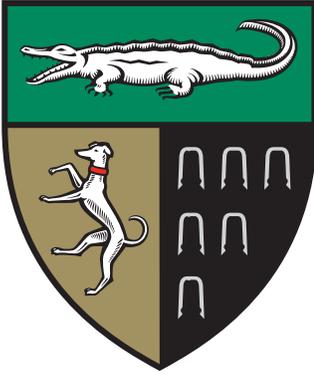


Yale Law School

2016–2017



BULLETIN OF YALE UNIVERSITY

Series 112 Number 10 August 10, 2016

BULLETIN OF YALE UNIVERSITY *Series 112 Number 10 August 10, 2016* (USPS 078-500) is published seventeen times a year (one time in May and October; three times in June and September; four times in July; five times in August) by Yale University, 2 Whitney Avenue, New Haven CT 06510. Periodicals postage paid at New Haven, Connecticut.

Postmaster: Send address changes to Bulletin of Yale University,
PO Box 208227, New Haven CT 06520-8227

Managing Editor: Kimberly M. Goff-Crews
Editor: Lesley K. Baier
PO Box 208230, New Haven CT 06520-8230

The closing date for material in this bulletin was August 5, 2016.
The University reserves the right to withdraw or modify the courses of instruction or to change the instructors at any time.

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 The Yale Law School Bulletin is primarily a digital publication, available in both html and pdf versions at www.yale.edu/bulletin. A limited number of copies were printed on 50% postconsumer recycled paper for Yale Law School and the permanent archive of the Bulletin of Yale University. Individual copies may also be purchased on a print-on-demand basis; please contact Yale Printing and Publishing Services, 203.432.6560.

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Calendar

FALL 2016

Aug. 22–26	M–F	Orientation for all new students
Aug. 24	W	Registration for all new students
Aug. 29	M	Registration for all returning students Fall term begins, 8:10 a.m. Classes begin, 8:10 a.m.
Aug. 30	T	Add/drop period begins, 8:30 a.m.
Sept. 5	M	Labor Day; classes do not meet
Sept. 7	W	Add/drop period ends, 4:30 p.m.
Oct. 6	TH	Fall recess begins, 9 p.m.
Oct. 7–10	F–M	Fall recess; classes do not meet
Oct. 11	T	Classes resume, 8:10 a.m.
Nov. 22	T	Only Friday classes meet Thanksgiving recess begins, 6 p.m.
Nov. 28	M	Classes resume, 8:10 a.m.
Dec. 5	M	Classes end, 9 p.m.
Dec. 6–11	T–SU	Reading period
Dec. 12	M	Examination period begins, 8:30 a.m.
Dec. 21	W	Examination period ends Fall term ends, 5 p.m. Winter recess begins

SPRING 2017

Jan. 16	M	Martin Luther King, Jr. Day
Jan. 17	T	Registration for all students Spring term begins, 8:10 a.m. Classes begin, 8:10 a.m.
Jan. 18	W	Add/drop period begins, 8:30 a.m.
Jan. 25	W	Add/drop period ends, 4:30 p.m.
Mar. 10	F	Spring recess begins, 6 p.m.
Mar. 20	M	Spring recess ends Classes resume, 8:10 a.m.
Apr. 24	M	Classes end, 9 p.m.
Apr. 25–30	T–SU	Reading period
May 1	M	Examination period begins, 8:30 a.m.
May 15	M	Examination period ends Spring term ends, 5 p.m.
May 22	M	University Commencement
May 31	W	Degrees voted by faculty
Aug. 1	T	Fifth-term certification deadline for rising third-year students

The President and Fellows of Yale University

President

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

Fellows

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

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

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

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

William Earl Kennard, B.A., J.D., Charleston, South Carolina

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

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Eve Hart Rice, B.A., M.D., Bedford, New York (*June 2021*)

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

Annette Thomas, S.B., Ph.D., London, England (*June 2022*)

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Lei Zhang, B.A., M.A., M.B.A., Beijing, China

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Mary Briese Matheron, B.S., Associate Dean
Asha Rangappa, A.B., J.D., Associate Dean
Mike K. Thompson, M.B.A., J.D., Associate Dean

