop on Affirmative Litigation in the City of San Francisco (21547)** 1 unit, with the option of additional units. This course will introduce students to local government lawyering. Working directly with attorneys from the Affirmative Litigation Task Force in the San Francisco City Attorney's Office, students will have an opportunity to brainstorm about potential projects, research the most promising ideas for lawsuits, assist in filing a case, or help litigate one already under way. The course will address both theoretical issues (What roles should cities play in our democracy? Can cities further the public interest through litigation?) and practical ones (city-state relations, standing issues). The first part of the course will acquaint students with broader legal and policy issues associated with affirmative litigation. The students



will then break into independent working groups organized by subject area (the working groups will be designed to accommodate student interests and preferences). Each working group will either develop and propose a potential lawsuit, or assist in one of the City's ongoing affirmative litigation cases. Permission of the instructors required. H.K. Gerken and T.J. Lee

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

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

**\*Military Justice (21678)** 2 units. This course will explore the nature and function of military justice today. Topics will include the constitutional rights of military personnel; court-martial jurisdiction and offenses; trial and appellate structure and procedure; collateral review; the roles of commanders, Congress, the Supreme Court, and the President; command influence; the role of custom; and punishment. Current issues such as those involving military commissions, command accountability, military justice on the battlefield, judicial independence, sexual orientation, adultery, fraternization, and the application of international human rights norms to military justice will be addressed. Throughout the course we will consider issues of professional responsibility, how the military justice system can be improved, and what, if anything, can be learned from the experience of other countries. Self-scheduled examination. E.R. Fidell

**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. J.L. Pottenger, Jr.

**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, 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. *Also MGT 695b.* J.G. Simon, L.N. Davis, and B.B. Lindsay

**Persuasion and Politics (21676)** 2 units. A study of select philosophical writings from the history of political thought on the topic of persuasive speech and how it fits into different sorts of political systems, touching on questions about the nature of practical judgment, the roots and character of liberal theory, and the relations between religious, political, and philosophical modes of thinking and argument. Texts to include works by Aristotle, Spinoza, and Hobbes, as well as recent books grappling with these issues. Seeking an interdisciplinary approach, the instructors include professors of law, political science, and philosophy. Requirements: class participation, occasional short responses to the readings, and a final paper. Paper required. Enrollment will be capped at sixteen. *Also PLSC 632b.* P.W. Kahn, B. Garsten, and E. Garver

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

**Property (21409)** 3 units. This course will inquire into a pervasive set of human institutions – the arrangements for getting, controlling, using, transferring, and forfeiting resources in the world around us. The course will begin by exploring what property regimes are and the range of purposes they might serve, and then move through the topics of acquisition, transfer, shared interests, and limitations on property. While the main focus will be property in land, the class will discuss the implications of property in other resources, such as wild animals, body parts, water, and information. The course will also examine recording and other notice-giving devices, interests in land over time, easements and deed restrictions, planned communities and “private government,” landlord-tenant relations, issues of differential wealth and civil rights, and public land use regulation. With the permission of the instructor, students who write a longer paper may earn an additional unit. Self-scheduled examination. C. Priest

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

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

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

**Quantitative Corporate Finance (21071)** 3 units. This course will introduce students to some of the fundamentals of financial economics. Topics will include net present values, the capital asset pricing model, the efficient capital market hypotheses, event studies, and option theory. Students will need to learn to use electronic spreadsheet software such as Excel. Grades will be based on weekly computer problem sets and on an open-book final examination. Scheduled examination. I. Ayres

**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; crime literature; court records; government documents; biographical materials and personal papers of lawyers and judges; other manuscript collections; and early sources of American international law and civil law. Paper required. S.B. Kauffman, J.B. Nann, F.R. Shapiro, and M. Widener

**Sentencing Workshop (21383)** 3 units. A workshop at which federal and state judges, defense lawyers, prosecutors, and other criminal-justice professionals are invited to meet with the students and to explore such issues as the federalization of crime, discretion in the federal sentencing guidelines, recent constitutional challenges, legislative amendments, and theories of punishment. All participants—judge and non-judge—will be provided with hypothetical “cases” of individuals to sentence, and then justify and/or explain their sentences in depth to the other workshop participants. The class will be invited to observe actual court sentencings in either New Haven or Boston, and, where possible, discuss the cases with the parties. Prerequisite: fall-term Sentencing course. Permission of the instructors required. Enrollment limited. D.E. Curtis and N. Gertner

**Specialized Legal Research in Corporate Law (21487-02)** 1 unit, credit/fail. This course will include both lecture and discussion on methods and sources in corporate law, including securities law and criminal prosecutions of corporate fraud. Secondary sources will be

emphasized, but basic finding skills will also be addressed: case-finding, statutes-finding, locating legislative histories, and locating administrative materials. Online, print, and other resources will be considered throughout. Three guest speakers are scheduled: one who will present non-law business databases, another who will provide an introduction to reading a financial report, and a third (an Assistant U.S. Attorney and YLS alumnus) who will address the use of secondary sources in legal research generally, and with special attention to securities law and corporate fraud. This course will be weekly in the first half of the term. S.B. Kauffman and M. Chisholm

**Specialized Legal Research in Foreign and International Law (21487-01)** 1 unit, credit/fail. Explore the major sources of international law, the law of some of the largest inter-governmental organizations, and general methods for finding laws from nations other than the United States. Both print and online sources will be examined. Although several area perspectives will be included, much of the course will be taught from an American perspective, and the course will concentrate on sources widely available in the United States. Assuming sufficient interest, particular research interests of the class may also be explored. This course will meet weekly for seven weeks in the first half of the term and will complement Professor Hathaway and Professor Shapiro's course, Introduction to Transnational Law. See course number 21454-01 (enrollment in both courses is encouraged but not required). Particular attention is paid to practical research issues and solutions. Minimum enrollment of five required. S.B. Kauffman, R. Harrington, E. Ma, T. Miguel, J.B. Nann, and C. Tubbs

\***Supreme Court Advocacy (21262)** 5 units (3 fall, 2 spring). This course will furnish the opportunity to combine hands-on clinical work with seminar discussion of Supreme Court decision making and advocacy. It will begin with several sessions analyzing the Court as an institution, focusing on the practicalities of how the Court makes its decisions and how lawyers present their cases. Thereafter, students will work on a variety of actual cases before the Court, preparing petitions for certiorari and merits briefs. Students will work under the supervision of Yale faculty and experienced Supreme Court practitioners. The course will be a two-term offering and will satisfy the substantial writing requirement. The course demands a significant time investment that is not recommended for students with other time-intensive commitments. Permission of the instructors required. Enrollment limited to twelve. L. Greenhouse, J.A. Meyer, A.J. Pincus, and C.A. Rothfeld

**Transnational Development Clinic (21650)** 6 units (3 fall, 3 spring), credit/fail with a graded option. Students in the yearlong Transnational Development Clinic work on a range of litigation and nonlitigation projects designed to promote community-centered international development, with an emphasis on global poverty. Rather than focus on international development institutions, such as the World Bank or U.N. bodies, the clinic works with community-based clients and client groups and provides them with legal advice, counseling, and representation in order to promote specific development projects or to ensure the safeguarding of community interests and rights in the face of international development projects. In addition, the clinic focuses on development projects that have a meaningful nexus to the United States, in terms of client populations, litigation or advocacy forum, or applicable legal or regulatory framework. Projects will likely

focus on some, but not all, of the following areas: use of international finance institution accountability mechanisms (e.g., the International Finance Corporation Ombuds-person, the World Bank Inspection Panel); remittances among immigrant workers in the United States; promotion of transnational worker networks; microfinance initiatives, either domestic or international; and international trade policy. A seminar accompanying the fieldwork provides readings and structured discussion to explore the relationships among law, development, and advocacy, with an emphasis on the role of the law and the lawyer in combating global poverty. The seminar also serves as a site to interrogate prevailing and competing notions of development itself. In addition, the seminar explores practice-based advocacy skills, including brief writing, oral advocacy, and policy advocacy; engages domestic and international law; and considers professional responsibility as applied to transnational development practice. Permission of the instructors required. Enrollment limited to six to eight. M.I. Ahmad and R.H. Brescia

**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, we will be especially concerned with the making of agreements and their incorporation; the termination of agreements; the effect of provisional application regimes; *modus Vivendi* and unratified agreements. Scheduled examination or paper option. Enrollment will be 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 will provide instruction and critique. Permission of the instructors required. Enrollment limited to seventy-two. S. Wizner and J.L. Pottenger, Jr.

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

**U.S. International Taxation (21100)** 3 units. This course will cover the basic principles of U.S. international income taxation. The class will examine how the United States taxes both so-called (1) inbound transactions (income earned by foreign persons from investing and doing business in the United States), and (2) outbound transactions (income earned by U.S. persons from business activities and investments outside the United

States). The principal focus of the course will be on how the United States taxes income earned by U.S. corporations from doing business outside the United States. Topics will include the foreign tax credit; the controlled foreign corporation rules; transfer pricing; and income tax treaties. We will also consider international tax planning strategies currently used by U.S. multinational corporations and explore recently proposed changes to U.S. international tax law and policy. Prerequisite: Federal Income Taxation. Self-scheduled examination. J.M. Samuels

**\*Veterans Legal Services Clinic (21630) and Fieldwork (21681)** 2 units, credit/fail with a graded option for each part (4 units total). The clinic and fieldwork must be taken simultaneously in both terms. There are approximately 250,000 veterans currently residing in Connecticut, many with acute and unique legal needs related to their military service or return to civilian life. In this clinic, students represent Connecticut veterans in a range of individual litigation and institutional advocacy matters. Pending individual matters include (1) benefits applications for veterans who have suffered PTSD, hearing loss, sexual assault, and other injuries, in the first instance, on administrative appeal, and on judicial review of administrative denials; (2) discharge upgrade applications, on administrative appeal and in U.S. District Court; and (3) other civil matters such as a pardon and naturalization applications. Students also represent local and national veterans organizations in Freedom of Information Act litigation in U.S. District Court, legal needs assessment research in Connecticut, and federal regulatory and legislative advocacy concerning 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, F.M. Doherty, and M.M. Middleton

**\*Worker and Immigrant Rights Advocacy Clinic (21324) and Fieldwork (21540)** 2 units, credit/fail with a graded option for each part (4 units total). Students will represent immigrants and low-wage workers in Connecticut in labor, immigration, trafficking, and other civil rights areas, through litigation for individuals and nonlitigation advocacy for community-based organizations. In litigation matters, students will handle cases at all stages of legal proceedings in Immigration Court, U.S. District Court, and other forums. The nonlitigation work will include representation of grassroots organizations in regulatory and legislative reform efforts, media advocacy, strategic planning, and other matters. The seminar portion is a practice-oriented examination of advocacy on behalf of workers and non-citizens and of social justice lawyering generally. The course will be a two-term offering (four credits each term). The clinical course and fieldwork must be taken simultaneously in both terms. Enrollment limited. M.I. Ahmad 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 2010–2011 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. Stanford law professor and constitutional law expert Michael McConnell gave the 2011 Elliot Lecture on the topic “Whatever Happened to Freedom of Association?”

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. University of Chicago professor Richard H. Thaler gave the 2010–2011 Raben/Sullivan & Cromwell Fellowship Lecture on “The Behavioral Economics of Swindling and Selling: A Lecture in Honor of Arthur Leff.”

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. University of Chicago economics professor James Heckman spoke on the topic “Hard Evidence on Soft Skills: The GED and the Problem of Soft Skills in America.”

The *Judge Ralph K. Winter Lectureship on Corporate Law and Governance* supports lectures on corporate law and governance and related topics. Harvard professor Kenneth S. Rogoff delivered the 2010–2011 Winter Lecture, titled “Sovereign Bankruptcy: Is This Time Different?”

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

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

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

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.

Beyond the endowed lecture and fellowship programs, other invited speakers present topics of particular interest to the Law School community. Among those invited in the 2010–2011 academic year were Izhak Englard, former justice of the Supreme Court of Israel, who discussed "Law and Morality in the Jewish Tradition"; Edgar S. Cahn '63, Distinguished Professor of Law at the University of the District of Columbia School of Law, who lectured on "Co-Producing Justice: Lawyering and System Change"; former Homeland Security Secretary Michael Chertoff, who discussed "Privacy Interests in an Internet Age"; and former Yale Law School Dean Harold Hongju Koh, legal adviser of the U.S. Department of State, who spoke about "The Obama Administration and International Law: Reducing Polarization."



Other special guest lecturers included Rio de Janeiro State University law professor Luís Roberto Barroso '89 LL.M., talking about “Brazil’s Unbalanced Democracy: Presidential Hegemony, Legislative Fragility, and the Rise of Judicial Power”; Kevin Czinger '87, cofounder and strategic adviser to CODA Automotive, discussing “Lessons from Two Decades of New Business Creation”; and Troy Paredes '96, Commissioner of the U.S. Securities and Exchange Commission, speaking about “Dodd-Frank and the Future of Financial Regulation.”

In addition, many student organizations and Law School centers sponsored lectures and conferences throughout the academic year. The Orville H. Schell, Jr. Center for International Human Rights sponsored a talk by John Teton, founder and director of the International Food Security Treaty Campaign, who spoke about “The International Food Security Treaty: Human Rights Law and the Eradication of World Hunger”; and one by International Justice Mission CEO Gary Haugen, who spoke on “The New Mandate for Human Rights: Addressing Lawlessness Among the Global Poor.”

The Yale Information Society Project and the Knight Law and Media Program cosponsored two special conversations with Knight Distinguished Journalist-in-Residence Linda Greenhouse '78 M.S.L. *Slate* senior editor Dahlia Lithwick discussed “How the Internet Has Affected Supreme Court Reporting” with Greenhouse, and *Miami Herald* staff writer Carol Rosenberg discussed Guantánamo.

Conferences this year included the 14th annual Liman Colloquium, which examined cooperation and disagreement in pursuit of social justice; the 2011 Bernstein Symposium, focusing on human rights in 2025; the 14th annual National Latina/o Law Student Conference; and the 17th annual Rebellious Lawyering Conference.

The Yale Environmental Law Association and the Yale Center for Environmental Law and Policy cosponsored a conference titled “New Directions in Environmental Law: A Climate of Possibility”; and the *Yale Journal of International Law* and the Yale Forum on International Law hosted their seventh Young Scholars Conference, “Non-State Actors and International Law.” The Information Society Project hosted a Privacy and Innovation Symposium as well as a conference on “Advertising in the Digital Age.”

Other notable conferences included the Conference on Empirical Legal Studies, and “The Economics of Anti-Corruption Policy,” convened by Professor Susan Rose-Ackerman.

Other regularly scheduled talks focus on a specific academic or intellectual interest. The Orville H. Schell, Jr. Center for International Human Rights sponsors a weekly Human Rights Workshop for students, scholars, and practitioners in the field. The Information Society Project hosts a weekly lunchtime speaker series, presenting leading scholars and practitioners in law, technology, ethics, information policy, and intellectual property who discuss their research and the latest news and trends affecting the information society. The Yale Law School Center for the Study of Corporate Law sponsors the Bert W. Wasserman Workshop in Law and Finance for the presentation of research and discussion of topical issues in law and finance by faculty from Yale and other universities. The China Law Center organizes a weekly workshop on Chinese Legal Reform, in which U.S. and Chinese scholars present papers on Chinese legal and policy developments. The Legal Theory Workshop brings to the Law School provocative new scholarship from law and affiliated disciplines in the humanities and social sciences. The Legal History Forum

brings together law students, graduate students, and scholars from a variety of disciplines who have an interest in history and the law. The Law, Economics, and Organization Workshop is both a forum for ongoing scholarly research in law and economics and a Law School course.

## SPECIAL INITIATIVES

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

For example, the growing importance of international perspectives has yielded several major initiatives. The Global Constitutionalism Seminar is an annual event in which Supreme Court and constitutional court judges from around the world meet with faculty members to discuss issues of common concern.

A second initiative is designed to strengthen democratic institutions and practices in Latin America through linkage activities with two law schools in Chile, one in Argentina, and two in Brazil. This program permits Yale students to spend a month in Chile, Argentina, or Brazil, in order to work with Latin American law students in small study groups and clinics. In the spring, students from the Latin American linkage law schools visit Yale for three weeks to participate in study groups and attend classes. In addition, legal scholars from throughout Latin America, the Caribbean Basin, Spain, and the United States meet in June for the Seminario en Latinoamérica de Teoría Constitucional y Política (SELA), a three-day seminar exploring the foundational ideas of constitutional democracy. SELA is cosponsored by Yale and a number of other law schools in Argentina, Brazil, Chile, Colombia, Mexico, Paraguay, Peru, Puerto Rico, and Spain.

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

## THE YALE CENTER FOR ENVIRONMENTAL LAW AND POLICY

The Yale Center for Environmental Law and Policy, established in 1994 by Yale Law School and the Yale School of Forestry and Environmental Studies, draws on resources throughout Yale University to develop and advance environmental policy locally, regionally, nationally, and globally. The mission of the center is to advance fresh thinking and analytically rigorous approaches to environmental decision making across disciplines, sectors, and boundaries. The center's research projects are channeled through four program areas: Environmental Law and Governance, which examines how the principles of good governance can be applied in the context of environmental decision making; Environmental Performance Measurement, which aims to strengthen the foundations

for environmental policy making by developing pollution control and natural resource management metrics and indicators; Innovation and Environment, which investigates policy tools at the nexus of business and the environment; and Environmental Attitudes and Behavior, which considers the way people relate to the environment, how they value it, and how they can be engaged on environmental policies and concepts.

The center runs the Environmental Protection Clinic, in which law students have opportunities to address environmental law and policy problems on behalf of client organizations. In recent years, Yale student teams have worked with a range of community groups, environmental groups, think tanks, government agencies, and international organizations.

The center also sponsors an Environmental Issues Lecture Series, which provides a forum for visiting scholars, environmental professionals, business leaders, and government officials.

### THE YALE CENTER FOR LAW AND PHILOSOPHY

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

### THE KAUFFMAN PROGRAM IN LAW, ECONOMICS, AND ENTREPRENEURSHIP

The Kauffman Program in Law, Economics, and Entrepreneurship is supported by a grant from the Ewing Marion Kauffman Foundation. The Kauffman Program supports the work of a faculty member appointed Kauffman Research Scholar in Law, Economics, and Entrepreneurship, and provides support for Kauffman Term-Time Student Fellows and for the Kauffman Colloquium on Entrepreneurship and Economic Growth. The program also supports a limited number of Summer Research Fellowships on topics of law, economics, and entrepreneurship. During 2010–2011, Professor George L. Priest served as the Kauffman Research Scholar.

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

The Olin Center for Studies in Law, Economics, and Public Policy is designed to facilitate the scholarly interests of the many distinguished law and economics scholars at Yale, including Professors Ackerman, Ayres, Brooks, Calabresi, Coleman, Ellickson, Hansmann, Jolls, Klevorick, Kronman, Listokin, Macey, Markovits, Mashaw, C. Priest, G. Priest, Romano, Rose, Rose-Ackerman, Schuck, Schwartz, and Winter. The center

supports the *Journal of Law, Economics, and Organization*; a Working Paper Series; and the Law, Economics, and Organization Workshop, at which scholars from other institutions and from Yale present papers for student and faculty criticism. The center also provides an umbrella for two programs: the Program in Civil Liability, established to promote comprehensive reanalysis of the modern law of torts, products liability, professional malpractice, insurance, and other subjects related to our civil liability system; and the Program for Studies in Capitalism, which supports research on the operation of capitalism as a mechanism of economic growth; the ethical bases of capitalism; and the relation between capitalism and the poor, and between capitalism and democracy. The center's codirectors are Professors George L. Priest and Susan Rose-Ackerman.