Faculty Emeriti

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Lecturer in Law
Robert W. Gordon, A.B., J.D., Chancellor Kent Professor Emeritus of Law and
Legal History and Professor (Adjunct) of Law (fall term)
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and Professorial Lecturer in Law
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Lecturer in Law
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Organization and Professorial Lecturer in Law
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Professorial Lecturer in Law
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and Professorial Lecturer in Law

Faculty

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Joan Feigenbaum, B.A., Ph.D., Professor (Adjunct) of Law

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Gary B. Gorton, M.A., Ph.D., Professor (Adjunct) of Law (fall term)
Michael J. Graetz, B.B.A., LL.B., Justus S. Hotchkiss Professor Emeritus of Law and Professorial Lecturer in Law (fall term)
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 and Kauffman Distinguished Research Scholar in Law, Economics, and
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John G. Simon, LL.B., LL.D., Augustus E. Lines Professor Emeritus of Law and Professorial Lecturer in Law

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David A. Super, A.B., J.D., Visiting Professor of Law (fall term)

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

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 Cover–Allard K. Lowenstein Fellow in International Human Rights
 Sadie Blanchard, B.A., J.D., Research Scholar in Law and Private Law Fellow
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 Ludwig/Robert M. Cover Fellow in Law
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 Eugene R. Fidell, B.A., LL.B., Senior Research Scholar in Law
 Joseph J. Fins, B.A., M.D., Senior Research Scholar in Law and Solomon Center
 Distinguished Scholar in Medicine, Bioethics, and the Law

- Gregory Fleming, B.A., J.D., Senior Research Scholar in Law and Distinguished Visiting Fellow, Center for the Study of Corporate Law
- Gregg Gonsalves, B.S., Research Scholar in Law
- Yael Granot, M.A., Ph.D., Research Scholar in Law
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- Su Lin Han, M.A., J.D., Senior Research Scholar in Law and Senior Fellow, Paul Tsai China Center
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- Hedayat Heikal, B.Sc., J.D., Research Scholar in Law and Islamic Law and Civilization Research Fellow
- Jamie P. Horsley, M.A., J.D., Senior Fellow in Law, Paul Tsai China Center
- Benjamin Justice, B.A., Ph.D., Senior Research Scholar in Law
- Cortelyou Kenney, A.B., J.D., Research Scholar in Law and Staff Attorney, Collaboration on Research Integrity and Transparency
- Ido Kilovaty, LL.B., LL.M., Cyber Fellow, Center for Global Legal Challenges
- Jeanie Kim, B.A., J.D., Research Scholar in Law and Research Fellow with the Collaboration for Research and Transparency and the Global Health Justice Partnership
- John Langford, B.A., J.D., Associate Research Scholar in Law and Abrams Clinical Fellow, Information Society Project
- Frederick Lawrence, B.A., J.D., Senior Research Scholar in Law (spring term)
- Nancy Liao, A.B., J.D., Associate Research Scholar in Law and John R. Raben/Sullivan & Cromwell Executive Director, Yale Law School Center for the Study of Corporate Law
- Ruben Loyo, B.A., J.D., Research Scholar in Law and Robert M. Cover Clinical Teaching Fellow
- Joseph G. Manning, A.M., Ph.D., Senior Research Scholar in Law
- Margaret E. McCarthy, M.A., Ph.D., Research Scholar in Law and Executive Director, Collaboration on Research Integrity and Transparency
- Hope R. Metcalf, B.A., J.D., Associate Research Scholar in Law and Executive Director, Orville H. Schell, Jr. Center for International Human Rights
- Alice M. Miller, B.A., J.D., Associate Research Scholar in Law
- Michael S. Moore, J.D., S.J.D., Senior Research Scholar in Law
- Siodhbhra Parkin, M.Sc., LL.M., Research Scholar in Law
- Joshua Perry, A.B., J.D., Associate Research Scholar in Law
- Caitlin B. Petre, B.A., M.A., Postdoctoral Associate in Law and Fellow, Information Society Project
- Megan Quattlebaum, B.A., J.D., Associate Research Scholar in Law and Program Director, Justice Collaboratory

Mara R. Revkin, B.A., J.D., Research Scholar in Law and Islamic Law and Civilization
 Research Fellow

David N. Rosen, B.A., LL.B., Senior Research Scholar in Law

Nicholas Rostow, Ph.D., J.D., Senior Research Scholar in Law

Marina Santilli, J.D., M.C.L., Senior Research Scholar in Law

David A. Schulz, M.A., J.D., Senior Research Scholar in Law

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

Priscilla Smith, B.A., J.D., Associate Research Scholar in Law and Senior Fellow,
 Program for the Study of Reproductive Justice, Information Society Project

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

James A. Thomas, B.A., J.D., Senior Research Scholar in Law and Jack B. Tate Senior
 Fellow and Decanal Adviser

Anna VanCleave, M.A., J.D., Associate Research Scholar in Law and Director, Liman
 Public Interest Program

Graham Webster, B.S., A.M., Senior Research Scholar in Law and Senior Fellow, Paul
 Tsai China Center

Patrick Weil, M.B.A., Ph.D., Senior Research Scholar in Law (spring term)

Aaron Wenzloff, B.B.A., J.D., Research Scholar in Law and Robert M. Cover Clinical
 Teaching Fellow

Eric Glen Weyl, M.A., Ph.D., Senior Research Scholar in Law

Robert D. Williams, B.A., J.D., Senior Research Scholar in Law and Executive Director,
 Paul Tsai China Center

Waleed Ziad, B.A., M.Phil., Research Scholar in Law and Islamic Law and Civilization
 Research Fellow

Lecturers in Law

Brian Logan Beirne, B.S., J.D.

Kristen Bell, Ph.D., J.D.

Rebecca Crootoof, J.D., Ph.D.

Jeremy L. Daum, B.S., J.D.

Tamar Ezer, B.A., J.D.

Laura Fernandez, J.D., LL.M.

Gregg Gonsalves, B.S.

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

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

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

Su Lin Han, M.A., J.D.

Thomas Max Nardini, B.A., J.D.

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

Christine Ricardo, M.Sc., J.D.

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

Anna VanCleave, M.A., J.D.

Graham Webster, B.S., A.M.

Robert D. Williams, B.A., J.D.

Visiting Lecturers in Law

Guillermo Aguilar-Alvarez, Lic. en Derecho (J.D.)
Yas Banifatemi, Ph.D., LL.M.
Mark Barnes, J.D., LL.M.
Stephen B. Bright, B.A., J.D., Harvey Karp Visiting Lecturer in Law
Lincoln Caplan, B.A., J.D., Truman Capote Visiting Lecturer in Law
Robert N. Chatigny, A.B., J.D.
Stephen M. Cutler, B.A., J.D.
Brian T. Daly, M.A., J.D.
Eugene R. Fidell, B.A., LL.B., Florence Rogatz Visiting Lecturer in Law
Gregory Fleming, B.A., J.D.
Lawrence J. Fox, B.A., J.D., George W. and Sadella D. Crawford Visiting Lecturer in
Law
Stephen Fraidin, A.B., LL.B.
Peter T. Grossi, Jr., M.A., J.D.
Jamie P. Horsley, M.A., J.D.
Jeffrey A. Meyer, B.A., J.D.
Charles Nathan, B.A., J.D.
Andrew J. Pincus, B.A., J.D.
Richard Ravitch, B.A., LL.B.
Gabriel D. Rosenberg, M.Sc., J.D.
Charles A. Rothfeld, A.B., J.D.
John M. Samuels, J.D., LL.M., George W. and Sadella D. Crawford Visiting Lecturer
in Law
Michael S. Solender, B.A., J.D.
Todd Stern, B.A., J.D.
David Stoll, B.A., J.D.
Stefan R. Underhill, B.A., J.D.
John M. Walker, Jr., B.A., J.D., George W. and Sadella D. Crawford Visiting Lecturer
in Law
Ashbell (A.T.) Wall, B.A., J.D.
David M. Zornow, B.A., J.D.