## THE YALE LAW SCHOOL CENTER FOR THE STUDY OF CORPORATE LAW

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

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

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

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

## THE CHINA LAW CENTER

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

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

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

More information about the center is available on its Web site, [www.yale.edu/chinalaw](http://www.yale.edu/chinalaw).

## THE INFORMATION SOCIETY PROJECT

The Information Society Project (ISP) at Yale Law School was created in 1997 to study the implications of the Internet, telecommunications, and the new information technologies for law and society. Much of its work has focused on issues of freedom of speech, democracy, globalization, access to knowledge, and the growth and spread of culture on the Internet. In past years ISP has studied the effects of intellectual property and new communications technologies on globalization and development, the free speech implications of filtering and rating systems, legal protections for privacy and sensitive information on the Internet, democracy and civic participation in cyberspace, the civil liberties implications of telecommunications design and intellectual property protection, biotechnology and access to medicines, and memetics and the evolution of cultures and ideologies. ISP has held scholarly conferences on a range of subjects including access to knowledge; the Internet and globalization; democracy in cyberspace; blogging and Internet journalism; the law of virtual worlds; and emerging issues in cybercrime and cybersecurity. The project embraces a variety of activities, including fellowships for young scholars; publication of white papers and a book series; and advice and education for policy makers, business leaders, nonprofit organizations, and the legal community.

The project director is Professor Jack Balkin. Additional information on ISP is available on its Web site, [www.law.yale.edu/isp](http://www.law.yale.edu/isp).

## THE ARTHUR LIMAN PUBLIC INTEREST PROGRAM

The Arthur Liman Public Interest Program was established in 1997 by family and friends of the late Arthur Liman '57 to honor his commitment to public interest law. The program is supported today by many others, who share these commitments.

The Liman Program sponsors workshops, colloquia, programs, and research and advocacy projects for current law students. In 2010–2011 the focus of the weekly workshop was on issues of incarceration and access to justice. 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 2011–2012 awards, the Liman Program has supported 77 fellows at more than 60 public interest organizations.

Both fellows and current law students participate in workshops as well as plan the annual Liman Colloquium, which over the years has addressed “The Future of Legal Services,” “Valuing Low-Wage Workers,” “Welfare ‘Reform’ and Response,” “Encountering the Criminal Justice System,” “Portraying the Public Interest,” “Public Interest Lawyering in an Era of High Anxiety,” “Organizing, Reorganizing: Public Interest in Individual and Global Contexts,” “Liman at the Local Level: Public Interest Advocacy and American Federalism,” “Forty Years of Clinical Education at Yale: Generating Rights, Remedies, and Legal Services,” and “Imprisoned.” In March 2011, the colloquium—“Confrontation, Cooperation, and Collaboration: (En)Countering Disagreement in Pursuit of the Public Interest”—engaged advocates and current and former members of federal, state, and local government in conversation about how potential adversaries work with and against each other.

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

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

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

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

The Schell Center conducts the Allard K. Lowenstein International Human Rights Clinic every term. It sponsors frequent lectures, panels, symposia, and informal discussions on a wide range of human rights issues and provides a number of fellowship opportunities for human rights experience and scholarship. The center also supports the Lowenstein International Human Rights Project, the *Yale Human Rights and Development Law Journal*, and other student projects related to human rights.

In 2011, the center's annual conference, the Robert L. Bernstein International Human Rights Fellowship Symposium, was "Human Rights in 2025."

During 2010–2011, speakers at the center's Human Rights Workshop: Current Issues and Events included advocates from human rights organizations, scholars, and journalists. They spoke on such topics as "Targeted Killings in the 'War on Terror,'" "The Last Utopia: Human Rights in History," "Un-Veiling Equality: Disciplining the 'Other' Woman through Human Rights Discourse," "The Shifting Global Politics of Human Rights Advocacy," and "Human Rights and the Drug Wars in Mexico."

The Schell Center, often in collaboration with other centers and organizations at the University, sponsored many panels and talks. Human rights advocates and scholars, including a number of former Yale Law School students, addressed such topics as "The New Mandate for Human Rights: Addressing Lawlessness among the Global Poor," "Working on Women's Rights in Iran—the Case of Stoning," "Pakistan and Beyond: The Law and Politics of Aid after Humanitarian Catastrophes," "Human Rights, Terrorism, and U.S. National Security in Africa," "Economic Sanctions: Moral, Legal, and Strategic Perspectives," "Experimenting with Torture: Psychology, Morality, and the Law," and "Varieties of Faith as a Source of Commitment to Social Justice." 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.

## OPPORTUNITIES FOR STUDY IN LEGAL HISTORY

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

## VISITING RESEARCHERS

Each year the Law School has in residence a few visiting researchers engaged in non-degree research. Visiting researchers may audit one or two courses per term (with the consent of individual instructors) and make use of library facilities for their work. Each visiting researcher is charged a registration fee. For academic year 2011–2012 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/visitingresearcher.htm](http://www.law.yale.edu/visitingresearcher.htm). Applications must include a résumé or c.v.; a description of the proposed research, including a statement explaining why Yale Law School is a particularly appropriate affiliation for the proposed work; two letters of recommendation; official transcript(s) of the applicant's academic record; the proposed length and dates of stay; an official TOEFL report, if English is not the applicant's primary language; and the \$75 application fee. Official transcripts must be submitted in a sealed envelope, signed across the seal. All documents must be in English or accompanied by certified English translation.

The 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 academia or in public interest law. The Yale Law School Public Interest, Bernstein, Liman, Heyman, and Robina Fellowships, among others, support work in various types of public interest positions. The Cover, Ruebhausen, and South Asia Fellowships are available for alumni interested in careers in law teaching. For a complete list of fellowships, visit [www.law.yale.edu/currentfellowships](http://www.law.yale.edu/currentfellowships).



# Grades

## GRADES FOR ALL DEGREE STUDENTS

**Credit** The course has been completed satisfactorily; no particular level of performance is specified.

**Honors** Work done in the course is significantly superior to the average level of performance in the School.

**Pass** Successful performance of the work in the course.

**Low Pass** Work done in the course is below the level of performance expected for the award of a degree.

**Failure** No credit is given for the course.

**Requirement Completed (RC)** Indicates J.D. preparticipation in Moot Court or Barristers' Union.

There is no required "curve" for grades in Law School classes. Individual class rank is not computed.

# Academic Requirements and Options

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

To qualify for the J.D. degree, students must at all times meet the conditions to continue as a degree candidate, must complete a total of 83 units of satisfactory work, must satisfy the writing requirements, must spend at least six full terms or the equivalent thereof in residence, and must be recommended for the degree by the faculty. A maximum of 10 of the 83 units required for graduation may be approved for independent research and reading. A minimum of 64 of the 83 units must be Yale Law School faculty-supervised credits. No degree will be awarded with incomplete work remaining on a student's record.

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

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

### *First Term*

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

### *Curriculum after the First Term*

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

A student must enroll in no fewer than 12 and no more than 16 units of credit in any term, including the final term of residence, unless approval is given by the appropriate dean and the registrar. Such approval is granted only in unusual circumstances.

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

J.D. students who receive a Failure in any course or individual work may, with permission of the instructor, repeat the same for credit and must repeat and pass the same if it is a required course. Students will be disqualified as J.D. candidates and will not be allowed to continue in the School if they receive (a) two Failures in any one term, (b) a total of three

Failures, (c) Low Pass or Failure in four or more courses or individual work programs by the end of the third term, (d) Low Pass or Failure in five or more courses by the end of the fourth term, (e) Low Pass or Failure in six or more courses by the end of the fifth term, or (f) Low Pass or Failure in a total of seven or more courses or individual work. A student who has been disqualified as a J.D. candidate for not maintaining satisfactory grades will not be readmitted without a vote of the faculty.

At the end of a student's first or second term, the appropriate dean will consult with any student who appears to be doing marginal work. The dean will discuss with the student the advisability of continuing in the Law School.

### *Limitations on Credit/Fail Units*

A faculty member may offer a course or program of individual work on a credit/fail basis if the work is of such character that the faculty member believes it is not feasible to give individual grades. A faculty member may offer any course or program of individual work on a credit/fail basis for some or all of the students participating. Similarly, a faculty member may offer the option of taking a designated credit/fail course or clinic on a graded basis for some or all of the students participating. If a student is given the option to change the grading basis of a course, clinic, or program of individual work, the student must exercise the option within the first two weeks of the term. Once such election is made, it may not be changed. Credit/fail work will not be accepted toward fulfillment of the Supervised Analytic Writing requirement, but papers written to meet the Substantial Paper requirement may be graded on a credit/fail basis.

After the first term, a student must take at least 51 units of graded work. At least 9 of these units must be taken in the second term of law school. No more than a total of 5 units of ungraded credit in student-directed programs may be counted toward the degree.

### *Writing Requirements*

For graduation, the faculty requires that each student undertake 3 units of Supervised Analytic Writing and prepare a Substantial Paper of at least 2 units. Prior to beginning work on a Supervised Analytic Writing paper or Substantial Paper, a student should secure the approval of the supervising faculty member. At least one of these writing requirements must be satisfied before a student can register for her or his penultimate term at the Law School. Specifically, the Law School requires that the professor supervising one of those writing projects must certify the student's completion of the project before the student can register for her or his penultimate term (see the chapter Registration); the faculty certification must include a final grade for the paper. For most J.D. students, the penultimate term is the fifth term; however, for joint-degree students, the penultimate term is the fourth term. For students who will enter their penultimate term in the fall, the deadline for final certification is August 1; for those whose penultimate term is the spring, the deadline is the last day of the January examination period.

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

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

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

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

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

### *Research and Writing Opportunities*

The Law School offers a number of opportunities for students to engage in research and writing under faculty supervision:

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

Faculty members and visiting professors may supervise either Supervised Analytic Writing or Substantial Papers. Lecturers and visiting lecturers may only supervise Substantial Papers in connection with the course they are teaching. The faculty encourages students to publish their written work in law journals and other periodicals and to make this work available to other scholars as reference material. A number of prizes are awarded for outstanding scholarly writing (see Prizes, in the chapter Alumni and Endowment Funds).

### *Clinical Programs*

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

\*Since October 1, 1972, 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 both sets of rules.

LSO's work is divided into more than ten 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) Immigration Legal Services, representing individuals seeking political asylum in the United States; (3) Landlord-Tenant, representing indigent tenants in eviction proceedings; (4) Lawyering Ethics Clinic, working with the Connecticut Office of Disciplinary Counsel, the body charged with prosecuting claims of lawyer misconduct, to handle specific grievance cases against lawyers; (5) Legal Assistance, placing students in area legal services offices to represent the urban poor in civil matters; (6) Legal Services for Immigrant Communities, providing legal services to immigrants at an outreach site in New Haven; (7) Legislative Advocacy, representing clients seeking assistance in researching and drafting Connecticut legislation; (8) 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; (9) Veterans Legal Services Clinic, representing Connecticut veterans and their organizations in veteran benefits, discharge, upgrade, pardon, and naturalization applications, as well as legislative and regulatory advocacy projects; (10) Worker & Immigrant Rights Advocacy Clinic, representing immigrants and low-wage workers and their organizations in labor, immigration, S1983, FOIA, trafficking, and other civil rights areas; and (11) Mortgage Foreclosure, representing persons in foreclosure proceedings.

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

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

In addition to the LSO clinics and the Lowenstein Clinic, there are a number of other clinics, projects, and experiential learning opportunities at Yale Law School. These

include the (1) Capital Markets and Financial Instruments Regulation Clinic; (2) Community and Economic Development Clinic, and (3) Community Development Financial Institutions, both part of the Ludwig Community and Economic Development Program; (4) Criminal Defense Project, representing criminal defendants in state and federal proceedings; (5) Education Adequacy, representing individuals and a coalition of Connecticut municipalities, boards of education, and nonprofits seeking to reform this state's school financing system; (6) Environmental Protection Clinic; (7) Ethics Bureau; (8) LGBT Rights Project; (9) Nonprofit Organizations Clinic; (10) Prosecution Externship; (11) San Francisco Affirmative Litigation Project; and (12) Supreme Court Clinic.

### *Student-Directed Forensic, Clinical, and Editorial Programs*

In the second term, students may begin participating in programs managed primarily by students under the general supervision of a faculty adviser. These programs are described in the chapter Student Organizations and Journals. The student-directed programs for which ungraded credit is awarded are the Capital Assistance Project; Domestic Violence Temporary Restraining Order Project; Greenhaven Prison Project; Allard K. Lowenstein International Human Rights Law Project; Thomas Swan Barristers' Union; Morris Tyler Moot Court of Appeals; *Yale Human Rights & Development Law Journal*; *Yale Journal of Health Policy, Law, and Ethics*; *Yale Journal of International Law*; *Yale Journal of Law and Feminism*; *Yale Journal of Law & Technology*; *Yale Journal of Law & the Humanities*; *Yale Journal on Regulation*; *Yale Law & Policy Review*; and *The Yale Law Journal*.

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

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

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

### *Reading Groups and Supervised Reading and Research Programs*

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

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

In the case of an approved reading group, each participating student may receive no more than 1 unit of credit, which must be ungraded. In order to obtain approval for a reading group, the student(s) organizing the group must submit a written proposal to the registrar no later than one week before the first day of classes in each term. The proposal must (1) describe the law-related topic to be examined, (2) provide a complete reading syllabus, and (3) be reviewed and approved by the sponsoring faculty member. As noted above, ordinarily no more than 4 units of credit for reading groups may be counted toward the 83 units required for graduation. For fall 2011, the deadline for submitting faculty-reviewed and approved proposals to the registrar will be Wednesday, August 31; for spring 2012, Tuesday, January 17.

### *Intensive Semester Research Program*

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

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

To apply for the program a student must submit a comprehensive written research proposal to the registrar. The proposal should describe in detail (1) the student's qualifications to undertake the proposed research; (2) the nature and significance of the research to be undertaken; (3) the expected product of the research; (4) the special circumstances that make an intensive research semester a more effective vehicle for attaining the student's educational goals than a conventional semester spent at the Law School; and (5) the necessary relationship between any fieldwork and the research and writing component. Each proposal must be accompanied by the written approval of the faculty member agreeing to supervise it and a statement by the faculty supervisor indicating why in his

or her judgment the proposal should be approved. Each proposal will be reviewed by the Faculty Committee on Special Courses of Study for compliance with these requirements.

An intensive research semester can be taken for up to 12 units of credit. The number of units to be graded will be determined by the faculty supervisor, but (1) work performed by the student for credit but not under direct faculty supervision may receive no more than 9 ungraded credits, and (2) at least 3 graded credits must be for the faculty-supervised research paper. The faculty-supervised written work may, with the approval of the instructor, be designated in the application as being undertaken in satisfaction of the Supervised Analytic Writing requirement or the Substantial Paper requirement.

Proposals for Intensive Semester Research are reviewed twice during the academic year, once in the fall term and again in the spring term. The specific deadlines for submitting Intensive Semester Research proposals can be found on the Important Dates calendar published by the registrar's office each year. An Intensive Semester Research application will not be accepted by the registrar if any of a student's work in courses previously taken is incomplete. A student whose application has been approved by the Intensive Semester Research Program Committee may register for the Intensive Semester Research Program only if all prior course work is complete. A student may not take an Intensive Semester Research during the final term, nor take more than one Intensive Semester Research while at the Law School. A student who carries out an Intensive Semester Research away from the Law School will be expected to complete the balance of his or her legal education in residence at the Law School. Full tuition is charged during the Intensive Semester Research regardless of where the project is pursued. Financial aid from the Law School will be awarded under the same circumstances and in the same manner as to students in residence. A student may have financial aid budgets adjusted to reflect the extra, nonreimbursed costs, if any, of living and working away from New Haven, but the Law School will not necessarily adjust financial aid for all such extra costs, especially in connection with foreign placements.

A student may not receive compensation from any source for work related to the Intensive Semester Research Program. The student may, however, be permitted to accept reimbursement, from the agency or organization at which the student is located for field-work purposes, to cover the extra costs referred to above, if those financial arrangements are disclosed in detail in the application for the Intensive Semester Research Program and are approved in advance by the director of financial aid.

### *Courses Outside the Law School*

After the first term, students may take a limited number of courses in the graduate and professional schools or undergraduate college of Yale University for Law School credit when the courses are relevant to the student's program of study in the Law School or planned legal career. To obtain permission, students must provide a written statement explaining how the course relates to their legal studies or future law practice and must have (1) the recommendation of a Law School faculty member, (2) permission from the instructor of the course, and (3) permission of the registrar. The registrar shall determine the appropriate number of units of credit to be awarded for the course. No more than one outside course per term is ordinarily allowed, and no more than 12 units of credit for such courses may be counted toward the 83 units required for the degree. Of the 12



possible units of outside credit, no more than 6 units of study in a foreign language may be counted toward the J.D. No outside course may be elected on a credit/fail basis unless that option is permitted by the other school or department. The requirements of the other school or department must, of course, be satisfied. Their bulletins are available online at [www.yale.edu/bulletin](http://www.yale.edu/bulletin).

## JOINT DEGREES

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

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

Requests for information on joint-degree options at the Law School, including specifics on admission, tuition, curricular requirements, and financial aid, should be directed to the appropriate dean. During the terms that joint-degree students are enrolled and in residence at Yale Law School, they cannot be simultaneously enrolled, either full-time or part-time, in any other school or college either within Yale University or at any other institution. Joint-degree students must satisfy one of the two writing requirements before they can register for their penultimate term at the Law School (see Writing Requirements, above).

### *Master of Arts*

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

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

Application for a master's degree program should be made at the same time as application to the Law School or during the student's first or second year at the Law School. Initial inquiries should be directed to the appropriate dean. Application to the Graduate School should be made by the first working day in January preceding the fall term in which the student wishes to matriculate in the Graduate School, although late applications may be considered at the discretion of the Graduate School. Detailed instructions on

admissions should be obtained from the Graduate School Office of Admissions. Students should also consult the director of graduate studies in the relevant department.

### *Master of Business Administration*

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

A more detailed program description and application instructions can be found at [www.law.yale.edu/JDMBA](http://www.law.yale.edu/JDMBA).

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

### *Doctorate*

It is possible to combine study for the J.D. and Ph.D. degrees. The total time in residence and the details of each program of study must be taken up with the Graduate School, the director of graduate studies in the relevant department, and the Law School. Students interested in such a program must be admitted to the two schools separately. They may apply to both simultaneously or, having been admitted to the Law School or the Graduate School, may apply for admission to the other program. Ordinarily, the Law School encourages a joint-degree candidate to complete the J.D. within four years. Inquiries concerning joint J.D.-Ph.D. programs should be directed to the appropriate dean. The deadline for application to Ph.D. programs is in early December for the Biological and Biomedical Sciences and the Departments of Economics, Epidemiology and Public Health, History, Political Science, Psychology, and Urban Education; and in early January for other departments.

#### **J.D./PH.D. IN FINANCE**

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

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

### *Leaves of Absence and Readmission*

A leave of absence may be taken only with the permission of the dean or the dean's delegate. Such a leave may be arranged under such terms as the dean deems appropriate, provided that a definite time be fixed for the return of the student to the Law School and that the following limitations shall apply. A student who has completed at least one term and who has been on leave of absence, other than a medical leave of absence as set forth below, for no more than two academic years shall be readmitted unless the dean recommends otherwise to the faculty in extraordinary cases. In the case of a student who has not completed one term, a leave of absence will ordinarily not be granted except on serious medical or personal grounds. Where a leave has been granted on such grounds, the dean may authorize readmission within a period of two academic years and, in the case of medical leave, as set forth in the medical leave of absence policies below. Readmission following leaves of more than two academic years may be granted in accordance with and upon completion of the terms of a plan approved by the dean prior to taking a leave. Such extended leaves may be arranged for personal or academic reasons.

Readmission after a leave of more than two academic years may be conditional upon less than full credit being allowed for prior work completed. In such cases, with the consent of the dean, students will not be excluded from taking courses for which prior credit had been earned. The original credit for such courses will be canceled. Tuition will be charged in accordance with the rates prevailing at the time of the readmission.

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

### MEDICAL LEAVE OF ABSENCE

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

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

### LEAVE OF ABSENCE FOR PARENTAL RESPONSIBILITIES

A student who is making satisfactory progress toward his or her degree requirements and wishes or needs to interrupt his or her study temporarily for reasons of pregnancy,

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

#### U. S. MILITARY LEAVE READMISSIONS POLICY

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

1. The student must have served in the U.S. Armed Forces for a period of more than thirty consecutive days;
2. The student must give advance written or verbal notice of such service to the dean or the dean's delegate. In providing the advance notice the student does not need to indicate whether he or she intends to return. This advance notice need not come directly from the student, but rather, can be made by an appropriate officer of the U.S. Armed Forces or official of the U.S. Department of Defense. Notice is not required if precluded by military necessity. In all cases, this notice requirement can be fulfilled at the time the student seeks readmission, by submitting an attestation that the student performed the service.
3. The student must not be away from the School to perform U.S. military service for a period exceeding five years (this includes all previous absences to perform U.S. military service but does not include any initial period of obligated service). If a student's time away from the School to perform U.S. military service exceeds five years because the student is unable to obtain release orders through no fault of the student or the student was ordered to or retained on active duty, the student should contact the dean or the dean's delegate to determine if the student remains eligible for guaranteed readmission.
4. The student must notify the School within three years of the end of his or her U.S. military service of his or her intention to return. However, a student who is hospitalized or recovering from an illness or injury incurred in or aggravated during the U.S. military service has up until two years after recovering from the illness or injury to notify the School of his or her intent to return.
5. The student cannot have received a dishonorable or bad conduct discharge or have been sentenced in a court-martial.

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

Upon returning to the School, the student will resume his or her education without repeating completed course work for courses interrupted by U.S. military service. The

student will have the same enrolled status last held and with the same academic standing. For the first academic year in which the student returns, the student will be charged the tuition and fees that would have been assessed for the academic year in which the student left the institution. Yale may charge up to the amount of tuition and fees other students are assessed, however, if veteran's education benefits will cover the difference between the amounts currently charged other students and the amount charged for the academic year in which the student left.

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

### *Extending Time for Completion of Degree*

Yale Law School requires students to complete their work for the J.D. degree in six terms in residence or the equivalent thereof. The Law School recognizes, however, that some students have special needs – arising out of serious illness, severe economic constraints, or extraordinary familial obligations – to extend their period of study. In such circumstances, students may petition to reduce their course load for a number of terms. Such petitions are subject to the following conditions:

1. All students must complete the required work of the first term on a full-load basis.
2. Upon satisfactory completion of the first term, a student may petition to reduce the work of any one term from the normal minimum of 12 units to fewer units; but in no event may a student enroll, even on a reduced-load basis, for fewer than 8 units per term. Ordinarily permission shall be granted only in cases of serious illness, severe economic need, or extraordinary familial obligation.
3. Students who receive permission to pursue some of their work on a reduced-load basis must complete all required units of satisfactory work in no more than eight terms of residence.
4. Upon acceptance by the Law School and before submitting a deposit, students may request that the dean rule on whether their particular situation is such as to justify a reduced-load curriculum, as described above, after the first term. Such a ruling would be conditional on the continuation, after the first term, of the situation that made reduced-load law study appropriate.

### *Credit for Work Done at Another Law School*

A student wishing to obtain credit toward the J.D. degree for work done at another law school is required to petition the dean for permission. The dean shall ordinarily grant such permission only in cases of personal hardship. In granting such permission, the dean must find that the proposed program of study is acceptable and that it will count toward meeting Yale Law School's degree requirements for no more than 24 units of credit, or their equivalent. Such credit will be given only for work completed in residence

at the other law school, with a weighted average which is to be determined in advance by the dean, and which in no event would be less than the equivalent of a Pass at Yale Law School. In those cases where the dean has reasonable doubt about granting a petition, he will refer the matter to the faculty. Students denied permission by the dean may, of course, petition the faculty to have their request reviewed. In no case will more than one year of residence and unit credit be granted for work taken at another school. Work done at another law school will not be accepted in satisfaction of the writing requirements.

## BAR REQUIREMENTS

Admission to practice law depends not only upon adequate academic performance in law school and successful completion of the bar examination, but upon satisfaction of the requirements of the particular jurisdiction as to subject matter and proof of good character. These requirements differ from state to state, and students should inform themselves of the requirements of the jurisdictions in which they are interested. Because some states have early registration requirements, students should check state rules as soon as possible.

## REQUIREMENTS FOR GRADUATE DEGREES

### *The Degree of Master of Laws (LL.M.)*

The Law School admits a limited number of graduate students each year to pursue studies in law beyond the first professional degree. Admission is generally open only to those committed to a career in teaching law.

Graduate students are admitted for one year of study leading to the degree of Master of Laws (LL.M.). Each LL.M. candidate is invited to utilize the resources of the Law School in whatever program of study will best prepare that individual for a career in research and teaching, subject to meeting unit degree requirements. An LL.M. candidate's program of study consists of a minimum of 24 units of credit (12 units per term), which must include at least 18 units of regular course and seminar offerings (in the Law School or other schools in the University). These 18 units may include up to 6 units of individual writing under the supervision of a Law School faculty member. With approval, up to 6 units of credit toward the LL.M. degree can be earned in courses in other schools in the University. Participation in student-run programs, reading groups, journals, and supervised reading may not exceed 4 units and does not count toward these 18 units, but may count toward the required 24 units. No uniform course of study is prescribed for LL.M. candidates.

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

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

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

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

The Doctor of the Science of Law (J.S.D.) program is designed for LL.M. graduates of Yale Law School who intend to teach law and would like to pursue a research project promising a “substantial contribution to legal scholarship.” To qualify for the J.S.D. degree, an admitted candidate must submit a dissertation that is a substantial contribution to legal scholarship. If the dissertation or any portion of it is thereafter published, it shall state that it has been submitted in partial fulfillment of the requirements for a graduate law degree at Yale Law School. The J.S.D. dissertation must ordinarily be completed within five years from the date of J.S.D. admission. Extensions may be granted with the approval of the dissertation supervisor.

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

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

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

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

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

Candidates for the M.S.L. degree are required to complete the first year of the J.D. program (27 units). There are four required first-term courses (Constitutional Law, Contracts, Procedure, and Torts; see First Term, in the chapter Academic Requirements and Options). First-term small groups are open only with the approval of the instructor. The M.S.L. candidate may substitute an elective for one of the first-term courses. The second

term is entirely elective and affords opportunities for independent research and clinical experience in addition to regular courses and seminars. In the second term, students must take at least 10 graded units of the 12 units required. Typically no more than 6 units of credit for courses outside the Law School can be counted toward the degree. Students will be disqualified as M.S.L. candidates if they receive one Failure or more than one Low Pass during the two academic terms. Participants in the M.S.L. program are not eligible for subsequent admission to the J.D. program.

M.S.L. candidates are expected to complete all degree requirements by the end of the spring term. If an extension is warranted, M.S.L. work must be completed by December 1 of the year in which the student was to have graduated.

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



# Registration

All new J.D. students and all graduate students are required to register in person on September 1, 2011, at the Law School.

All returning J.D. students are required to register in person on September 6, 2011, at the Law School. Students may not register for their penultimate term unless they have completed one of the two writing requirements (see Writing Requirements, in the chapter Academic Requirements and Options).

All students must register in person for the spring term on January 23, 2012.

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

# Course Selection, Limited Enrollment, Examinations and Papers

## COURSE SELECTION

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

Forms for adding and dropping courses must be signed by a member of the faculty and filed with the registrar's office. A course in which an examination is required must be added or dropped by the final day of classes. In fall 2011, the deadline for adding or dropping such a course will be Thursday, December 22; in spring 2012, the deadline will be Friday, 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. In the absence of written permission, a course or individual work elected but not completed will, at the close of the term, be deemed a Failure. No degree will be awarded with incomplete work remaining on a student's record.

## LIMITED ENROLLMENT

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

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

## EXAMINATIONS AND PAPERS

Examinations for all degree students at the Law School are given during a period (normally two weeks) at the end of the term. All papers assigned during the term, and all papers submitted in lieu of examinations in courses where that is authorized, shall

become due, unless otherwise indicated in writing by the instructor, on the final day of the examination period for that term.

The registrar may, for good cause shown, permit students to take an examination at a time different from that indicated on the official examination schedule. Requests for such permission may only be made during the last week of classes, except in case of sudden emergencies, such as illness. In fall 2011, requests for rescheduled examinations must be made between December 16 and 22; in spring 2012, between April 23 and 27.

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

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

Approval for extensions of time beyond these limits shall be given only where the student obtains, in writing, permission from both the instructor and the registrar. Such permission must include a specific due date and must be filed with the registrar. If the student does not meet regular or extended deadlines for papers and examinations, the instructor may award a grade of Failure for such papers and examinations.

# Admissions, Expenses, and Financial Aid

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

### *Admissions*

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

An information brochure may be downloaded through the Yale Law School Web site at [www.law.yale.edu/jdrequest](http://www.law.yale.edu/jdrequest).

To apply for the class entering in September 2012, 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 2012.
3. Arrange for the submission of transcripts of undergraduate and graduate schools attended to the Law School Admission Council (LSAC) for the Law School Credential Assembly Service (CAS). Any new undergraduate grades received during the application process may be submitted through LSAC, which sends updated reports to law schools.
4. Arrange for the timely submission of at least two letters of recommendation from professors under whom the applicant has studied (preferably in high-level courses in the major field of study). Applicants who have been out of school for some time may substitute letters from employers or others who know them well. Applicants should submit letters through the LSAC letter of recommendation service, which is included as part of the CAS subscription. Please visit [www.lsac.org](http://www.lsac.org) for instructions for using this service. If a recommender wishes to write specifically about the applicant's qualifications for study at Yale Law School, rather than for the study of law in general, the letter may be sent through LSAC or directly to Yale. All other letters should be sent through LSAC.
5. Complete and submit an admissions application form electronically using the LSAC electronic application service, which is available online at [www.lsac.org](http://www.lsac.org) as part of the applicant's CAS subscription. The application must be submitted by February 15, 2012. It is the applicant's responsibility to make certain all items arrive at Yale in a timely fashion.
6. Pay the nonrefundable application fee of \$75.

A completed file consists of the application form, a 250-word essay, a personal statement, two letters of recommendation, and a CAS report. For applicants whose undergraduate work was outside the United States or Canada, and not at an institution with an American-style grading system (see [www.lsac.org](http://www.lsac.org) for more information), transcripts should be sent to the LSAC Credential Assembly Service.

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

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

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

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

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

When a deferral is granted, the student's acceptance deposit will be credited to the student's account upon matriculation. A further confirmation deposit will be required by March 1 of the year in which the student intends to enroll.

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

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

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

Personal interviews are not part of the admissions process.

Information concerning LSAC services, including the CAS and the LSAT, may be obtained directly from the Law School Admission Council (LSAC), online at [www.lsac.org](http://www.lsac.org); Box 2000, 662 Penn Street, Newtown PA 18940-0998; or telephone 215.968.1001. Additional information is contained in *The Official Guide to U.S. Law Schools*, published by the LSAC and the ABA.

### *Transfer Policy/Advanced Standing*

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

Application forms for transfer 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, law school transcripts, and at least two letters of recommendation from law school professors. CAS reports should be updated to reflect the applicant's complete undergraduate record. Spring-term law school grades must be received by Yale Law School before decisions can be made. Please see the application form for further information. Decisions on transfer candidates will be made at the end of July.

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

### *Visiting Students*

In special circumstances, a student enrolled at another law school may apply for admission on a full-time, nondegree basis. Visiting students may attend for a term or a year, earning credit toward a degree at their own institutions. The admissions committee considers past academic performance as well as the special circumstances in deciding about such requests.

Students who wish to apply as visiting students should submit their application to the admissions office in an envelope marked "Visiting Student Request." Application forms for visiting may be obtained by e-mailing [admissions.law@yale.edu](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' Certification Forms, 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 is \$26,262.50 per term, including mandatory fees. The total yearly bill is \$52,525, not including other necessary expenses such as books, food, housing, hospitalization insurance fees, etc. Bills are payable before the beginning of each term at the University Office of Student Financial Services.

For new students, the \$250 deposit required in the spring will be credited on the tuition bill if the student registers in the fall. If the applicant withdraws by June 1, the deposit will be refunded. After that date, the deposit will not be refunded. A student receiving an admission deferral (refer to admissions for the degree of Juris Doctor in the chapter Admissions, Expenses, and Financial Aid) will, upon matriculation, receive tuition credit for all deposits, but such a student will forfeit admission deposits if the student withdraws after June 1 of the year in which the deposit was made.

Students will be charged a special roster fee of \$200 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 2011–2012, the last days for refunding federal student aid funds will be November 12, 2011, in the fall term and April 4, 2012, 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 17, 2011, in the fall term and February 2, 2012, in the spring term).
  - b. A rebate of one-half (50 percent) of tuition will be granted for withdrawals that occur after the first 10 percent but on or before the last day of the first quarter of the term (October 4, 2011, in the fall term and February 18, 2012, 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 (November 2, 2011, in the fall term and March 25, 2012, 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 Unsubsidized Direct Loans, if any; then to Federal Subsidized Direct 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.

**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.

Student account statements are prepared and made available twelve times a year at the beginning of each month. Payment is due in full by 4 p.m. Eastern Standard Time on the first business day of the following month. E-mail notifications that the account statement is available on the University eBill-ePay Web site ([www.yale.edu/sis/ebep](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. Payments are immediately posted to the student's account. There is no charge to use this service. Bank information is password-protected and secure, and there is a printable confirmation receipt. Payments can be made twenty-four hours a day, seven days a week, up to 4 p.m. Eastern Standard Time on the due date to avoid late fees. (The eBill-ePay system will not be available when the system is undergoing upgrade, maintenance, or repair.) Students can authorize up to three authorized payers to make payments electronically from their own computers to the student's account using Yale's system.

Use of the student's own bank payment service is not authorized by the University because it has no direct link to the student's Yale account. Payments made through such services arrive without proper account identification and always require manual processing that results in delayed crediting of the student's account, late fees, and anxiety. Students should use Yale eBill-ePay to pay online. For those who choose to pay by check, 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 17. For additional information, please contact Student Financial Services at 203.432.2700 and select "Press 1" from the Main Menu. The enrollment form 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 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 2011–2012 is \$20,150. 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 2011–2012 students are expected to meet \$38,800–\$40,800 (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 at the time they enter the Law School as financially independent from their parents. For students twenty-seven and twenty-eight years old at entrance, only one-half of the calculated parental contribution will be treated as a resource.

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

## SUMMER PUBLIC INTEREST FELLOWSHIP

The Summer Public Interest Fellowship (SPIF) program provides funds to Yale students working at public interest, government, and nonprofit organizations. In the summer of 2010, the Law School provided fellowships for 169 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 2011, students are eligible to receive up to \$6,000 through SPIF.

## CAREER OPTIONS ASSISTANCE PROGRAM

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

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

COAP grants are calculated on the basis of the participant's income, indebtedness, and an imputed loan repayment schedule. Participants' gross income is adjusted with regard to spouses, dependents, and assets, and for graduates whose adjusted income is less than a certain "threshold" level (\$60,000 in 2011), COAP covers the entire calculated repayment for qualified educational loans. Those with adjusted incomes over \$60,000 are expected to contribute 25 percent of their income in excess of that amount toward repayment. Provisions are made for parental leave and for part-time work.

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

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

### *Admissions*

An LL.M. applicant must:

1. If from the United States, have graduated 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 Tuesday, November 15, 2011:
  - (a) a completed application form 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, 2011, unless the applicant's secondary (high school) education was completed in the United States, U.K., Australia, New Zealand, Ireland, or Canada (in English medium of instruction schools). Applicants who have at least a four-year degree from the United States or the countries listed above may request a waiver of the TOEFL. The admissions committee looks for a minimum score of 600 on the paper-based TOEFL or 100 on the iBT TOEFL.
  4. Pay a nonrefundable application fee of \$75 or submit a request for waiver of the fee, stating the reason(s) why payment would pose a financial hardship.

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

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) a statement of the contingent approval by three committee members who are 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;
  - (d) letters of recommendation from two members of the Yale Law School faculty;
  - (e) a writing sample, which would ordinarily be a paper written as an LL.M. student.

The application and supporting materials should be submitted to the J.S.D. Program, Yale Law School, PO Box 208215, New Haven CT 06520-8215, by Wednesday, March 21, 2012. All J.S.D. admission decisions are typically announced in late April.

### *Expenses and Financial Aid*

Tuition and estimated living expenses for graduate students in the LL.M. program are the same as for J.D. students (see Financing Law School, above). Tuition for resident J.S.D. candidates will be announced at a later date online. To be maintained on Law School records, nonresident J.S.D. candidates are charged a \$175 fee per term. An additional fee of \$175 will be charged upon approval of a dissertation.

Grants and loan funds for tuition and living expenses are awarded by the Law School on the basis of the individual student's financial need, which includes an assessment of student assets and, if the student is twenty-eight years of age or younger, parental assets.

Awards do not include funds for travel and research expenses. Applicants to the graduate programs are urged to apply to sources outside Yale Law School for support.

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

### *Admissions*

Applicants for this program must:

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

The letter of application, supporting materials, and the nonrefundable application fee of \$75 payable to Yale Law School should be submitted to the M.S.L. Program, Yale Law School, PO Box 208215, New Haven CT 06520-8215, by Tuesday, January 10, 2012. All M.S.L. admissions decisions are made and announced in March.

### *Expenses and Financial Aid*

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

# Student Organizations and Journals, and Student Participation in Administration

## STUDENT ORGANIZATIONS AND JOURNALS

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

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

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

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

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

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

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

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

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

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

*College Acceptance* creates mentorships between Yale students and New Haven Public School juniors and seniors to help motivate them and prepare them for the college application process.

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

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

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

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

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

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

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

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

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

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

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

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

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

*New Haven Cares* operates a program of redeemable vouchers that can be used by those in need to purchase basic necessities.

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

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

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

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

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

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

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

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

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

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

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

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

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

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



The *Yale Federalist Society* is a group of conservative and libertarian law students dedicated to fostering discussion and debate of issues of law and public policy.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

*Yale Law School Workers' Rights Project* advocates for workers' rights in the United States and globally.

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

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

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

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

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

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

Students may list student organization events in the online Calendar of Events ([www.law.yale.edu/calendar](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, but without vote.\*
2. Student representatives are elected for a term of one academic year, commencing with the beginning of the fall term. Representatives for the second- and third-year classes are elected during the spring of the academic year preceding their term of office. Representatives for the first-year and graduate classes are elected at the beginning of the fall term of the academic year for which they will serve. Elections for all classes are held under the auspices of the student representatives in office at the time of the election.
3. The elected student representatives, and other students selected by appropriate procedures, participate in the work of standing committees of the faculty and, where appropriate, in the work of ad hoc committees. The form and nature of such participation depend upon the character of the work of each committee. All elected student representatives serve on committees.
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 in executive session. In such an event the dean will, to the extent he or she deems appropriate, advise the student representatives of the holding of the executive session in advance and invite the student representatives to present to the faculty their views on the subject under consideration; under any circumstances student representatives will be advised of the holding of such meeting promptly thereafter. It is, however, the purpose and expectation of the student body and of the faculty that the business of the faculty will normally be conducted in meetings in which student representatives participate.