Clinical Lecturers in Law

Alisha S. Bjerregaard, A.B., J.D.
Jonathan H. Brown, B.A., J.D.
Joshua U. Galperin, J.D., M.E.M.
Ruben Loyo, B.A., J.D.
Hope R. Metcalf, B.A., J.D.
David A. Schulz, M.A., J.D., Floyd Abrams Clinical Lecturer in Law
Aaron Wenzloff, B.B.A., J.D.

Visiting Clinical Lecturers in Law

Elizabeth K. Acee, B.S., J.D.
Sheldon S. Adler, B.A., J.D.
James Bhandary-Alexander, B.A., J.D.

Diana Blank, Ph.D., J.D.
 Liam Brennan, B.A., J.D.
 Craig B. Brod, B.A., J.D.
 Sanford O. Bruce III, B.A., J.D.
 John J. Buckley, Jr., A.B., J.D.
 Heather L. Coleman, B.A., J.D.
 Benjamin M. Daniels, M.S., J.D.
 Francis X. Dineen, A.B., LL.B.
 Tadhg Dooley, B.A., J.D.
 Amy Eppler-Epstein, B.A., J.D.
 Lara Finkbeiner, M.S., J.D.
 Adam E. Fleisher, A.B., J.D.
 Gates Garrity-Rokous, B.A., J.D.
 Jeffrey Gentes, B.A., J.D.
 Marie L. Gibson, M.B.A., J.D.
 Frederick S. Gold, B.A., J.D.
 David Hawkins, B.A., J.D.
 Rebecca M. Heller, B.A., J.D.
 Paul Hughes, M.A., J.D.
 Michael Kimberly, M.A., J.D.
 Alex A. Knopp, B.A., J.D.
 Margaret R. Kuzma, B.A., J.D.
 Jonathan Landy, A.B., J.D.
 C.J. Mahoney, A.B., J.D.
 Joseph P. Moodhe, B.A., J.D.
 Cantwell F. Muckenfuss III, B.A., J.D.
 Ann M. Parrent, B.A., J.D.
 David N. Rosen, B.A., LL.B.
 Sia M. Sanneh, M.A., J.D.
 Barry R. Schaller, B.A., J.D.
 Erin R. Shaffer, B.A., J.D.
 Marc Silverman, B.A., J.D.
 Lisa Suatoni, M.E.S., Ph.D., Timothy B. Atkeson Visiting Clinical Environmental
 Lecturer in Law
 Alexander T. Taubes, B.A., J.D.
 Marc Trevino, A.B., J.D.
 Thomas Ullmann, B.S., J.D.
 Shawn K. Watts, B.A., J.D.
 Michael M. Wiseman, A.B., J.D.

Tutors in Clinical Studies

Juliett L. Crawford, B.A., J.D.
 Jeremiah F. Donovan, B.A., J.D.
 Mary Galvin, B.A., J.D.
 James I. Glasser, B.A., J.D.

Beverly Hodgson, A.B., J.D.
Hugh F. Keefe, B.A., J.D.
Tara Knight, B.A., J.D.
Anthony J. Lasala, B.A., LL.B.
Margaret P. Mason, B.A., J.D.
Diane Polan, B.A., J.D.
Michael O. Sheehan, M.A., J.D.
David X. Sullivan, J.D., LL.M.

Tutors in Law

C.J.W. Baaij, LL.B./LL.M., Ph.D.
Violeta Canaves, LL.M. in Constitutional Law and Human Rights, LL.M.
James M. Tierney, M.A.

Assistants in Instruction

Coker Fellows

Janine Balekdjian, B.A.
Eric Chung, A.B.
Gregory Cui, B.A.
John Giammatteo, B.A., M.A.
Diana de Gramont, A.B.
P. Solange Hilfinger-Pardo, B.A.
Kimberly Jackson, B.S.
Amber Koonce, B.A.
Christine Kwon, B.A.
Elizabeth Leiserson, B.A.
Joshua Macey, B.A.
James Mandilk, B.A.
Urja Mittal, B.A., B.S.E.
Katie Munyan, B.A.
Nathan Nash, B.A.
Alexandra Perloff-Giles, A.B.
Theodore Rostow, B.A.
Marissa Roy, B.A., M.A.
Brandon Thompson, B.A.
Kevin Tobia, B.A.
Spencer Todd, A.B.
Jacqueline Van De Velde, A.B., M.A.
Cobus van der Ven, B.A.
Sarah Weiner, B.A.