# Career Development Office

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

- Offering advice from attorney counselors specializing in the public interest and private sectors, as well as in judicial clerkships, fellowships, and law teaching.
- Sponsoring more than sixty programs each year, including panels, lectures, and informal discussions on various employment options, self-assessment, job search and interviewing skills, and quality of life issues.
- Hosting a recruitment program every fall for second- and third-year students. More than 200 legal employers register, from all parts of the country and abroad, to interview students for summer and permanent positions. Approximately twenty-five employers register to interview first-year students at CDO's spring interview program. Yale also cosponsors two public service recruitment events and one international graduate student interview event off-campus each year.
- Maintaining a library of materials as well as publishing guides and brochures on career development topics and specific employment sectors. CDO also manages an online job posting system where hundreds of employers post opportunities for Yale Law students and graduates, available on CDO's Web site at [www.law.yale.edu/cdo](http://www.law.yale.edu/cdo).
- Coordinating with the Office of Alumni Affairs, CDO offers an online system to assist with career exploration. YLS Career Connections allows students and alumni access to more than 1,800 graduates who have offered to serve as career advisers. CDO also invites graduates to serve as mentors in residence, where they meet individually with students seeking information about particular careers.

Nearly all first- and second-year law students who seek summer legal employment are able to secure positions with law firms, government agencies, or public interest organizations. Through Summer Public Interest Fellowships, the Law School ensures that everyone who needs funding for summer public interest or government work—in the United States or abroad—receives it.

Upon graduation, virtually all Yale Law students have accepted employment. These jobs include prestigious judicial clerkships, positions with private law firms or government agencies, and national and international public interest fellowships.

Geographically, New York, Washington, D.C., and California are the most popular destinations for Yale Law School graduates, but members of the Class of 2010 accepted employment in thirty-one different states.

All graduates since 1988 are eligible for the Law School's Career Options Assistance Program (COAP). COAP is a loan deferral and forgiveness program that provides full, need-based loan repayment to graduates earning \$60,000 or less a year in 2010 and partial repayment for many alumni earning above that amount. See Career Options Assistance Program, in the chapter Admissions, Expenses, and Financial Aid, for further details.

The Law School has long taken a vigorous stand against any discrimination on grounds of age; color; handicap or disability; ethnic or national origin; race; religion; religious creed; gender (including discrimination taking the form of sexual harassment); marital, parental, or veteran status; sexual orientation; gender identity; gender expression; or the prejudice of clients.

# Lillian Goldman Law Library

## IN MEMORY OF SOL GOLDMAN

The Lillian Goldman Library is located within the heart of the Yale Law School complex, providing the Law School community with ready access to one of the world's finest collections of printed legal materials. These collections are complemented by access to a sophisticated array of online sources, as well as the strong collections housed nearby at more than twenty-five other campus libraries, including the Sterling Memorial Library and the Beinecke Rare Book and Manuscript Library. The law library supports the needs of twenty-first-century legal researchers by integrating access to print and online sources throughout the library.

The law library's collections, both print and electronic, include an especially rich assortment of texts and treatises emphasizing law and the social sciences, reflecting Yale's traditionally broad approach to the study of law. The long-standing international interests of the Law School are also supported by a 250,000-volume foreign and international law collection. Basic U.S. materials include the reported state and federal court decisions, statutes and administrative rules, regulations, and decisions, together with related finding aids. The domestic law materials for countries other than the United States consist of primary and secondary sources for most European jurisdictions and a number of other countries, collected both in English and the vernacular, with an emphasis on English language materials for secondary sources. The library maintains approximately 10,000 active serial titles and receives nearly every newly published academic press title in law. The library's rare book collections have strong holdings of English legal history sources, including a superb collection of Blackstone editions, Roman law, American trials, and illustrated law books.

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

Members of the Law School community enjoy easy, integrated access to legal information in all formats. The library organizes access to its large selection of online resources through a series of Internet-based Web pages. Its online catalogue, MORRIS, enhances access to printed collections and includes all of the library's bibliographic records, with links to online versions of the same documents. MORRIS also includes the major legal periodical indexes and provides a convenient link to the online catalogue of the Yale campus libraries. Full-text sources of digitized legal information include the major commercial services, such as LEXIS and WESTLAW, supplemented by Internet-based resources, including a growing number of digitized documents loaded by the library.

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

hours on weekends. In addition, professional librarians offer a wide array of legal research courses and training programs throughout the year.

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

# Living at Yale

## LIFE AT YALE LAW SCHOOL

### *Rules of Discipline*

In 1970, the faculty and students first adopted a disciplinary code that describes the basic rights and duties of members of the Law School and provides a set of procedures governing alleged violations of the code. Copies of the current code are available in the 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 2011–2012 are available as of April 1 online and can be submitted directly from the Web site ([www.yale.edu/graduatehousing/application.html](http://www.yale.edu/graduatehousing/application.html)). 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 [www.yale.edu/och](http://www.yale.edu/och). The use of your University NetID allows you immediate access to search the listings. It also allows you to set up a profile to be a roommate or search for roommates. Those without a NetID can set themselves up as guests by following the simple instructions. For answers to questions, please e-mail [offcampushousing@yale.edu](mailto:offcampushousing@yale.edu) or call 203.432.9756.

### *Dining Hall*

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



dining hall is closed on Saturday and Sunday; alternative facilities are available nearby on those days.

### *Information Technology*

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

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

### *Class Cancellations*

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

## *Special Events*

Numerous lectures are given by distinguished visitors invited to the Law School by faculty and students (see 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)).

## LIFE AT YALE UNIVERSITY

### *A Global University*

In a speech entitled “The Global University,” Yale President Richard C. Levin declared that as Yale enters its fourth century, its goal is to become a truly global university—educating leaders and advancing the frontiers of knowledge not simply for the United States, but for the entire world: “The globalization of the University is in part an evolutionary development. Yale has drawn students from outside the United States for nearly two centuries, and international issues have been represented in its curriculum for the past hundred years and more. But creating the global university is also a revolutionary development—signaling distinct changes in the substance of teaching and research, the demographic characteristics of students, the scope and breadth of external collaborations, and the engagement of the University with new audiences.”

Yale University’s goals and strategies for internationalization are described in a report entitled “International Framework: Yale’s Agenda for 2009 to 2012,” which is available online at [www.world.yale.edu/framework](http://www.world.yale.edu/framework).

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

The Office of International Affairs 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 [www.yale.edu/oia](http://www.yale.edu/oia).

The Office of International Students and Scholars 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 Whitney and Betty MacMillan Center for International and Area Studies is the University’s principal agency for encouraging and coordinating teaching and research on international affairs, societies, and cultures. See description in this bulletin and [www.yale.edu/macmillan](http://www.yale.edu/macmillan).

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

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

For additional information, the “Yale and the World” Web site offers a compilation of resources for international students, scholars, and other Yale affiliates interested in the University’s global initiatives. See [www.world.yale.edu](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 *Yale Daily Bulletin* Web site at <http://dailybulletin.yale.edu> and the Yale Calendar of Events, an interactive calendar available online at <http://events.yale.edu/opa>. The YDB also features news about Yale people and programs, as well as videos, slide-shows, and a link to the real-time Yale Shuttle map.

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.

Founded in 1832, when patriot-artist John Trumbull donated more than 100 of his paintings to Yale College, the Yale University Art Gallery is the oldest college art museum in the United States. Today the gallery’s encyclopedic collection numbers more than 185,000 objects ranging in date from ancient times to the present day. These holdings comprise a world-renowned collection of American paintings and decorative arts; outstanding collections of Greek and Roman art, including the artifacts excavated at the ancient Roman city of Dura-Europos; the Jarves, Griggs, and Rabinowitz collections of early Italian paintings; European, Asian, and African art from diverse cultures, including the recently acquired Charles B. Benenson Collection of African art; art of the ancient Americas; the Société Anonyme Collection of early-twentieth-century European and American art; and Impressionist, modern, and contemporary works. The gallery is currently completing an expansion project, which includes the renovation of the Swartwout building and Street Hall, the two historic structures adjacent to the recently renovated Kahn building. 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. Learn more from the gallery’s Web site: <http://artgallery.yale.edu>.

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

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

More than four hundred musical events take place at the University during the academic year. In addition to recitals by graduate and faculty performers, the School of Music presents the Philharmonia Orchestra of Yale, the Onepo Chamber Music Series at Yale, the Duke Ellington Jazz Series, the Horowitz Piano Series, New Music New Haven, Yale Opera, and concerts at the Yale Collection of Musical Instruments. Undergraduate

organizations include the Yale Concert and Jazz bands, the Yale Glee Club, the Yale Symphony Orchestra, and numerous other singing and instrumental groups. The Department of Music sponsors the Yale Collegium, Yale Baroque Opera Project, productions of new music and opera, and undergraduate recitals. The Institute of Sacred Music presents Great Organ Music at Yale, the Yale Camerata, the Yale Schola Cantorum, and numerous special events.

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

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

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

or to sign up for various e-mail notes, please visit [www.yale.edu/graduateschool/mcdougal](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. These resources are coordinated and/or supported through the University Chaplaincy (located on the lower level of Bingham Hall on Old Campus); the Yale University Church at Battell Chapel, an open and affirming church; and Yale Religious Ministry, the on-campus association of clergy and nonordained representatives of various religious faiths. The ministry includes the Chapel of St. Thomas More, the parish church for all Roman Catholic students at the University; the Joseph Slifka Center for Jewish Life at Yale, a religious and cultural center for students of the Jewish faith; Indigo Blue: A Center for Buddhist Life at Yale; several Protestant denominational ministries and non-denominational ministries; and student religious groups such as the Baha'i Association, the Yale Hindu Council, the Muslim Student Association, and many others. Hours for the Chaplain's Office during the academic term are Monday through Friday, 8:30 a.m. to 5 p.m., as well as evenings Sunday through Thursday, 5 to 11. Additional information is available at [www.yale.edu/chaplain](http://www.yale.edu/chaplain).

The Payne Whitney Gymnasium is one of the most elaborate and extensive indoor athletic facilities in the world. This complex includes the 3,100-seat John J. Lee Amphitheater, the site for many indoor varsity sports contests; the Robert J. H. Kiphuth Exhibition Pool; the Brady Squash Center, a world-class facility with fifteen international-style courts; the Adrian C. Israel Fitness Center, a state-of-the-art exercise and weight-training complex; the Brooks-Dwyer Varsity Strength and Conditioning Center; the Colonel William K. Lanman, Jr. Center, a 30,000-square-foot space for recreational/intramural play and varsity team practice; the Greenberg Brothers Track, an eighth-mile indoor jogging track; the David Paterson Golf Technology Center; and other rooms devoted to fencing, gymnastics, rowing, wrestling, martial arts, general exercise, and dance. Numerous physical education classes in dance (ballet, modern, and ballroom, among others), martial arts, zumba, yoga, pilates, aerobic exercise, and sport skills are offered throughout the year. Yale undergraduates and graduate and professional school students may use the gym at no charge throughout the year. Academic term and summer memberships at reasonable fees are available for faculty, employees, postdoctoral and visiting fellows, alumni, and student spouses. Additional information is available online at <http://sportsandrecreation.yale.edu>.

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

Approximately fifty club sports come under the jurisdiction of the Office of Outdoor Education and Club Sports. Most of the teams are for undergraduates, but a few are available to graduate and professional school students. Yale undergraduates, graduate and professional school students, faculty, staff, and alumni/ae may use the Yale Outdoor Education Center (OEC), which consists of 1,500 acres surrounding a mile-long lake in East Lyme, Connecticut. The facility includes overnight cabins and campsites, a pavilion

and dining hall available for group rental, and a waterfront area with supervised swimming, rowboats, canoes, and kayaks. Adjacent to the lake, a shaded picnic grove and gazebo are available to visitors. In another area of the property, hiking trails surround a wildlife marsh. The OEC runs seven days a week from the fourth 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 for Law School Students*

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

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

Students not eligible for Yale Health Basic Coverage may also use the services on a fee-for-service basis. Students who wish to be seen fee-for-service must register with the Member Services Department. Enrollment applications for the Yale Health Student

Affiliate Coverage, Billed Associates Plan, or Fee-for-Service Program are available from the Member Services Department.

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

## HEALTH COVERAGE ENROLLMENT

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

**Yale Health Hospitalization/Specialty Coverage** For a detailed explanation of this plan, see the *Yale Health Student Handbook*, available online at [www.yalehealth.yale.edu/handbooks/documents/student\\_handbook.pdf](http://www.yalehealth.yale.edu/handbooks/documents/student_handbook.pdf).

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

*Waiving Yale Health Hospitalization/Specialty Coverage* Students are permitted to waive Yale Health Hospitalization/Specialty Coverage by completing an online waiver form at [www.yhpstudentwaiver.yale.edu](http://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 premiums will not be prorated.

**Yale Health Student Two-Person and Family Plans** A student may enroll his or her lawfully married spouse or civil union partner and/or legally dependent child(ren) under

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

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

**Yale Health Prescription Plus Coverage** This plan has been designed for Yale students who purchase Yale Health Hospitalization/Specialty Coverage and student dependents who are enrolled in either the Two-Person Plan, the Student Family Plan, or Student Affiliate Coverage. Yale Health Prescription Plus Coverage provides protection for some types of medical expenses not covered under Yale Health Hospitalization/Specialty Coverage. Students are billed for this plan and may waive this coverage. The online waiver ([www.yhstudentwaiver.yale.edu](http://www.yhstudentwaiver.yale.edu)) must be filed annually and must be received by September 15 for the full year or fall term or by January 31 for the spring term only. For a detailed explanation, please refer to the *Yale Health Student Handbook*.

#### ELIGIBILITY CHANGES

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

*Leaves of absence* Students who are granted a leave of absence are eligible to purchase Yale Health Student Affiliate Coverage during the term(s) of the leave. If the leave occurs during the term, Yale Health Hospitalization/Specialty Coverage will end on the date the leave is granted and students may enroll in Yale Health Student Affiliate Coverage. Students must enroll in Affiliate Coverage prior to the beginning of the term during which the leave is taken or within thirty days of the start of the leave. Premiums paid for Yale Health Hospitalization/Specialty Coverage will be applied toward the cost of Affiliate Coverage. Coverage is not automatic and enrollment forms are available at the Member



Services Department or can be downloaded from the Web site ([www.yalehealth.yale.edu](http://www.yalehealth.yale.edu)). Premiums will not be prorated or refunded.

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

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

## REQUIRED IMMUNIZATIONS

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

*Meningitis* All students living in on-campus housing must be vaccinated against meningitis. The vaccine must have been received after January 1, 2007. 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, 2011. Please note that the State of Connecticut does not require this vaccine for students who intend to reside off campus.

*Varicella (chicken pox)* All students are required to provide proof of immunization against varicella. Connecticut state law requires two doses of varicella vaccine. The first dose must have been given on or after the student's first birthday; the second dose must have been given at least twenty-eight (28) days after the first dose. Documentation from a health care provider that the student has had a confirmed case of the disease is also acceptable.

*TB screening* The University requires tuberculosis screening for all incoming students. This screening includes a short questionnaire to determine high-risk exposure and, if necessary, asks for information regarding resulting treatment. Please see the Yale Health

student Web site ([www.yalehealth.yale.edu/students](http://www.yalehealth.yale.edu/students)) for more details and the screening form.

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

### *Resource Office on Disabilities*

The Resource Office on Disabilities facilitates accommodations for undergraduate and graduate and professional school students with disabilities who register with and have appropriate documentation on file in the Resource Office. Early planning is critical. Documentation may be submitted to the Resource Office even though a specific accommodation request is not anticipated at the time of registration. It is recommended that matriculating students in need of disability-related accommodations at Yale University contact the Resource Office by June 4. Special requests for University housing need to be made in the housing application. Returning students must contact the Resource Office at the beginning of each term to arrange for course and exam accommodations.

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

### *Campus 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 will not be tolerated. Sexual misconduct incorporates a range of behaviors including rape, sexual assault, sexual harassment, intimate partner violence, stalking, and any other conduct of a sexual nature that is nonconsensual, or has the purpose or effect of threatening or intimidating a person or persons. Sexual activity requires consent, which is defined as voluntary, positive agreement between the participants to engage in specific sexual activity. Violations of Yale's Policy on Teacher-Student Consensual Relations also constitute sexual misconduct. Yale aims to eradicate sexual misconduct through education, training, clear policies, and serious consequences for violations of these policies. In addition to being subject to University disciplinary action, sexual misconduct may lead to civil liability and criminal prosecution.

#### **SHARE: ADVOCACY, INFORMATION, AND COUNSELING**

24/7 hotline: 203.432.6653

[http://yalehealth.yale.edu/med\\_services/share.html](http://yalehealth.yale.edu/med_services/share.html)

SHARE, the Sexual Harassment and Assault Resources and Education Center, provides trained counselors at any time of day or night via its direct hotline to speak with victims, their supporters, or other community members with questions or concerns. Along with

providing support, SHARE counselors can provide information about medical, legal, and disciplinary options to help callers make their own decisions about how to proceed. For community members who do choose to take legal or disciplinary action, SHARE counselors can facilitate those processes and serve as advocates. SHARE works closely with the Yale Police Department as well as the various disciplinary boards.

If you would like to make use of SHARE's services, you can call the crisis number (203.432.6653) at any time. Some legal and medical options are very time-sensitive, so if you have been assaulted we encourage you to call SHARE and/or the Yale Police as soon as you can. Counselors can talk to you over the phone or meet you in person at the Yale Health Center or the Yale-New Haven Emergency Room. If it is not an acute situation and you would like to speak to Dr. Carole Goldberg, the director of SHARE, she can be reached at 203.432.0290 during business hours or via e-mail at [carole.goldberg@yale.edu](mailto:carole.goldberg@yale.edu).

#### THE YALE POLICE DEPARTMENT: LEGAL ACTION

24/7 hotline: 203.432.4406

<http://publicsafety.yale.edu/sexual-assault-harassment-resources>

The Yale Police Department has officers who are trained sexual assault/rape investigators. They work closely with the New Haven State's Attorney, SHARE, the Title IX Coordinators, and various other departments within the University. Talking to the police does not commit you to collecting evidence or pressing charges; with very few exceptions, all decisions about how to proceed are up to you. All reports are kept confidential.

#### TITLE IX COORDINATORS

Valarie Stanley, 203.432.0849, [valarie.stanley@yale.edu](mailto:valarie.stanley@yale.edu)

For the Title IX Coordinator of Yale Law School, please refer to the Web site of the Office for Equal Opportunity Programs at [www.yale.edu/equalopportunity](http://www.yale.edu/equalopportunity).

Title IX protects students from sex discrimination on campus. Sex discrimination includes sexual harassment, sexual assault, and other forms of misconduct. The Title IX Coordinator can help address any concerns you might have about sexual misconduct. You can contact Valarie Stanley, the University's Title IX Coordinator, or the Title IX Coordinator for Yale Law School.

#### THE UNIVERSITY-WIDE COMMITTEE ON SEXUAL MISCONDUCT: FORMAL AND INFORMAL DISCIPLINARY ACTION

203.432.1834 (business hours)

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

The University-Wide Committee on Sexual Misconduct (UWC) provides an accessible, representative, and trained body to answer informal inquiries and fairly and expeditiously address formal and informal complaints of sexual misconduct. Any current or former Yale faculty member, trainee, student, or managerial professional employee who wishes to bring a claim that he or she has been harmed as the result of sexual misconduct may bring a complaint to the UWC. Operating out of the Provost's Office, the UWC comprises faculty, administrative, and student representatives from across the University. Core UWC members (listed on the UWC Web site) are available for exploratory conversations or to receive complaints.

## *The Office of International Students and Scholars*

The Office of International Students and Scholars (OISS) coordinates services and support for Yale's international students, faculty, staff, and their dependents. OISS assists members of the Yale international community with all matters of special concern to them and serves as a source of referral to other University offices and departments. OISS staff provide assistance with employment, immigration, personal and cultural adjustment, and family and financial matters, as well as serve as a source of general information about living at Yale and in New Haven. In addition, as Yale University's representative for immigration concerns, OISS provides information and assistance to students, staff, and faculty on how to obtain and maintain legal status in the United States, issues the visa documents needed to request entry into the United States under Yale's immigration sponsorship, and processes requests for extensions of authorized periods of stay, school transfers, and employment authorization. All international students and scholars must register with OISS as soon as they arrive at Yale, at which time OISS will provide a brief orientation about immigration compliance issues as well as information about orientation activities for newly arrived students, scholars, and family members. OISS programs, like the Community Friends hosting program, daily English conversation groups and conversation partners program, U.S. culture workshops and discussions, the *Taking Care of Business* practical matters series, and receptions and socials for newly arrived graduate students, postdoctoral associates, and visiting scholars, provide an opportunity to meet members of Yale's international community and become acquainted with the many resources of Yale University and New Haven. OISS welcomes volunteers from the Yale community to serve as local hosts and as English conversation partners. Interested individuals should contact OISS at [oiss@yale.edu](mailto:oiss@yale.edu) or 203.432.2305.

OISS maintains an extensive Web site ([www.yale.edu/oiss](http://www.yale.edu/oiss)) with useful information for students and scholars prior to and upon arrival in New Haven, as well as throughout their stay at Yale. As U.S. immigration regulations are complex and change rather frequently, we urge international students and scholars to check the Web site for the most recent updates or to visit the office to speak with an OISS adviser.

International students, scholars, and their families and partners can connect with OISS and the international community at Yale by several virtual means. *OISS-L* is the OISS electronic newsletter for Yale's international community. *YaleInternational* is an interactive e-mail listserv through which more than 5,000 people connect to find roommates, rent apartments, sell cars and household goods, and keep each other informed about events in the area. Spouses and partners of Yale students and scholars will want to get involved with the organization called International Spouses and Partners at Yale (ISPY), which organizes a variety of programs for the spouse and partner community. ISPY has its own e-mail listserv. The newest additions to our communications are the OISS Facebook page and the various constituent Facebook groups. For more information, go to [www.yale.edu/oiss/programs/email/index.html](http://www.yale.edu/oiss/programs/email/index.html).

Housed in the International Center for Yale Students and Scholars at 421 Temple Street, the Office of International Students and Scholars is open Monday through Friday from 8:30 a.m. to 5 p.m., except Tuesday, when the office is open from 10 a.m. to 5 p.m.; tel., 203.432.2305.

### *International Center for Yale Students and Scholars*

The International Center for Yale Students and Scholars, located at 421 Temple Street, across the street from Helen Hadley Hall, offers a central location for programs that both support the international community and promote cross-cultural understanding on campus. The center, home to the Office of International Students and Scholars (OISS), provides a welcoming venue for students and scholars who want to peruse resource materials, check their e-mail, and meet up with a friend or colleague. Open until 9 p.m. on weekdays during the academic year, the center also provides meeting space for student groups and a venue for events organized by both student groups and University departments. In addition, the center has nine work carrels that can be reserved by academic departments for short-term international visitors. For more information about reserving space at the center, send a message to [oiss@yale.edu](mailto:oiss@yale.edu) or call 203.432.2305.

# Law School Students

## DEGREES CONFERRED

### **Juris Doctor, October 2, 2010**

Jennifer Dale Bennett  
Jane Hannah Lewis  
Peter Christian Liem  
Sohail Safdar Ramirez  
Joseph William Slaughter

### **Master of Laws, October 2, 2010**

Sara Iglesias Sanchez  
Itamar Josef Mann-Kanowitz

### **Juris Doctor, December 4, 2010**

Haben Ghebre Michael  
Sophie Irene Raseman

### **Doctor of the Science of Law, December 4, 2010**

Nartirun Junngam  
Sandra Kiapi

### **Master of Studies in Law, December 4, 2010**

Elliott T. Visconsi

### **Juris Doctor, February 26, 2011**

Theresa Jeane Lee  
Nikhil Prahlad Pyati  
John Paul Rollert  
Sara Aronchick Solow

### **Doctor of the Science of Law, February 26, 2011**

Christopher Essert

### **Doctor of the Science of Law, April 16, 2011**

Stewart A.G. Elgie  
Mariana Pargendler  
Roberto Saba

### **Juris Doctor, June 1, 2011**

Ryan B. Abbott  
Tanya Marie Abrams  
Carel A. Alé  
Michelle Marie Argueta  
Grace Elise Armstrong

Benjamin Mills Matheson Aronson  
Sean Lewis Barney  
Lawrence Benn  
Cheryl-Lyn Deon Bentley  
Eli Kahn Best  
Joshua Sean Bolian  
William Bornstein  
Chesa Boudin  
Kathryn Lee Boudouris  
Heidi Sonia Boutros  
Alexander Martin Boyanovsky  
Maureen Eleise Boyle  
Robert Abraham Braun  
Joshua Stanton Braver  
Michael Breen  
Kiel R. Brennan-Marquez  
Sophia Madeleine Brill  
Michael Lawrence Brown  
Tasha Naudia Brown  
Avraham Jonathan Brudner  
Elizabeth Eleanor Burke  
Isabel Bussarakum  
Burke Morley Butler  
Jay Alexander Hilton Butler  
Elisabeth Maria Centeno  
Adam Daniel Chandler  
Sarah G. Chervinsky  
Thomas Paul Clancy  
William Weatherford Touchstone  
Clayton, Jr.  
Melissa Bradshaw Collins  
Elizabeth Claire O’Kane Compa  
Christopher Jason Cook  
Alison Lindsay Crawford  
Rebecca Loren Crootof  
Jesse Martin Cross  
Travis Crum  
Victoria Alexandrovna Degtyareva  
Gregory Jacob Dubinsky  
Brett Michael Edkins  
Marina Salinas Eisner  
Michael Jay Ellis

Erin Christine Evers  
 Benjamin Harris Ewing  
 Cassandra Beth Fields  
 Eric Studebaker Fish  
 Aline Rhafaella Flodr  
 Carrick Ronan Morgan Flynn  
 Bethany Lynne Foster  
 Nathaniel Todd Swanson Freeman  
 Jacob Samuel Gardener  
 Joshua Alexander Geltzer  
 Michael Kieran Nickolai Gervais  
 Alex Christian Gesch  
 Fletcher Wade Gibson IV  
 Andrew Paul Giering  
 Stephen Nathaniel Gikow  
 Stephen Sullivan Gilstrap  
 Scott Lawrence Glabe  
 Reuben Alexander Grinberg  
 Emma Sarah Grunberg  
 Xuan Gui  
 Daniel Edward Haar  
 Nathaniel Joseph Hake  
 Bryant Hall  
 Tess Alessandra Hamilton  
 Alexandra Dianne Harwin  
 Jayme Judi Herschkopf  
 Gabrielle Rebecca Holburt  
 Sophie Anderson Hood  
 Courtney Marie Hostetler  
 Margaret T. Hsieh  
 Alice Chihyun Hwang  
 Andres Felipe Idarraga  
 Alex Iftimie  
 Curtis Campbell Isacke  
 Kenneth Michael Jamison  
 Nicole Ann Jeong  
 Yuan Ji  
 Jennifer Anne Jones  
 Zachary Pekelis Jones  
 Diana Kane  
 Sharanya Kanikkannan  
 Liza Khan  
 Noorain Fatima Khan  
 Scarlet Sue Kim  
 Regan R. Kirk  
 Cameron Oatman Kistler

Matthew Bennett Klapper  
 Malani Dale Kotchka-Alanes  
 Christine Haemi Ku  
 James Yushin Kwak  
 Edmund Gerard Lacour, Jr.  
 Eli Martin Lazarus  
 Michael Anthony Lee, Jr.  
 Annalisa Marie Leibold  
 Jeffrey Wu Lin  
 Kamila Maria Lis  
 Julia A. Lisztwan  
 Lang Liu  
 Justin Shing-Jo Lo  
 Melissa Yu Lou  
 Yite John Lu  
 Lindsey Holderness Luebchow  
 Tafari Nia Lumumba  
 Amanda Catherine Machin  
 Matthew James Maddox  
 Julia A. Malkina  
 Nicholas David Marais  
 Daniel Paul Margolskee  
 Matthew Vincent Matera  
 Katherine Allison McGriff  
 Gabriel Seltzer Mendlow  
 Kari Ellen Milligan  
 Eric Thomas Mitzenmacher  
 Sharanya Sai Mohan  
 Peter Frederick Molk  
 James Coogan Montana  
 Aileen Ann Nielsen  
 Elizabeth Carolyn Nielsen  
 Luke Patrick Norris  
 Nicolo N. Nourafchan  
 Katharine Ellen O'Banion  
 Caitlin Teresa O'Brien  
 Helen Patricia O'Reilly  
 Lauren Michelle Oleykowski  
 Albert Nnamdi Osueke  
 Lisa Larrimore Ouellette  
 Claire Helen Pavlovic  
 Jose Paul Payne-Johnson  
 David John Peloquin  
 William Collins Perdue  
 Rebecca Lynn Phillips  
 Arthur George Plews

Zachary Samuel Podolsky  
 Stephen Thomas Poellot  
 Chelsea Elisabeth Purvis  
 Priya Kalyani Raghavan  
 Krishna Ajit Rao  
 Naveed Rashid  
 Katherine Anne Kellough Reisner  
 Brian Michael Richardson  
 Nicolas Yoshi Riley  
 Gabriela Concepción Rivera  
 Catherine Aloï Rivkin  
 Paul Rodolfo Rodríguez  
 Laura Ashley Safdie  
 Rachel Ward Saltzman  
 Sean Mason Sandomoski  
 Saurabh Hemant Sanghvi  
 Danielle Renee Sassoon  
 Thomas Payne Schmidt  
 Rebecca Hesla Scholtz  
 Alexander Baier Schwab  
 Vance Foster Serchuk  
 Rachel Faith Serlen  
 Kristin Eriika Shaffer  
 Diala Shamas  
 Jarrod Edward Shobe  
 Jeffrey Sidney Silberman  
 Catherine Susan Simonsen  
 Brian Soucek  
 William Kwame Spearman  
 Anjali Srinivasan  
 Christopher Alan Suarez  
 Keerthika Melissa Subramanian  
 Allison Anna Tait  
 Maile Sinn Fong Tavepholjalern  
 Charles Franklin Taylor  
 Michelle Maria Tellock  
 Bradley T. Tennis  
 Nicholas Steele Torrey  
 Raymond Frederick Treadwell  
 Kristen Ann Underhill  
 Ashwini Vasanthakumar  
 Avinash Venkatesh  
 Aaron Joel Voloj Dessauer  
 Emily Mottiel Washington  
 Sarah Jordan Watson

Seth Daniel Tychsen Wayne  
 Daniel Lee Winik  
 Maggie Rose Wittlin  
 Thomas Patrick Wolf  
 Hang Xu  
 Jacob Bradford Yeagley  
 Adam Gabriel Yoffie  
 Nicholas William Zamiska  
 Jonathan Seth Zelig  
 Rachel Hadass Zernik  
 Jonathon Albert Zytznick

**Master of Laws, June 1, 2011**

Camila Victoria Blanco  
 G. Eric Brunstad, Jr.  
 Stefanie Bettina Egidy  
 Brendan Richard Horan  
 Thomaz Henrique Junqueira De Andrade  
 Pereira  
 Adrian David Kuenzler  
 Lucas Mac-Clure  
 María Guadalupe Martínez  
 Jena Marie McGill  
 Claudia Medina Aguilar  
 Shing-Horng Mei  
 Joshua Neoh Weng Fei  
 Nicolas Otto Nohlen  
 Federico Picinali  
 Holger M. Sagmeister  
 Natasha Schmitt Caccia Salinas  
 Amy Faye Salyzyn  
 Yoon Jin Shin  
 Jocelyn Norah Stacey  
 Scott Mark Stephenson  
 Patrick Wieland Fernandini

**Master of Studies in Law, June 1, 2011**

Jennifer Prah Ruger

**Doctor of the Science of Law, June 1, 2011**

Jinhua Cheng  
 Diane Alferéz Desierto  
 Jill Maria Fraley  
 Ya-Wen Lei  
 Fernando Muñoz León  
 Nicole Catherine Roughan



## SUMMARY OF ENROLLMENT, 2010–2011

Juris Doctor Candidates		Doctor of the Science of Law	13
Class of 2011	197	Master of Laws	26
Class of 2012	227	Master of Studies in Law	1
Class of 2013	205	Visiting Researchers	11
Joint Degree	16	Visiting Student	1
<i>Total Juris Doctor</i>	<i>645</i>	<i>Total enrollment</i>	<i>697</i>

## INSTITUTIONS REPRESENTED

One student from each institution unless otherwise indicated

Albert-Ludwigs-Universität Freiburg [Germany]	Columbia University [Barnard College] (3)
Albion College	Connecticut College
American University (3)	Cornell University (11)
American University of Beirut [Lebanon]	Creighton University
Amherst University (7)	Dartmouth College (18)
Arizona State University (4)	Dickinson College
Arkansas State University	Duke University (18)
Athinisin Ethnikon Kai Kapodistriakon Panepistimion [Greece]	Emory University (3)
Australian National University [Australia] (2)	Florida Agricultural and Mechanical University
Bar-Ilan University [Israel] (2)	Fordham University (2)
Bayerische Julius-Maximilians- Universität Würzburg [Germany]	Franklin and Marshall College
Baylor University	Freie Universität Berlin [Germany]
Birmingham Southern College	Fudan University [People's Republic of China]
Bob Jones University	George Washington University (3)
Boston College (3)	Georgetown University (5)
Bowdoin College (2)	Gettysburg College
Brandeis University (2)	Grinnell College
Brigham Young University (3)	Harvard University (80)
Brown University (22)	Harvey Mudd College
Bryn Mawr College	Howard University (2)
California State University	Indiana University (3)
Calvin College	Johann Wolfgang Goethe-Universität Frankfurt [Germany]
Carleton College	Johns Hopkins University (4)
Carnegie Mellon University	Kenyon College
Coe College	London School of Economics and Political Science [United Kingdom] (2)
Colgate University	Loyola College [Maryland]
Colorado College	
Columbia University (17)	

- Loyola Marymount University  
 Loyola University [Illinois]  
 Macalester College (3)  
 Massachusetts Institute of Technology  
 (2)  
 McGill University [Canada] (2)  
 McMaster University [Canada]  
 Middlebury College (3)  
 Millsaps College  
 Montclair State College  
 Morehouse College  
 Morgan State University  
 Mount Holyoke College (2)  
 Nalsar University of Law [India]  
 National Law School of India University  
 [India] (2)  
 National Law University [India]  
 National Taiwan University [Taiwan]  
 National University of Ireland [Ireland]  
 National University of Singapore  
 [Singapore]  
 New York University (11)  
 Northwestern University (7)  
 Oberlin College (2)  
 Ohio State University (2)  
 Peking University [People's Republic of  
 China]  
 Pennsylvania State University  
 Pomona College (6)  
 Pontificia Universidad Católica del Perú  
 [Peru]  
 Princeton University (35)  
 Qingdao University [People's Republic  
 of China]  
 Reed College  
 Rice University (2)  
 Ruprecht-Karls-Universität Heidelberg  
 [Germany]  
 Rutgers, State University of New Jersey  
 (2)  
 Saint John's University [New York]  
 Santa Fe Community College  
 Sarah Lawrence College  
 Scripps College  
 Seattle University
- Seoul National University [Republic of  
 Korea]  
 Smith College  
 Southern Methodist University  
 Spelman College  
 Stanford University (37)  
 State University of New York at Stony  
 Brook  
 Swarthmore College (8)  
 Taylor University (2)  
 Tel Aviv University [Israel]  
 Temple University  
 Trinity Christian College  
 Tufts University  
 Tulane University (2)  
 United States Military Academy  
 United States Naval Academy (2)  
 Universidad Católica de Córdoba  
 [Argentina]  
 Universidad de Buenos Aires [Argentina]  
 Universidad de Chile [Chile]  
 Universidad Nacional de Córdoba  
 [Argentina]  
 Universidad Panamericana [Mexico]  
 Universidade de São Paulo [Brazil]  
 Universidade do Estado do Rio de Janeiro  
 [Brazil]  
 Universidade Federal da Bahia [Brazil]  
 Universidade Federal do Paraná [Brazil]  
 Università degli Studi de Milano [Italy]  
 Università degli Studi de Trieste [Italy]  
 Università degli Studi Roma Tre [Italy]  
 Universität Bern [Switzerland]  
 Universität Passau [Germany]  
 Universität Zürich [Switzerland]  
 Universiteit van Amsterdam  
 [Netherlands]  
 University of Alabama (2)  
 University of Alberta [Canada] (3)  
 University of Arkansas  
 University of California at Berkeley (16)  
 University of California at Irvine  
 University of California at Los Angeles  
 (5)  
 University of California at San Diego (2)

University of California at Santa Cruz	University of Tennessee
University of Cambridge [United Kingdom]	University of Texas at Austin (6)
University of Cape Town [South Africa]	University of the Witwatersrand [South Africa]
University of Chicago (16)	University of Toronto [Canada] (2)
University of Connecticut	University of Tulsa
University of Florida (5)	University of Virginia (4)
University of Georgia (3)	University of Washington (3)
University of Iowa	University of Wisconsin at Madison (3)
University of Kansas (2)	Univerzita Karlova [Czech Republic]
University of Mary Washington	Vanderbilt University (3)
University of Maryland (3)	Virginia Polytechnic Institute and State University
University of Massachusetts (2)	Washington and Lee University (3)
University of Miami (2)	Washington State University
University of Michigan at Ann Arbor (8)	Washington University [Missouri] (4)
University of Missouri	Wellesley College (4)
University of New South Wales [Australia]	Wesleyan University (7)
University of North Carolina at Chapel Hill (6)	Westfälische Wilhelms-Universität Münster [Germany]
University of Notre Dame [Indiana]	Whitman College
University of Oregon (3)	Williams College (4)
University of Oxford [United Kingdom] (2)	Wuhan University [People's Republic of China]
University of Pennsylvania (14)	Yale University (89)
University of Pittsburgh (2)	Yeshiva University
University of Redlands	York University [Canada]
University of Rochester	
University of Southern California (6)	<i>Total institutions, 177</i>

## GEOGRAPHICAL DISTRIBUTION

One student from each state or country unless otherwise indicated

<b>United States</b>	Illinois (23)
Alabama (4)	Indiana (5)
Alaska (2)	Iowa (5)
Arizona (8)	Kansas (2)
Arkansas	Kentucky (6)
California (90)	Louisiana (4)
Colorado (6)	Maine (3)
Connecticut (88)	Maryland (29)
Delaware	Massachusetts (24)
District of Columbia (9)	Michigan (10)
Florida (22)	Minnesota (5)
Georgia (13)	Mississippi (2)
Hawaii (2)	Missouri (5)

Montana (2)  
Nebraska  
Nevada  
New Hampshire (4)  
New Jersey (23)  
New Mexico (2)  
New York (91)  
North Carolina (7)  
Ohio (12)  
Oregon (6)  
Pennsylvania (26)  
Rhode Island (3)  
South Carolina (3)  
South Dakota (3)  
Tennessee (4)  
Texas (25)  
Utah (2)  
Vermont (2)  
Virginia (10)  
Washington (10)  
Wisconsin (8)

*Total states, 46*

**Foreign Countries**

Argentina (3)  
Australia  
Barbados  
Bermuda  
Brazil (5)  
Canada (13)  
China, People's Republic of (6)  
Czech Republic  
France  
Germany (7)  
Greece  
Hong Kong (2)  
India (5)  
Ireland  
Israel (4)  
Italy (3)  
Kenya  
Korea, Republic of (4)  
Lebanon  
Malaysia  
Mexico

Netherlands  
New Zealand  
Norway  
Philippines  
Poland  
Singapore (2)  
South Africa (2)  
Sweden  
Switzerland (2)  
Taiwan  
United Kingdom (2)

*Total countries, 32*

# Alumni and Endowment Funds

## ALUMNI

Yale Law School alumni serve as distinguished practitioners, public servants, academics, judges, and business entrepreneurs all over the world. Renowned in their professional lives, the more than twelve thousand alumni play a vital role in the global Yale Law School community. They renew social ties and network with one another, and offer their knowledge of legal scholarship and practice at YLS 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 large group of New York City alumni enjoying the play *Thurgood* (produced by Eric Falkenstein '94); a Los Angeles panel on "Education & Citizenship: El Sueño Americano (The American Dream)"; days of panels and visits in Geneva, Switzerland; a panel discussion in Washington, D.C., on the Supreme Court's preceding term; a reception in Chicago with a new Court of Appeals judge and graduate of Yale Law School; or an informal garden party to greet recent graduates in Philadelphia, Yale Law School alumni maintain important connections with each other 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) or contact us at [alumni.law@yale.edu](mailto:alumni.law@yale.edu) or 203.432.1690.