The Study of Law at Yale University

A BRIEF HISTORY OF YALE LAW SCHOOL

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

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

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

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

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

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

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

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

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

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

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

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

Deans of Yale Law School, 1873–Present

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

THE CHARGE TO STUDENTS

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

Course Offerings

FALL TERM

First-Term Courses

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

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

Procedure I (12001) 4 units. H.H. Koh (Section A), J. Resnik (Section B)

Torts I (13001) 4 units. G. Calabresi (Section A), D. Kysar (Section B), I. Kohler-Hausmann (Group 1), J.F. Witt (Group 2)

Advanced Courses

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 nondelegation doctrine, the internal process of adjudication and rulemaking in administrative agencies, judicial review of administrative action, the organization of the executive branch, liability for official misconduct, and beneficiary enforcement of public law. Scheduled examination. J.L. Mashaw

Advanced Administrative Law: Reasoned Administration (20419) 2 or 3 units. Legal legitimacy may have many sources: the will of God, the will of the sovereign, the will of the people, the consent of the governed, etc. Modern administrative law features, not exclusively, but importantly, reliance on reason and reason-giving as the touchstones of the legality and legitimacy of administrative action. It was not always so, and this notion remains contestable, both in terms of its content and its power to legitimate. This seminar will explore the idea of reasoned administration historically, philosophically, comparatively, and in practical application. Prerequisite: Administrative Law or its equivalent. Papers may satisfy the Substantial or Supervised Analytic Writing requirements. Paper required. Enrollment limited to twelve students. J.L. Mashaw

Advanced Advocacy for Children and Youth Clinic: Fieldwork (30138) 1 to 3 units, graded or credit/fail at student option. A fieldwork-only option. Prerequisites: Advocacy for Children and Youth Clinic: Seminar and Fieldwork. Permission of the instructors required. J.K. Peters and M.S. Gohara

Advanced Advocacy for Children and Youth Clinic: Seminar (30102) 1 unit, credit/fail. Open only to students who have completed Advocacy for Children and Youth Clinic: Seminar and Fieldwork. Permission of the instructors required. J.K. Peters and M.S. Gohara

Advanced Appellate Litigation Project (30200) 5 units (3 fall, 2 spring). Students in the Appellate Litigation Project will represent pro se clients before the United States Court of Appeals for the Second Circuit. Under the supervision of Yale faculty and attorneys from the appellate group at Wiggin and Dana, teams of three students will work on cases referred through the Pro Bono Counsel Plan for the Second Circuit. This program provides legal representation to pro se appellants with meritorious civil cases pending before the court. The issues raised in these cases may include immigration, employment discrimination, prisoners' civil rights, and other section 1983 claims. Students will take primary responsibility for drafting the briefs in their assigned case, and one of them will deliver oral argument before the Second Circuit. Through the instructional portion of the clinic, students will learn principles of appellate law and practice, including concepts such as standard of review, preservation of issues, and understanding the appellate record. Students will also receive instruction in brief writing and oral advocacy. Due to the briefing and argument schedule for a civil appellate case, this is a two-term offering. This course is not open to M.S.L. students. Permission of the instructors required. Enrollment will be limited to six or nine students depending on case assignments. S.B. Duke, B.M. Daniels, and T. Dooley

Advanced Community and Economic Development: Fieldwork (30132) 1 to 3 units, graded. Open only to students who have completed the Community and Economic Development Clinic. Permission of the instructors required. A.S. Lemar, J.H. Brown, and C.F. Muckenfuss III

Advanced Community and Economic Development Clinic: Seminar (30104) 1 unit, credit/fail. Open only to students who have completed the Community and Economic Development Clinic. Permission of the instructors required. A.S. Lemar, J.H. Brown, C.F. Muckenfuss III

Advanced Contracts (20361) 3 units. This course will cover certain significant, and still currently important, topics in greater depth than they could be covered in the first-year Contracts course, and some additional topics. Subjects include remedies, interpretation, default rules, and third-party beneficiaries. The course will then use the concepts that the first part develops to consider contracting issues in other legal fields. Subjects will include corporate governance (to what extent are firms free to structure their own governance arrangements or constrained by corporate codes?); bankruptcy (to what extent can firms contract out of or affect how bankruptcy will affect them, or are they constrained by bankruptcy code rules?); and M & A (what factors influence the content and legal treatment of merger agreements and permissible defensive tactics?). Readings will include cases and recent articles. The course should be helpful to students who may practice or teach in business fields. Self-scheduled examination or paper option, with permission of the instructor. A. Schwartz

Advanced Criminal Justice Clinic: Fieldwork (30108) 2 units, credit/fail or graded, at student option. A fieldwork-only option. Prerequisite: Criminal Justice Clinic. Permission of the instructors required. F.M. Doherty, M. Orihuela, and T. Ullmann

Advanced Criminal Justice Clinic: Seminar (30107) 1 unit, credit/fail. Prerequisite: Criminal Justice Clinic. Permission of the instructors required. F.M. Doherty, M. Orihuela, and T. Ullmann

Advanced Education Adequacy Project (30163) 1 to 3 units. Open only to students who have completed Education Adequacy Project. Permission of the instructors required. D.N. Rosen, A.A. Knopp, J.P. Moodhe, and A.T. Taubes

Advanced Educational Opportunity and Juvenile Justice Clinic (30111) 4 units, graded or credit/fail, at student option. Open only to students who have completed the Educational Opportunity and Juvenile Justice Clinic. Permission of the instructors required. Enrollment limited. J. Forman, Jr., M.S. Gohara, and E.R. Shaffer

Advanced Environmental Law: Comparing Chemical Regulation Worldwide (20526) 2 or 3 units. This advanced environmental law course will build upon the survey course in environmental law and policy by comparing legal systems for regulating chemicals in the environment worldwide. The goal is to acquaint students with the similarities and differences among legal systems for regulating chemicals worldwide. The readings will focus on the U.S., European Union, Canadian, and Chinese and Korean approaches to regulating chemicals, but students are also encouraged to research other programs from among the twenty-seven countries that regulate chemicals. The course will begin with an examination of the basic paradigms of Quantitative Risk Assessment in the United States and the Precautionary Principle in the European Union. The class will use a set of reading materials and articles that includes portions of the U.S. Toxic Substance Control Act (TSCA), as recently amended, the EU regulation on the Registration, Evaluation and Authorization of Chemicals (REACH), China REACH, and Korea REACH. The prospects for greater international harmonization in the regulation of chemicals will also be considered. The emphasis will be on what the United States, the European Union, and China can learn from one another to improve their regulatory systems. A prior or simultaneous course in environmental law and policy or equivalent is not required but is useful. Self-scheduled examination or paper option. Enrollment limited to twenty-five. E.D. Elliott

Advanced Environmental Protection Clinic (30165) 1 to 4 units. Open only to students who have successfully completed the Environmental Protection Clinic. Students who complete this section for 2 or more units may satisfy the Professional Responsibility or Legal Skills requirement. Permission of the instructors required. Enrollment limited to twenty. J.U. Galperin, D. Hawkins, and L. Suatoni

Advanced Ethics Bureau (30167) 3 units. This course is for students who have already taken either the Ethics Bureau at Yale clinic or Traversing the Legal Minefield, and who wish to contribute further to the work of the Bureau. Permission of the instructor required. Enrollment limited. L.J. Fox

Advanced Immigration Legal Services Clinic: Fieldwork (30142) 1 to 3 units, credit/fail, with a graded option. Open only to students who have completed Immigration Legal Services Clinic: Seminar and Fieldwork. Permission of the instructor required. J.K. Peters

Advanced Immigration Legal Services Clinic: Seminar (30114) 1 unit, credit/fail. Open only to students who have completed Immigration Legal Services Clinic: Seminar and Fieldwork. Permission of the instructor required. J.K. Peters