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

The online YLS Career Connections (formerly the Alumni Mentoring Network), which is accessible via the Career Development Office Web site ([www.law.yale.edu/cdo](http://www.law.yale.edu/cdo)), offers both alumni and current law students the opportunity to seek out hundreds of YLS graduates who have offered to provide career-related advice. Through the Web site, alumni can join the network, current CC members can update their information, and both alumni and students can search for mentors online by name, area of expertise, employer type, geographic location, and more. Alumni can also volunteer to mentor student organizations. For more information about CC, including password information for searching the network, please contact the Career Development Office at 203.432.1676 or send an e-mail to [cdo.law@yale.edu](mailto:cdo.law@yale.edu).

All graduates of the Law School are invited to annual Alumni Weekends, which take place at the Law School in the fall for three days of events, including talks, panel discussions, class events, and festive meals. 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 2011 is “Human Rights in a Turbulent World.”

## ENDOWMENT FUNDS

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

### *Professorships*

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

law of nations—political economy—or general politics, the professor to select his own subject.”

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

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

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

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

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

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

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

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

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

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

**Nicholas deB. Katzenbach Professorship** (1985) A gift in honor of the Honorable Nicholas deB. Katzenbach, LL.B. 1947, professor of law, attorney general of the United States, undersecretary of state of the United States, and senior vice-president, law and external relations, of the International Business Machines Corporation, from the International Business Machines Corporation and numerous individuals, to establish a chair of public law or other branch of advanced legal education— not necessarily limited to domestic law or to the law of any one nation.



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### *General Purpose and Research Funds*

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Jonathan P. Rosen '70 Fund for Faculty Support** (2004) Established by a gift from Jonathan P. Rosen, J.D. 1970, for the general support of Yale Law School faculty.

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

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

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

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

**John G. Simon Fund for Teaching and Research at Yale Law School** (2007) Established by a gift from Robert C. Pozen, J.D. 1972, J.S.D. 1973, in honor of Professor John G. Simon, to support law and economics research, teaching, and related activities associated with the Law School.

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

**Harold G. and Brian R. Sterling Family Fund** (2010) Established by a gift from Brian R. Sterling, J.D. 1985, and his father, Harold G. Sterling, J.D. 1954, for the general priorities of the Law School.

**Streicker Fund for Student Research** (1997) Endowment fund established by John H. Streicker, J.D. 1967, to provide support for student research or educational projects involving travel, with priority given to projects with international travel requirements, and to those of sufficient duration to allow the recipient the opportunity to become immersed in some portion of the cultural, legal, or governmental system of the destination country or region.

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

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

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

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

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

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

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

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

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

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

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

**Davis and Bessie Albert Scholarship Fund** (2008) Established by a bequest from the estate of Harry M. Albert, LL.B. 1935, in memory of his parents, with a preference for residents of Waterbury, Connecticut, the State of Connecticut, or for graduates of Suffield Academy, Suffield, Conn.

**Marion G. and Fred W. Aley Scholarship** (1983) A gift from Marion G. Aley, LL.B. 1925.

**R. Bruce Allensworth Scholarship Fund** (2008) Established by R. Bruce Allensworth, J.D. 1978, on the occasion of his thirtieth Law School reunion, for Yale Law School students, preferably J.D. candidates.

**Caroline Arpaia Memorial Scholarship** (1937) Anthony F. Arpaia, B.A. 1921, LL.B. 1923, in memory of his mother. Awarded as loan funds.

**John Page Austin '39 LL.B. Scholarship in Law** (2011) Established by a gift from William G. Green, B.A. 1966, in honor of John Page Austin, LL.B. 1939, who spent more than fifty years at the California firm of Morrison & Foerster LLP and helped mentor generations of young attorneys.

**James T. Babb Scholarship** (1963) Gift in honor of James T. Babb, B.A. 1924, M.A. Hon. 1945, librarian of Yale University, established by the Steele-Reese Foundation. For scholarships and fellowships with preference to students from the state of Idaho.

**Hugh H. Barber Memorial Scholarship** (1972) Gift from Ronald Barber, in memory of his brother, Hugh H. Barber, LL.B. 1921.

**Curtis H. Barnette Scholarship Fund** (1999) Established by a gift from Curtis H. Barnette, LL.B. 1962. To be awarded based on the integrity, leadership, and academic and service performance of a student. Preference to graduates of West Virginia University, Morgantown, West Virginia, or Liberty High School, Bethlehem, Pennsylvania, or other West Virginia or Lehigh Valley, Pennsylvania, colleges.

**Thomas D. Barr '58 Scholarship Fund** (2008) Established by Cornelia H. Barr honoring her husband, Thomas D. Barr, LL.B. 1958, with a preference for students interested in litigation.

**Joseph W. Beatman Fellowship Fund** (1967) Gift from the Beatman Foundation, Inc. [Frances Levinson (Mrs. Joseph W.) Beatman]. For fellowships, preference to be given to those graduate students preparing for teaching careers in American law schools.

**Edward R. Becker '57 Scholarship** (2009) Established by gifts from the Becker family, former law clerks, and friends of the Honorable Edward R. Becker, LL.B. 1957, with a preference for students from the greater Philadelphia area.

**William John Beecher Scholarship** (1924) Marguerite K. Beecher and Florence Beecher Budd in memory of their father, William John Beecher, LL.B. 1880.

**William S. Beinecke Scholarship Fund** (1964) Gift from William S. Beinecke, B.A. 1936, the income to be used for scholarships for outstanding representatives of minority groups.

**Edward N. Benjamin Memorial Fund** (1959) Family, classmates, and other friends of Edward N. Benjamin, B.A. 1947, LL.B. 1950. To be awarded as loan funds.

**Murray Berrie Fund** (1982) Established by Murray L. Berrie and his family for American graduate students interested in constitutional law and civil liberties.

**Samuel R. Betts Scholarship** (1929) Samuel R. Betts, B.A. 1875; continued after his death in 1930 from income of a general bequest for the benefit of the Law School.

**William Bingham Scholarship** (1955) William Bingham II, of Bethel, Maine. Awarded to candidates (in the order mentioned) from the town of Bethel, from other towns in Oxford County, or from elsewhere in the state of Maine.

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

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

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

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

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

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

**Edgar H. Brenner '54 Scholarship Fund** (2011) Established by a grant from the Stella and Charles Guttman Foundation in honor of Edgar H. Brenner, J.D. 1954, member of the Board of the Foundation for forty-nine years, serving as President from 1995 to 2001.

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

**Robert Fisk Cavanagh '56, '59 J.D. Scholarship** (2009) Established in memory of Bob Cavanagh, for Yale Law School students who share the spirit of local civic commitment that he exemplified over the course of his fifty-year professional life.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

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

**Oscar Cox Memorial Scholarship** (1967) Established by his family in memory of Oscar Cox, B.A. 1927, LL.B. 1929, for the purpose of providing scholarship assistance to talented students with preference to Law School applicants of Italian, Belgian, or French nationality.

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

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

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

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

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

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

**Debevoise & Plimpton Scholarship Fund** (1977) Established by gifts from Oscar M. Ruebhausen, LL.B. 1937, and members of the firm.

**John B. Dempsey Scholarship** (1963) Gift from Squire, Sanders & Dempsey, of Cleveland, Ohio, in memory of John B. Dempsey, B.A. 1911, M.A. 1915.

**Peter H. Dominick Scholarship Fund** (1983) Bequest of Peter Dominick, LL.B. 1940, for students in the Law School whose legal residence is in Colorado or who are graduates of a university or college in Colorado.

**Harry Durant Award** (1959) Bequest of Harry R. Durant, LL.B. 1894, to provide annual scholarship awards to a Connecticut student or students attending the Law School, on the basis of character, courage, and skill.

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

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

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

**J. Fuller Feder Scholarship Fund** (2009) Established by a bequest from Joseph F. McCrindle, LL.B. 1948, in memory of his grandfather, to assist students with tuition and other school-related expenses.

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

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

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

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

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

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

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

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

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

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

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

**Joey Hanzich 2010 Fund** (2007) Established by Yale Law School and gifts from relatives and friends in memory of Joey Hanzich, a member of the Class of 2010, to provide financial aid to students committed to public service and the common good; may also be used to support activities related to health care law and policy.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**The Elias and Essie Mag Fund (1975)** Established by many descendants of Elias and Essie Mag, seven of whom graduated from the Yale Law School. To be awarded as scholarship funds.

**Nathan E. Mag Scholarship Fund** (1982) Bequest of Arthur Mag, Ph.B. 1918, LL.B. 1920, as a memorial to his father, Nathan E. Mag. Scholarships for joint-degree candidates in the Law and Graduate schools—primarily used for support of D.C.L. candidates or joint-degree candidates in their fourth year.

**Paul and Lisa Mandell Scholarship Fund** (2011) Established by a gift from Paul Mandell, J.D. 1998, to support one or more J.D. candidates at Yale Law School, with a preference for students from the University of Maryland at College Park.

**Charles F. Martin '35 Scholarship Fund** (1992) Established by gift from Mrs. Dorcas M. Little, sister of Charles F. Martin, B.A. 1932, J.D. 1935, to support financially needy students pursuing corporate law interests. Preference is given to residents of the state of Connecticut, who, assuming satisfactory academic performance and continuing financial need, may receive continuing grants for up to three years of law study.

**Walter A. Marting Scholarship** (1975) Gift from Walter A. Marting, LL.B. 1937, and the Hanna Mining Company, Cleveland, Ohio.

**William A. McAfee Memorial Fund** (1971) Gift from Squire, Sanders & Dempsey, of Cincinnati, Ohio, in memory of their senior partner, William A. McAfee, Yale College Class of 1911. To provide loans to needy students.

**Myres S. McDougal Fellowship** (1982) Gift in honor of Professor Myres S. McDougal, J.S.D. 1931, member of the faculty from 1935 to 1976, from Dr. Anton-Hermann Chroust; fellowship to be awarded to a law student designated by the dean.

**Warner Thornton McGuinn Scholarship Fund** (1990) 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.

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

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

**Quigg Newton, B.A. '33, J.D. '36, M.A.H. '51 Scholarship Fund in Yale Law School** (2001) Gift of Quigg Newton, J.D. 1936; mayor of Denver, Colorado, 1947–55; and president of the University of Colorado, 1957–63; also the donor of a scholarship in Yale College.

**Robert J. Nordhaus Indian Law Scholarship** (1986) Established in honor of Robert J. Nordhaus, Ph.B. 1931, J.D. 1935, by his son Robert R. Nordhaus; the firm of Nordhaus, Haltom, Taylor & Taradash; the firm of Van Ness, Feldman, Sutcliffe & Curtis; and other friends of Mr. Nordhaus. Preference to Native American students.

**Walter W. Oberreit Memorial Scholarship** (2001) Established in honor of Walter W. Oberreit '58 by the partners of the firm of Cleary, Gottlieb, Steen & Hamilton, to provide financial assistance for meritorious LL.M. candidates from Europe.

**John M. Olin Scholarship** (1984) Gift from the John M. Olin Foundation to provide support for students with strong interests in law and economics.

**Marvin L. Olshan Scholarship Fund** (1972) Gift from Marvin L. Olshan, J.D. 1952.

**Jacob H. and Kathryn Grear Oxman Scholarship Fund** (1994) Established by David C. Oxman, J.D. 1969, in memory of his parents, to provide scholarships for students from the state of New Jersey and the state of Arkansas.

**Eliza Townsend Parker Scholarship** (1911) Bequest from Joseph Parker of New Haven in memory of his sister. Preference to students wishing to pursue graduate work with a view to becoming teachers of law.

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

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

**Glenn M. Reiter Scholarship Fund** (2006) Established by a gift from Glenn M. Reiter, Yale College Class of 1973 (B.A.) and Yale Law School Class of 1976 (J.D.), on the occasion of his thirtieth Law School reunion.

**Henry Ralph Ringe Scholarship** (1959) Established by bequest from H. Ralph Ringe, LL.B. 1909. For citizens of a Latin American country.

**Barbara Paul Robinson Scholarship Fund** (2010) Established by a gift from Ms. Robinson, LL.B. 1965, on the occasion of her forty-fifth reunion, with a preference for women students.

**Eric S. and Sally Spears Robinson Fund** (2007) Established by a gift from Eric S. Robinson, J.D. 1982, and Sally Spears Robinson, J.D. 1982, in honor of their twenty-fifth reunion, to support Yale Law School graduates participating in the Career Options Assistance Program.

**Walter Bigelow Rosen Scholarship Fund** (1991) Gift from Mrs. Anne Bigelow Stern in memory of her brother, Walter Bigelow Rosen, LL.B. 1941, who died in World War II in the service of the Royal Canadian Air Force. Awards are made with a preference for minority students and students with unusually strong financial needs.

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

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

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

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

**Derald H. Rutenberg (LL.B. 1940) Scholarship Fund** (1965) Established by a gift from Derald H. Rutenberg, LL.B. 1940, for scholarships or graduate fellowships.

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

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

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

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

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

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

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

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

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

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

**Joel D. Siegal Scholarship Fund** (2011) Established by Joel D. Siegal, LL.B. 1961, on the occasion of his fiftieth Law School reunion, for Yale Law School students, with a preference for minority students who are citizens of the United States.

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

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

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

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

**Senator Arlen Specter '56 Scholarship** (2007) For talented and deserving students at Yale Law School.

**Benjamin F. Stapleton, Jr. Scholarship** (1994) Established by Benjamin F. Stapleton III, LL.B. 1969, in memory of his father, Benjamin F. Stapleton, Jr., LL.B. 1942, to support Yale Law School students who also study at the Yale School of Forestry & Environmental Studies. In the event that no student is eligible in any given year, scholarships are awarded to Law School students from the Rocky Mountain States.

**Neal Steinman Scholarship Fund** (1995) Created through the generosity of family, friends, and members of the Philadelphia law firm of Blank, Rome, Comisky & McCauley, to memorialize Neal Steinman, J.D. 1971, an adviser to governments and their underserved constituencies. Preference is given to first-generation professionals.

**Roy H. Steyer Memorial Scholarship Fund** (1997) Established in memory of Roy H. Steyer, LL.B. 1941, by family, friends, and members of the law firm of Sullivan & Cromwell. For needy students, with a preference to representatives of minority groups.

**Gregory Stone Scholarship** (2007) Established by a gift from Gregory P. Stone, J.D. 1977, in honor of his thirtieth reunion, for scholarships in the Law School.

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

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



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

**Jack B. Tate Memorial Fund** (1968) Established by his friends in memory of Jack B. Tate, LL.B. 1926, M.A. Hon. 1954, associate dean and professor of law from 1954 to 1968. Augmented substantially in 1997 by a bequest from Peter S. Kramaric, LL.B. 1960.

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

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

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

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

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

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

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

**William Welling Wertz Scholarship Fund** (1967) Established by family and friends in memory of William Welling Wertz, 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.

### *Library Endowments*

**Sherman Baldwin Memorial** (1943) A gift in honor of Sherman Baldwin, LL.B. 1922, from John A. Hooper, LL.B. 1891.

**Simeon E. Baldwin Memorial** (1942) A gift in memory of Professor Simeon E. Baldwin, B.A. 1861, from John A. Hooper, LL.B. 1891.

**Albert H. Barclay Memorial** (1942) A gift in memory of Albert H. Barclay, LL.B. 1895, from John A. Hooper, LL.B. 1891.

**Judah Philip Benjamin** (1925) A gift in memory of Judah Philip Benjamin, Yale College Class of 1829, from "A New York Lawyer."

**Charles Raymond Bentley Memorial** (1940) A gift in memory of Charles Raymond Bentley, B.A. 1910, from Janet E. (Mrs. C. R.) Bentley.

**Edwin F. Blair Memorial** (1943) A gift in honor of Edwin F. Blair, LL.B. 1928, from John A. Hooper, LL.B. 1891.

**Gary and Brian Bookman Literature and Arts Journal Fund** (1993) An endowment to underwrite subscriptions to nonlegal periodicals and newspapers, established by Robert Bookman, J.D. 1972, in honor of his sons.

**Robert E. Brooks Memorial Fund** (1989) Gifts in honor of Robert E. Brooks, Reference Librarian, 1960–89, from friends and colleagues, for the purchase of books on civil rights and black history.

**Edward Grant Buckland Memorial** (1942) A gift in memory of Professor Edward Grant Buckland, LL.B. 1889, from John A. Hooper, LL.B. 1891.

**Edward Field Burr Memorial Fund** (1987) Gifts in memory of Edward Field Burr from family, friends, and Law School graduates, for library acquisitions.

**John D. Calhoun Memorial** (1963) Gifts in honor of John D. Calhoun, LL.B. 1949, from members of the Class of 1949 and friends.

**Arthur W. Chambers Memorial** (1943) A gift in honor of Arthur W. Chambers, LL.B. 1909, from John A. Hooper, LL.B. 1891.

**Charles E. Clark Memorial** (1942) A gift in honor of Dean Charles E. Clark, LL.B. 1913, from John A. Hooper, LL.B. 1891.

**Alan P. Colodny Memorial Fund** (1982) A gift in honor of Alan P. Colodny, LL.B. 1957, from friends and relatives.

**Arthur L. Corbin, Jr. Memorial** (1943) A gift in honor of Arthur L. Corbin, Jr., LL.B. 1926, from John A. Hooper, LL.B. 1891.

**Sidney W. Davidson Memorial** (1943) A gift in honor of Sidney W. Davidson, LL.B. 1918, from John A. Hooper, LL.B. 1891.

**Arthur Hobson Dean Purchase Fund in International Law** (1963) Gifts in honor of Arthur Hobson Dean, partner in the law firm of Sullivan & Cromwell of New York City, from members of the firm, John C. Jaqua, Jr., LL.B. 1943; George C. Kern, Jr., LL.B. 1952; John R. Raben, LL.B. 1939; Vincent A. Rodriguez, LL.B. 1944; Roy H. Steyer, LL.B. 1941; Stuart W. Thayer, LL.B. 1951.