Advanced International Refugee Assistance Project (30171) 2 or 3 units. A fieldwork-only option. Prerequisite: Global Refugee Legal Assistance. Permission of the instructors required. R.M. Heller and L. Finkbeiner

Advanced Legal Assistance Clinic: Immigrant Rights: Fieldwork (30203) 1 to 4 units, credit/fail, with a graded option. Open only to students who have completed Legal Assistance: Immigrant Rights Clinic. Open only to J.D. students. Permission of the instructors required. J. Bhandary-Alexander and D. Blank

Advanced Legal Assistance Reentry Clinic (30202) 1 to 4 units, graded or credit/fail, at student option. Open only to students who have completed the Legal Assistance Reentry Clinic. Permission of the instructors required. A. Eppler-Epstein and E.R. Shaffer

Advanced Legal Services for Immigrant Communities (30117) 1 to 3 units, credit/fail. Open only to students who have taken Legal Services for Immigrant Communities. Open only to J.D. students. Permission of the instructor required. S. Wizner

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

Advanced Lowenstein International Human Rights Clinic (30174) 3 or 4 units. Open only to students who have completed the Lowenstein International Human Rights Clinic. Permission of the instructors required. J.J. Silk, H.R. Metcalf, and A.S. Bjerregaard

Advanced San Francisco Affirmative Litigation Project (30179) 1 to 4 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.M. Nardini

Advanced Supreme Court Advocacy (30181) 4 units (2 fall, 2 spring). Open only to students who have completed Supreme Court Advocacy. The course requires a full-year commitment. Permission of the instructors required. L. Greenhouse, P. Hughes, M. Kimberly, A.J. Pincus, and C.A. Rothfeld

Advanced Veterans Legal Services Clinic: Fieldwork (30126) 1 to 4 units, graded or credit/fail, at student option. A fieldwork-only option. Prerequisite: Veterans Legal Services Clinic. Permission of the instructors required. M.R. Kuzma and A. Wenzloff

Advanced Veterans Legal Services Clinic: Seminar (30125) 1 unit, graded or credit/fail, at student option. A weekly seminar session only for returning students. Prerequisite: Veterans Legal Services Clinic. Students must also enroll in Advanced Veterans Legal Services Clinic: Fieldwork. Permission of the instructors required. M.R. Kuzma and A. Wenzloff

Advanced Worker and Immigrant Rights Advocacy Clinic: Fieldwork (30130) 1 to 4 units, graded or credit/fail, at student option. A fieldwork-only option. Prerequisite: Worker and Immigrant Rights Advocacy Clinic. Permission of the instructors required. M.I. Ahmad, R. Loyo, and M. Orihuela

Advanced Worker and Immigrant Rights Advocacy Clinic: Seminar (30129) 1 unit, credit/fail. A weekly seminar session only for returning students. Prerequisite: Worker and Immigrant Rights Advocacy Clinic. Students must also enroll in Advanced Worker and Immigrant Rights Advocacy Clinic: Fieldwork. Permission of the instructors required. M.I. Ahmad, R. Loyo, and M. Orihuela

Advanced Written Advocacy (30218) 3 units. This seminar will train students to advocate for their clients more effectively. To improve students' strategic writing, the course will scrutinize excellent trial motions and appellate briefs to see how top practitioners tell their clients' stories, organize and build legal arguments, and advance their clients' strategic interests. The class will also review numerous other types of litigation-related documents, including letters, memoranda, and complaints. Although the course will provide a fair amount of instruction about the stylistic side of "legal writing," it will focus on advocacy's more substantive, strategic facets. Students will prepare several assignments, at least one of which will be prepared as part of a team. N. Messing