**Ganson Goodyear Depew Memorial** (1924) A gift from his father, Ganson Depew, and bequest of Ganson Goodyear Depew, LL.B. 1922. Income available in the alternative to assist in the publication of books by or at the discretion of the faculty.

**George H. Dession Memorial** (1983) A bequest of Anna M. Dession in memory of her husband, George H. Dession, LL.B. 1930, a member of the faculty between 1931 and 1955.

**Elizabeth K. Dollard Fund** (1982) A gift from Elizabeth K. Dollard, LL.B. 1939, for the purchase of books for faculty research.

**Ralph Gregory Elliot Fund** (1986) A gift from Ralph Gregory Elliot, B.A. 1958, LL.B. 1961, for the purchase of books on American constitutional law and constitutional history.

**William Dean Embree Memorial** (1943) A gift in honor of William Dean Embree, LL.B. 1905, from John A. Hooper, LL.B. 1891.

**Energy Law Fund** (1986) A gift from an anonymous donor for the purchase of books related to energy law in the western American states.

**James E. English** (1873) Gifts from James E. English, M.A. Hon. 1873.

**Wilton H. Fair** (1979) A gift from Wilton H. Fair, L.G. 1953.

**Edwin E. Ferguson Fund** (1981) A gift from Edwin E. Ferguson, J.S.D. 1937, for the purchase of books for the library.

**Robert B. Fiske Memorial** (1943) A gift in honor of Robert B. Fiske, LL.B. 1926, from John A. Hooper, LL.B. 1891.

**Macklin Fleming** (1979) A gift from Macklin Fleming, LL.B. 1937.

**Ford Motor Company** (1965) A gift for the acquisition of books for the foreign and international collection in the law library.

**The Milton R. Friedman LL.B. 1928 Real Property Fund** (1998) The real estate collection of the Yale Law School library is supported by this endowment in memory of Milton

R. Friedman, LL.B. 1928, given by his family in the year of the seventieth anniversary of his graduation.

**Charles E. Frohman Memorial** (1984) A gift from an anonymous donor in memory of Charles E. Frohman, LL.B. 1926, for the purchase of books for the Ohio Collection.

**Harold N. Gast Memorial** (1985) A bequest of Harold N. Gast, LL.B. 1933.

**Horace W. Goldsmith Foundation** (1984) A gift from the Horace W. Goldsmith Foundation.

**Max F. Goldstein Memorial** (1985) A gift in memory of Max F. Goldstein, LL.B. 1909, from Elliott Goldstein, LL.B. 1939.

**Goodhart** (1940) Gifts from Mr. and Mrs. Philip J. Goodhart.

**Jacob P. Goodhart Memorial** (1941) A gift in memory of Jacob P. Goodhart, LL.B. 1887, from Clara S. (Mrs. J. P.) Goodhart.

**Ashbel G. Gulliver Memorial** (1942) A gift in honor of Professor Ashbel G. Gulliver, LL.B. 1922, from John A. Hooper, LL.B. 1891.

**William B. Gumbart Memorial** (1943) A gift in honor of William B. Gumbart, LL.B. 1915, from John A. Hooper, LL.B. 1891.

**W. Averell Harriman Fund** (1963) A gift from W. Averell Harriman, B.A. 1913, LL.D. 1964, for the purchase of books on the subject of international law.

**Frederick C. Hicks** (1957) A bequest from Frederick C. Hicks, M.A. Hon. 1928.

**Frederick C. Hicks Memorial** (1942) A gift in honor of Frederick C. Hicks, M.A. Hon. 1928, from John A. Hooper, LL.B. 1891.

**John A. Hooper** (1940) A gift from John A. Hooper, LL.B. 1891.

**Richard C. Hunt Memorial** (1943) A gift in memory of Richard C. Hunt, LL.B. 1908, from John A. Hooper, LL.B. 1891.

**Mary E. Ives** (1908) A bequest from Mary E. Ives.

**Judge David H. Jacobs Memorial Book Fund** (1999) Gifts in memory of David H. Jacobs, LL.B. 1934, from family, friends, and classmates.

**Fleming James, Jr. Memorial Fund** (1982) A gift in honor of Fleming James, Jr., B.A. 1925, LL.B. 1928, from friends and classmates.

**Victor S. Johnson, Jr. Fund** (1978) A gift from the V. S. Johnson, Jr. Charitable Trust (Victor S. Johnson, Jr., J.D. 1941) for acquisitions.

**Betty A. and David A. Jones Fund** (1981) A grant to the Law School for the support of the law library; a gift from David A. Jones, LL.B. 1960, and Mrs. Jones.

**J. M. Kaplan Memorial** (1962) A gift from the J. M. Kaplan Fund, Inc.; to be used for the purchase of books on Latin American law.

- Lomax B. Lamb, Jr. Memorial** (1981) A bequest from Lomax B. Lamb, Jr., LL.B. 1942.
- Gertrude (Gigi) and Arthur Lazarus, Jr. Fund** (1992) Gifts from the law firm of Fried, Frank, Harris, Shriver and Jacobson; family and friends of Arthur Lazarus, Jr., J.D. 1949, and Mrs. Lazarus; for the acquisition and preservation of materials on American Indian law.
- Mary Quan Lee Memorial Fund** (1996) A gift in memory of Mary Quan Lee, from her children, Carol F. Lee, J.D. 1981, and Ronald D. Lee, J.D. 1985.
- James H. Lehmann** (1982) A gift in memory of James H. Lehmann, LL.B. 1980, from Cravath, Swaine, & Moore, for new books for the Yale law library.
- Arthur L. Liman Fund** (1982) A gift in honor of Arthur L. Liman, LL.B. 1957.
- Allan P. Lindsay Memorial** (1984) A bequest from Allan P. Lindsay, 1924.
- Louis Loss '37 Book Fund** (2001) A gift from the estate of Professor Emeritus Louis Loss, LL.B. 1937, of the Harvard law faculty, for acquisitions in the field of securities regulation.
- Jerome B. Lucke Fund** (1920) A gift from Jerome B. Lucke, LL.B. 1871, for examination prizes, scholarships, or purchase of books for the law library.
- Myres S. McDougal** (1976) A gift in honor of Myres S. McDougal, J.S.D. 1931, from Victor S. Johnson, Jr., LL.B. 1941.
- William Walter Meyer Fund** (1984) A bequest of William Walter Meyer, M.A. 1912, LL.B. 1915.
- Justice Sherman Minton Library Fund** (1963) A gift in honor of Justice Sherman Minton, LL.M. 1916, from Victor S. Johnson, Jr., LL.B. 1941.
- Cyrus LaRue Munson Memorial** (1941) A gift in memory of Cyrus LaRue Munson, LL.B. 1875, from his sons, Edgar Munson, B.A. 1904, and George Sharp Munson, LL.B. 1907.
- Arthur E. Palmer, Jr. Memorial** (1943) A gift in honor of Arthur E. Palmer, Jr., LL.B. 1935, from John A. Hooper, LL.B. 1891.
- Neil Peck and Thomas S. Nichols** (1985) An anonymous gift in honor of Neil Peck, LL.B. 1962, and Thomas S. Nichols, LL.B. 1962, for the purchase of books for the energy law collection.
- Frederick L. Perry Memorial** (1943) A gift in memory of Frederick L. Perry, LL.B. 1897, from John A. Hooper, LL.B. 1891.
- Edward J. Phelps Memorial** (1942) A gift in memory of Professor Edward J. Phelps, M.A. Hon. 1881, from John A. Hooper, LL.B. 1891.
- Howard W. Rea Memorial** (1981) Gifts in memory of Howard W. Rea, LL.B. 1941, from his partners at Davis, Graham & Stubbs, and other friends, for the purchase of books on tax law.

- A. Leo and Edna C. Ricci** (1982) A gift from A. Leo Ricci, J.D. 1928, for new books.
- William C. Robinson Memorial** (1942) A gift in memory of William C. Robinson, M.A. Hon. 1881, from John A. Hooper, LL.B. 1891.
- James Grafton Rogers Memorial** (1943) A gift in honor of Professor James Grafton Rogers, B.A. 1905, M.A. Hon. 1931, from John A. Hooper, LL.B. 1891.
- Frederick Calvin Russell Memorial** (1952) A gift from Donald McPherson, Jr., in memory of his father-in-law, Frederick Calvin Russell, LL.B. 1905.
- Jacob Schwolsky Memorial** (1967) A gift in memory of Jacob Schwolsky, LL.B. 1911, from the estate of Jacob Schwolsky, by his widow, Lyabelle Schwolsky.
- Gordon E. Sherman** (1932) A bequest from Gordon E. Sherman, Ph.B. 1876.
- Harry Shulman Library Fund** (1963) Gifts in memory of Harry Shulman, M.A. Hon. 1937, member of the faculty between 1930 and 1955, and dean of the Law School from 1954 to 1955.
- Earnest C. Simpson Memorial** (1943) A gift in memory of Earnest C. Simpson, LL.B. 1899, from John A. Hooper, LL.B. 1891.
- Mollie (“Max”) Singerman Memorial** (1996) A gift in memory of Mollie Singerman directed by Ernest Rubenstein, LL.B. 1953, trustee of the Mollie Singerman testamentary trust, for the purchase of books.
- James R. Stewart Memorial** (1943) A gift in honor of James R. Stewart, LL.B. 1934, from John A. Hooper, LL.B. 1891.
- Louis T. Stone Memorial** (1984) A gift in memory of Louis T. Stone, LL.B. 1940, by the American Society of Composers, Authors, and Publishers and the judges of its 1982 Nathan Burkan Memorial Competition.
- Thomas W. Swan Memorial** (1942) A gift in honor of Dean Thomas W. Swan, B.A. 1900, from John A. Hooper, LL.B. 1891.
- Taft Memorial** (1941) Gifts in memory of Professor William Howard Taft, B.A. 1878.
- Charles P. Taft** (1943) A gift in honor of Charles P. Taft, LL.B. 1921, from John A. Hooper, LL.B. 1891.
- Charles Phelps Taft Memorial** (1985) A gift in memory of Charles Phelps Taft, LL.B. 1921, from Peter R. Taft, LL.B. 1961, for the purchase of books for the municipal law and local government collection.
- Charles J. Tanenbaum Fund** (1992) A gift from Charles J. Tanenbaum, LL.B. 1937, to support exhibits from the rare book and manuscript collection.
- Auguste Rhu Taylor** (1983) A bequest from Auguste Rhu Taylor, LL.B. 1937, for books.
- Julius J. Teller** (1983) A bequest from Julius J. Teller, LL.B. 1941.
- Thomas D. Thacher Memorial** (1943) A gift in memory of Thomas D. Thacher, LL.D. 1930, from John A. Hooper, LL.B. 1891.

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

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

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

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

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

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

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

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

### *Lectures and Fellowships*

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

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

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

**Willard W. Brown Lectureship in Comparative Cultures** (1988) Funded by a gift from Willard W. Brown, LL.B. 1941, to provide courses that promote an understanding of the cultural basis of law.

**Marvin A. Chirelstein Colloquium** (2007) Established by a gift from Mark S. Campisano, J.D. 1980, to support a colloquium to be administered through the Center for the Study of Corporate Law.

**Class of 1970 Faculty Emeritus Lectureship in Law and Public Service** (2000) A gift from the class, on the occasion of its thirtieth reunion.

**Robert M. Cover Fellowship in Public Interest Law** (1991) A two-year fellowship supporting two fellows-in-residence (one chosen each year) who are making the transition from practice to clinical law teaching.

**Robert M. Cover Memorial Lectureship in Law and Religion** (1991) Funded by gifts from friends and colleagues of Robert M. Cover (1943–1986), Chancellor Kent Professor of Law and Legal History. Jointly sponsored by Yale Hillel and the Law School, the Cover Lectureship brings to Yale distinguished speakers to explore the historical, philosophical, sociological, and literary intersections between law and religion.

**Curtis-Wizner Fellowship Fund** (2009) Established by gifts from Yale Law School alumni on celebrating Forty Years of Clinical Education at Yale Law School. The fund honors the program's founders, Dennis E. Curtis, LL.B. 1966, Clinical Professor Emeritus of Law and Professorial Lecturer in Law, and Stephen Wizner, William O. Douglas Clinical Professor of Law and Supervising Attorney. To support the activities of the fellowship.

**Ralph Gregory Elliot First Amendment Lectureship** (1990) Funded by a gift from Ralph Gregory Elliot, B.A. 1958, LL.B. 1961, a practitioner and law school teacher in the field of First Amendment law, to provide for a lecture or lectures, preferably on an annual basis, on some aspect of the First Amendment to the U.S. Constitution.

**Fowler Harper Memorial Fund** (1965) The fund, established in Professor Harper's memory in 1965, has been augmented, through the generosity of Mrs. Harper, so as to enable the Law School to establish the Harper Fellowship. From time to time, a person (whether or not an alumnus/alumna, and whether or not a lawyer) who has made a distinguished contribution to the public life of the nation will be designated a Harper Fellow and will spend three or four days at the Law School in informal contact with students and faculty.

**Heyman Federal Public Interest Fellowship Fund** (1996) Established by a gift from the Samuel J. and Ronnie F. Heyman Philanthropic Fund. To provide support for recent Yale Law School graduates to work closely with high-level leaders in the federal government for one year, either through an existing position or through a "special assistantship."

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

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

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



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

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

**Judge Jon O. Newman Lectureship** (2008) Established by former law clerks and friends of Judge Jon O. Newman, LL.B. 1956, on the occasion of his fiftieth Yale Law School reunion. The purpose of the fund is to support an annual lecture in global justice, or public international, human rights, or comparative law, by a distinguished individual who is not a citizen of, and does not reside in, the United States.

**John M. Olin Distinguished Lecture Series** (1984) This grant was awarded in 1984 by the John M. Olin Foundation to the Center for Studies in Law, Economics, and Public Policy. The purpose of the grant is to support lectures on important issues of public policy.

**Robert H. Preiskel and Leon Silverman Program on the Practicing Lawyer and the Public Interest** (1989) A fund established by the law firm of Fried, Frank, Harris, Shriver & Jacobson in honor of Robert H. Preiskel, LL.B. 1948, and Leon Silverman, LL.B. 1948, to sponsor lectures and other events celebrating private lawyers' contributions to the public interest.

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

**Irving S. Ribicoff Emerging Scholars Fund** (1996) Established by a gift from Belle Ribicoff, wife of Irving S. Ribicoff, LL.B. 1939, to support the teaching and research activities associated with the Ribicoff Emerging Scholars Fellowship.

**Sherrill Lectures** (1927) This fund was established by a gift from General Charles Hitchcock Sherrill, B.A. 1889, LL.B. 1891. The income from this fund is made available to provide lectures on international law and relations.

**Storrs Lectures** (1889) Through the gift of the Misses Eliza T. and Mary A. Robinson in memory of their great-uncle, the Honorable William L. Storrs, B.A. 1814, at one time Chief Justice of the Supreme Court of Errors of Connecticut and professor in the Law School, a fund was established to provide for a course of lectures dealing with fundamental problems of law and jurisprudence. These lectures are given by an American or foreign jurist or scholar who is not ordinarily a member of the regular faculty of the Law School.

**James A. Thomas Lectures** (1989) Established in honor of Dean James A. Thomas, LL.B. 1964, and his many years of service to the Law School, to provide for a lecture by a scholar whose work addresses the concerns of communities or groups currently marginalized within the legal academy or society at large.

**Vivien Wei-Ying U Fund for Human Rights** (1998) Established by a gift from Vivien Wei-Ying and Hoi Sang U, B.A. 1968, for the support of a Senior Fellow at the Schell Center.

**Judge Ralph K. Winter Lectureship on Corporate Law and Governance Fund** (2002) To support lectures on corporate law and governance and related topics, and a prize for the best student paper in law and economics.

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

### *Prizes*

**Neale M. Albert Fund** (2011) Established by gifts from clients in honor of Neale M. Albert, LL.B. 1961, for a prize awarded to the best student paper on the subject of art law, as determined by the Law School faculty. Excess income from the fund shall be used to support any activity at the Law School in the areas of intellectual property, artists' rights, or copyright laws.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Judge William E. Miller Prize** (1976) Gift from Victor S. Johnson, Jr., LL.B. 1941, in memory of William E. Miller, LL.B. 1933, formerly judge of the United States Sixth Circuit Court of Appeals. For the student writing the best paper on a subject concerning the Bill of Rights.

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

**Joseph Parker Prize** (1899) Bequest of Eliza Townsend Parker of New Haven, in memory of her father. For the best paper on a subject connected with legal history or Roman law.

**Israel H. Peres Prize** (1933) Hardwig Peres in memory of his brother, Israel H. Peres, B.A. 1889, LL.B. 1891, a chancellor of the Tenth Chancery Division of Tennessee. For the best student contribution to *The Yale Law Journal*. If no award is made, income of fund is used for purchase of books for the law library.

**Clifford L. Porter Prize** (1980) Cahill Gordon & Reindel in memory of Clifford L. Porter. Awarded annually for outstanding student performance in taxation.

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

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

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

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

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

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

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

Yale University awards certain other prizes, in particular the John Addison Porter Prize, for which law students may compete.

### *Other*

**Floyd Abrams Institute for Freedom of Expression** (2011) Established by a gift from Floyd Abrams, LL.B. 1959, to support the activities of the Institute.

**Edward L. Barlow Law & Media Fund** (2010) Established by a gift from Edward L. Barlow, B.A. 1956, LL.B. 1964, to provide support for law and media-related programming at Yale Law School.

**Tom and Andi Bernstein Fund for Human Rights** (2008) Established by Tom Bernstein, B.A. 1974, J.D. 1977, and his wife, Andi, to further the study and advancement of human rights scholarship and activism at Yale Law School.

**Ralph S. Brown Fund for Special Student Needs** (1998) A fund supporting student organizations pursuing new initiatives that reflect the interests of Ralph S. Brown, B.A. 1935, LL.B. 1939, former Simeon E. Baldwin Professor of Law. These interests might include individual rights and liberties; intellectual property and the protection of ideas; local government and community development; and the environment.

**Cahill Gordon & Reindel LLP SPIF Fund** (2010) Established by the firm of Cahill Gordon & Reindel LLP to support annual summer public interest fellowships (SPIF).

**The Francis Coker Fund** (1963) Established in memory of Francis Coker by gifts of his classmates and friends. To endow funds to provide salaries for teaching assistants in the Law School's first-year small-group program.

**Jonathan E. Colby '71 Fund for Globalization** (2007) Established by a gift from Jonathan E. Colby, J.D. 1971, to support globalization initiatives at the Law School.

**Arthur Bliss Dayton Fund** (1970) Bequest of Arthur Bliss Dayton, Ph.B. 1911.

**EMIKA Fund for Public Service Initiatives** (2008) Established by a gift from Meridee A. Moore, J.D. 1983, to support public service initiatives at Yale Law School, including Summer Public Interest Fellowships, postgraduate public interest fellowships, and public

service clinical opportunities, with a preference for supporting students and projects that relate to the intersection of social justice, law, and trade.

**Richard L. and Karen K. Engel Equal Access Fund (1994)** A fund established by Richard L. Engel, B.A. 1958, J.D. 1961, and his wife to assist the physically impaired and learning disabled. The fund may be used to offset extraordinary educational costs incurred by law students with physical or learning disabilities or to support specific projects designed to reduce the barriers faced by people living with such challenges.

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

**Sol and Lillian Goldman Family, Advocacy for Children and Youth Clinic Fund (2008)** Established by a gift from the Sol Goldman Charitable Trust, to support the activities of the clinic.

**Joel I. Greenberg Residential Facilities Fund (2008)** Established by a gift from Joel I. Greenberg, J.D. 1973, to support the new Law School residential space at 100 Tower Parkway. Annual income from the fund will support general maintenance, improvements, and student life in the building.

**Arthur Groman Trial Advocacy Fund (1994)** Established by Arthur Groman, LL.B. 1939, and Occidental Petroleum, Inc., his client for over forty years, to enhance the teaching of litigation skills at Yale Law School. The fund supports distinguished practitioners and judges in teaching and mentoring.

**Lewis Gruber Memorial Fund (1972)** Bequest of Lewis Gruber.

**Gruber Program for Global Justice and Women's Rights (2011)** Established by a gift from Patricia and Peter Gruber to support the Law School's annual Global Constitutionalism Seminar and to establish the Gruber Distinguished Global Justice and Women's Rights Lectures and the Gruber Global Justice and Women's Rights Fellowships.

**Geoffrey Gund Program in Legal Writing (1990)** Established by a gift from Geoffrey Gund, LL.B. 1972, to support a program in legal writing.

**Howard M. Holtzmann Endowment Fund for International Arbitration and Dispute Resolution (1992)** Established by Howard M. Holtzmann, J.D. 1947, to support research and study of arbitration, conciliation, and other means for resolving disputes involving international, commercial, or public international law issues.

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

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

**Nicholas deB. Katzenbach Discretionary Fund (1985)** A gift in honor of the Honorable Nicholas deB. Katzenbach, LL.B. 1947, professor of law, attorney general of the

United States, undersecretary of state of the United States, and senior vice-president, law and external relations, of the International Business Machines Corporation, from the International Business Machines Corporation and numerous individuals, to be used or accumulated and used, at the discretion of the dean, for the benefit of the Law School and of its faculty, students, library, and physical plant.

**Knight Law and Media Scholars Program** (2007) Established by a grant from the John S. and James L. Knight Foundation to train legal journalists and media lawyers.

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

**Law and Media Fund** (2007) Established to train legal journalists and media lawyers.

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

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

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

**Ludwig Community and Economic Development Program** (2005) Established by a gift from Eugene Ludwig, J.D. 1973, and his wife, Carol, to support the work of the clinic.

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

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

**Lizabeth Moody and Alan Buchmann Fund** (2007) Established by a gift from Lizabeth Moody, LL.B. 1959, for the study of law and religion.

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

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

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

**Sanford and Catherine Rosen Public Interest Law Scholarship Fund** (2011) Established by a gift from Sanford Jay Rosen to support one or more J.D. candidates at Yale Law School working in public interest summer jobs.

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

**Zelia and Oscar Ruebhausen/Debevoise & Plimpton Fund** (2005) Established by a bequest of Oscar M. Ruebhausen, LL.B. 1937, and augmented by members of the Debevoise & Plimpton firm, honoring Oscar's wife, Zelia, to support student intellectual activities, social motivation, or creative interests, or to support productive interaction among the students and the Yale Law School faculty.

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

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

**Larry and Joyce Stupski Public Interest Support Fund** (1997) Created by a gift from Larry Stupski, J.D. 1971, and Joyce Stupski, husband and wife, to provide endowed support of entrepreneurial public interest activities of Yale Law School students and graduates. Preference is given to nonadversarial activities that promote public education.

**Thomas Thacher Fund** (1923) Gift in honor of Thomas Thacher, B.A. 1871, from his son, Judge Thomas D. Thacher, B.A. 1904, Sarah McC. G. Thacher, and daughter-in-law, Eunice B. B. Thacher.

**Mark David Turkel Memorial Fund** (1986) Established in memory of Mark David Turkel, J.D. 1973, by his family and friends. To supplement the salary of a student working for a public interest organization during the summer.

**Morris Tyler Moot Court Fund** (1994) An endowment established by members of the family of Morris Tyler, LL.B. 1929, a leading lawyer and public citizen of New Haven, to fund the Yale Law School Moot Court program in perpetuity.



**Bert W. Wasserman Workshop in Law and Finance** (2007) Established by a gift from Craig Wasserman, B.A. 1982, M.A. 1982, J.D. 1986, in honor of his father, to support a series of corporate law workshops administered through the Center for the Study of Corporate Law at Yale Law School.

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

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

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

# The Work of Yale University

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

**Yale College** Est. 1701. Courses in humanities, social sciences, natural sciences, mathematical and computer sciences, and engineering. Bachelor of Arts (B.A.), Bachelor of Science (B.S.).

For additional information, please write to the Office of Undergraduate Admissions, Yale University, PO Box 208234, New Haven CT 06520-8234; tel., 203.432.9300; e-mail, [student.questions@yale.edu](mailto:student.questions@yale.edu); Web site, [www.yale.edu/admit](http://www.yale.edu/admit)

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

For additional information, please visit [www.yale.edu/graduateschool](http://www.yale.edu/graduateschool), write to [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 the Office of Graduate Admissions, Yale Graduate School of Arts and Sciences, PO Box 208323, New Haven CT 06520-8323.

**School of Medicine** Est. 1811. Courses for college graduates and students who have completed requisite training in approved institutions. Doctor of Medicine (M.D.). Post-graduate study in the basic sciences and clinical subjects. Five-year combined program leading to Doctor of Medicine and Master of Health Science (M.D./M.H.S.). Combined program with the Graduate School of Arts and Sciences leading to Doctor of Medicine and Doctor of Philosophy (M.D./Ph.D.). Master of Medical Science (M.M.Sc.) from the Physician Associate Program.

For additional information, please write to the Director of Admissions, Office of Admissions, Yale School of Medicine, 367 Cedar Street, New Haven CT 06510; tel., 203.785.2643; fax, 203.785.3234; e-mail, [medical.admissions@yale.edu](mailto:medical.admissions@yale.edu); Web site, <http://medicine.yale.edu/education/admissions>

**Divinity School** Est. 1822. Courses for college graduates. Master of Divinity (M.Div.), Master of Arts in Religion (M.A.R.). Individuals with an M.Div. degree may apply for the program leading to the degree of Master of Sacred Theology (S.T.M.).

For additional information, please write to the Admissions Office, Yale Divinity School, 409 Prospect Street, New Haven CT 06511; tel., 203.432.5360; fax, 203.432.7475; e-mail, [divinity.admissions@yale.edu](mailto:divinity.admissions@yale.edu); Web site, <http://divinity.yale.edu>. Online application, <https://apply.divinity.yale.edu/apply>

**Law School** Est. 1824. Courses for college graduates. Juris Doctor (J.D.). For additional information, please write to the Admissions Office, Yale Law School, PO Box 208215, New Haven CT 06520-8215; tel., 203.432.4995; e-mail, [admissions.law@yale.edu](mailto:admissions.law@yale.edu); Web site, [www.law.yale.edu](http://www.law.yale.edu)

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

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

For additional information, please write to the Office of Graduate Studies, Yale School of Engineering & Applied Science, PO Box 208267, New Haven CT 06520-8267; tel., 203.432.4250; e-mail, [grad.engineering@yale.edu](mailto:grad.engineering@yale.edu); Web site, <http://seas.yale.edu>

**School of Art** Est. 1869. Professional courses for college and art school graduates. Master of Fine Arts (M.F.A.).

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

**School of Music** Est. 1894. Graduate professional studies in performance, composition, and conducting. Certificate in Performance, Master of Music (M.M.), Master of Musical Arts (M.M.A.), Artist Diploma, Doctor of Musical Arts (D.M.A.).

For additional information, please write to the Yale School of Music, PO Box 208246, New Haven CT 06520-8246; tel., 203.432.4155; fax, 203.432.7448; e-mail, [gradmusic.admissions@yale.edu](mailto:gradmusic.admissions@yale.edu); Web site, <http://music.yale.edu>

**School of Forestry & Environmental Studies** Est. 1900. Courses for college graduates. Master of Forestry (M.F.), Master of Forest Science (M.F.S.), Master of Environmental Science (M.E.Sc.), Master of Environmental Management (M.E.M.). Doctor of Philosophy (Ph.D.) awarded by the Graduate School of Arts and Sciences.

For additional information, please write to the Office of Admissions, Yale School of Forestry & Environmental Studies, 205 Prospect Street, New Haven CT 06511; tel., 800.825.0330; e-mail, [fesinfo@yale.edu](mailto:fesinfo@yale.edu); Web site, [www.environment.yale.edu](http://www.environment.yale.edu)

**School of Public Health** Est. 1915. Courses for college graduates. Master of Public Health (M.P.H.). Master of Science (M.S.) and Doctor of Philosophy (Ph.D.) awarded by the Graduate School of Arts and Sciences.

For additional information, please write to the Director of Admissions, Yale School of Public Health, PO Box 208034, New Haven CT 06520-8034; tel., 203.785.2844; e-mail, [ysph.admissions@yale.edu](mailto:ysph.admissions@yale.edu); Web site, <http://publichealth.yale.edu>

**School of Architecture** Est. 1916. Courses for college graduates. Professional degree: Master of Architecture (M.Arch.); nonprofessional degree: Master of Environmental Design (M.E.D.). Doctor of Philosophy (Ph.D.) awarded by the Graduate School of Arts and Sciences.

For additional information, please write to the Yale School of Architecture, PO Box 208242, New Haven CT 06520-8242; tel., 203.432.2296; e-mail, [gradarch.admissions@yale.edu](mailto:gradarch.admissions@yale.edu); Web site, [www.architecture.yale.edu](http://www.architecture.yale.edu)

**School of Nursing** Est. 1923. Courses for college graduates. Master of Science in Nursing (M.S.N.), Post Master's Certificate. Doctor of Philosophy (Ph.D.) awarded by the Graduate School of Arts and Sciences.

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

**School of Drama** Est. 1955. Courses for college graduates and certificate students. Master of Fine Arts (M.F.A.), Certificate in Drama, One-year Technical Internship (Certificate), Doctor of Fine Arts (D.F.A.).

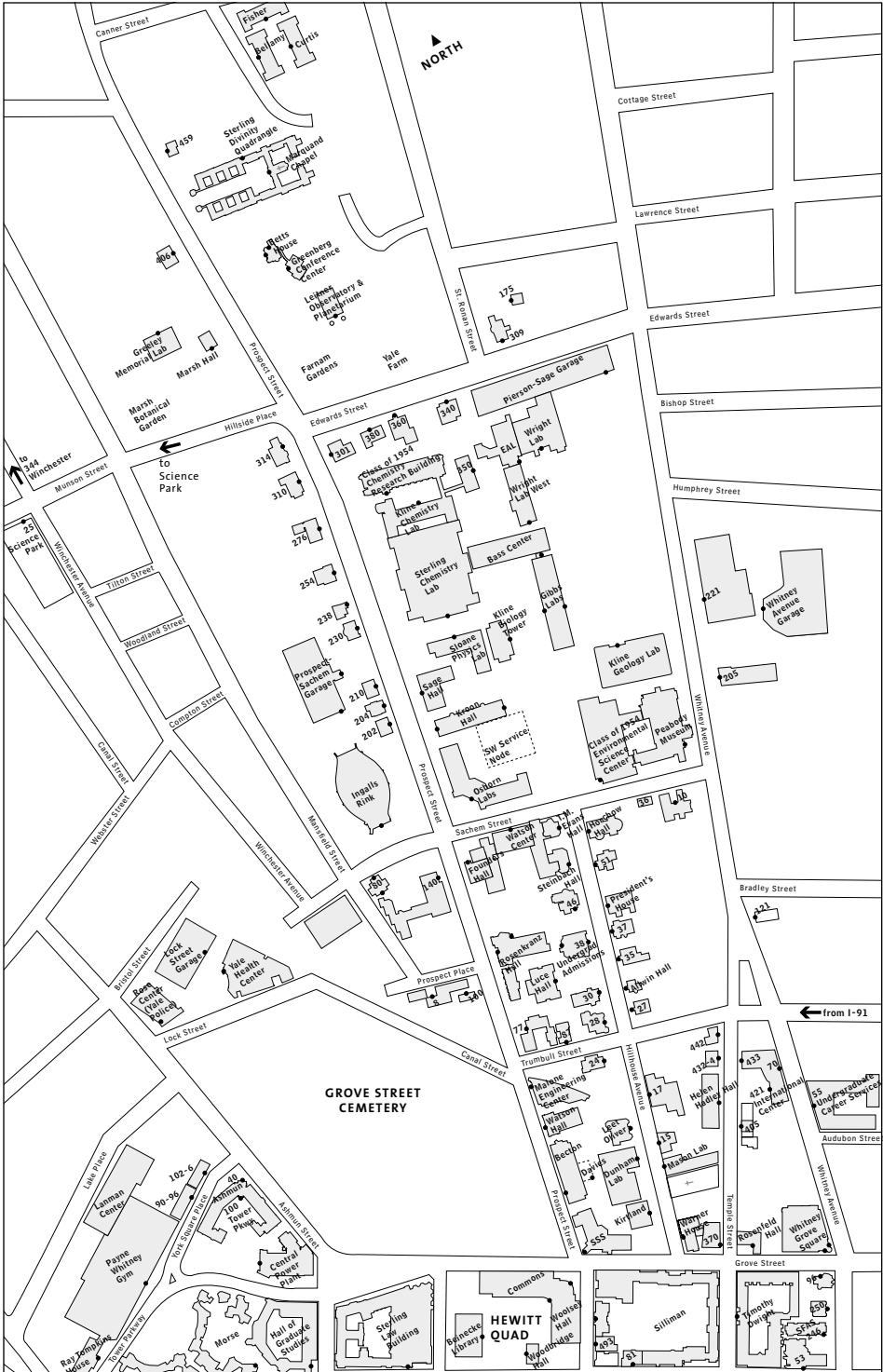
For additional information, please write to the Admissions Office, Yale School of Drama, PO Box 208325, New Haven CT 06520-8325; tel., 203.432.1507; e-mail, [ysd.admissions@yale.edu](mailto:ysd.admissions@yale.edu); Web site, [www.drama.yale.edu](http://www.drama.yale.edu)

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

For additional information, please write to the Admissions Office, Yale School of Management, PO Box 208200, New Haven CT 06520-8200; tel., 203.432.5635; fax, 203.432.7004; e-mail, [mba.admissions@yale.edu](mailto:mba.admissions@yale.edu); Web site, <http://mba.yale.edu>

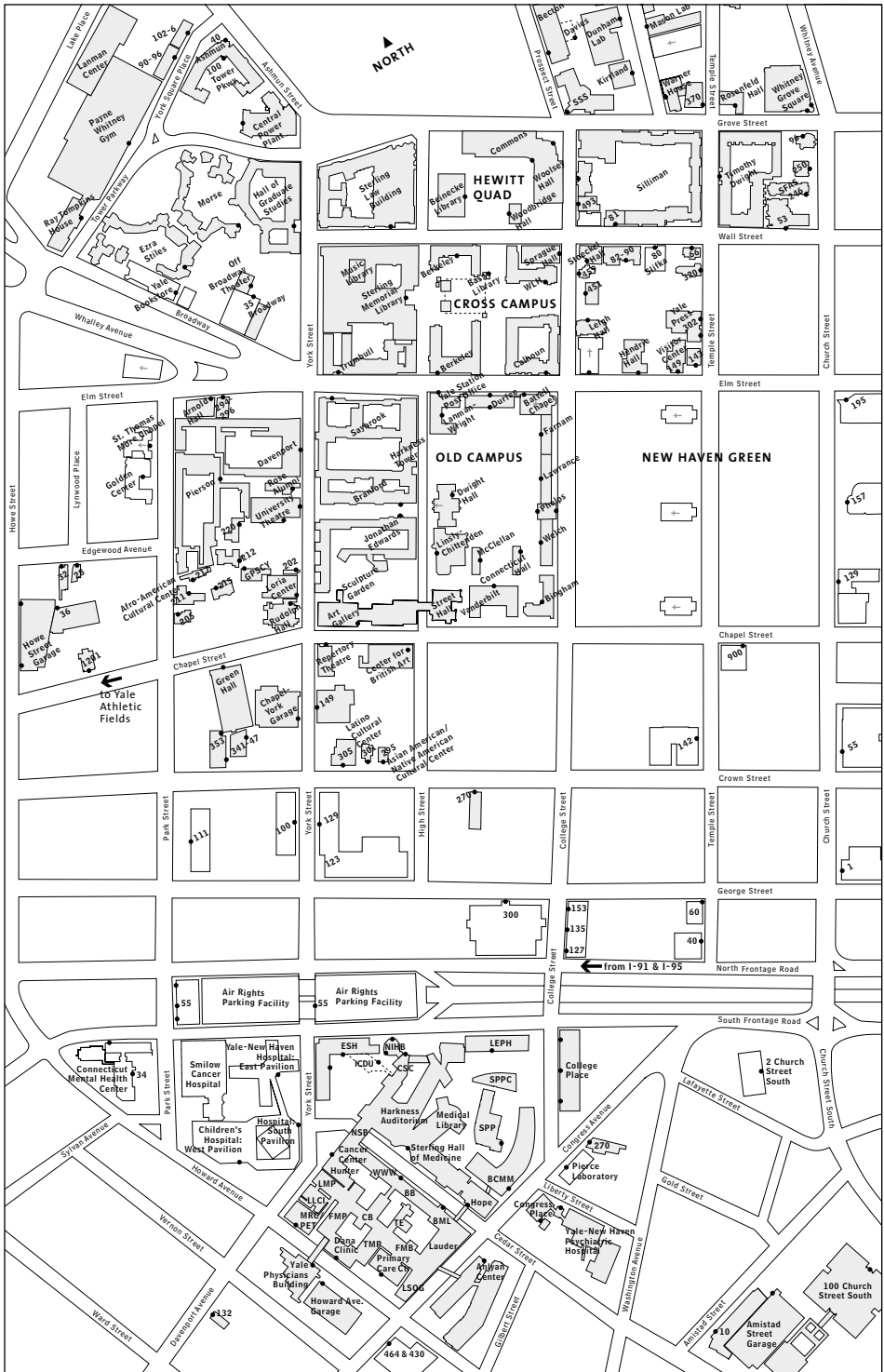


**YALE UNIVERSITY CAMPUS NORTH**



Continued on next page

# YALE UNIVERSITY CAMPUS SOUTH & YALE MEDICAL CENTER







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

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

Inquiries concerning these policies may be referred to the Office for Equal Opportunity Programs, 221 Whitney Avenue, 203.432.0849 (voice), 203.432.9388 (TTY).

In accordance with both federal and state law, the University maintains information concerning current security policies and procedures and prepares an annual crime report concerning crimes committed within the geographical limits of the University. In addition, in accordance with federal law, the University maintains information concerning current fire safety practices and prepares an annual fire safety report concerning fires occurring in on-campus student housing facilities. Upon request to the Office of the Associate Vice President for Administration, PO Box 208322, 2 Whitney Avenue, Suite 810, New Haven CT 06520-8322, 203.432.8049, the University will provide such information to any applicant for admission.

In accordance with federal law, the University prepares an annual report on participation rates, financial support, and other information regarding men's and women's intercollegiate athletic programs. Upon request to the Director of Athletics, PO Box 208216, New Haven CT 06520-8216, 203.432.1414, the University will provide its annual report to any student or prospective student. The Equity in Athletics Disclosure Act (EADA) report is also available online at <http://ope.ed.gov/athletics/Index.aspx>.

*For all other matters related to admission to Yale Law School, please telephone the Director of Admissions, 203.432.4995, or the Director of Graduate Programs, 203.432.1696.*

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

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