[The] American Legal Profession (20439) 2 or 3 units. This course will meet three hours per week for the first nine weeks of the term, August 31 through October 26. A credit/fail option is available to students who so elect during the first two weeks of the term. This course will deal with selected aspects of the history, organization, economics, ethics, and possible futures of the legal profession in the United States. Likely topics will include, in addition to the ABA's Model Rules of Professional Conduct and other rules regulating lawyers: demographic changes in the profession; the evolution of law firms, bar associations, and law schools from the early twentieth century to the present; the development of corporate law, personal injury, mass torts, prosecutorial and criminal defense practices, and the "public-interest" bar; the dominant professional ethic of adversary-advocacy, and its critics; the regulation of lawyers; the economics of the market for legal services; the organization and culture of law firm practice; the role of the lawyer as counselor; and the export of American lawyering models abroad. Self-scheduled examination, with option of a paper for extra graded credit. R.W. Gordon

Anatomy of a Merger (30219) 3 units. Anatomy of a Merger is an advanced M&A seminar, based on an extensive thirteen-week hypothetical which details the strategy, tactics, and negotiations involved in a company's saga as it is subjected to an activist investor campaign, a full-scale proxy contest, and an attempted sale to a CEO-selected private equity firm, which at the board's insistence is abandoned in favor of a controlled auction. Following the auction, a defeated bidder reemerges and jumps the deal, leading to yet another bidding contest. The hypothetical contains detailed dialogue among company management, its legal and financial advisers, and various third-party bidding teams (including several chapters devoted to the essentials in drafting and negotiating a merger agreement). Litigators also get their day in the sun. M&A partners at major NYC law firms co-teach many of the sessions, and an investment banker leads a session

on the role of the financial adviser, valuation metrics and methodologies, and deal tactics and strategy. Each episode has accompanying readings in relevant (and sometimes changing) Delaware case law and related articles. Prerequisite: Business Organizations. Permission of the instructor required. Self-scheduled examination. Enrollment limited to fifteen. C. Nathan

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

Appellate Advocacy: The Art of Appellate Practice and Procedure (30196) 3 units. This course will provide an introduction to appellate practice and procedure, designed to teach students the basic substantive knowledge and skills needed to advocate effectively on behalf of a client in an appellate court. The course begins with entry of judgment in the trial court and proceeds through preliminary motion practice, briefing, and oral argument. Connecticut's appellate rules will be applied. Students will act as lawyers in a simulated appellate case based on a trial record and transcript, as well as preside during class in various roles including roles of trial judge and appellate judge. In addition to the basic instruction and analysis of selected opinions, invited practitioners and judges will address appellate advocacy and legal analysis. Students will be required to submit a two-page reflection paper. Permission of the instructor required. Enrollment limited to sixteen. B.R. Schaller

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

[The] Art of Argument (20623) 2 units. The strong written argument is an essential aspect of effective legal advocacy. Lawyers must know how to convincingly present and marshal evidence for a client's position, in writing that is as clear and sharp as possible. Increasingly, lawyers also make use of the media to advocate for clients and causes. In the court of public opinion, it is especially important that lawyers write and speak in crisp, engaging, and persuasive terms. To build these skills, this class is designed to teach students how to write for a broad audience—via the op-ed page of a newspaper, a magazine, or a general-interest Web site or blog, or in a book review to be published in a mainstream media outlet. The class will also discuss the ethics for lawyers of working as sources with the press, the responsibilities of lawyers to their clients in this context, and the responsibilities of journalists to their subjects and to the public. Students will learn (or improve on) how to use the media to educate the public and advocate for issues that are of professional interest. Multiple short writing assignments. Permission of the instructor required. Enrollment limited to fifteen. L. Caplan

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

Capital Markets (20067) 3 units. This course covers a range of topics, including the design, pricing, and trading of corporate bonds, structured notes, hybrid securities, credit derivatives, and structured products, such as asset-backed securities and structured notes. The course aims to provide a set of tools, concepts, and ideas that will serve students over the course of a career. Basic tools such as fixed income mathematics, swaps, and options are studied and used to address security design, trading, and pricing questions. The legal and institutional context of these subjects is also covered, i.e., the contractual basis of bonds and derivatives. Topics are approached from different angles: conceptual, legal, and technical theory, cases, documents (e.g., bond prospectuses, derivatives contracts, consent solicitations), and current events. Students should have taken introductory finance and have some knowledge of basic statistics (e.g., regression analysis, conditional probability), basic mathematics (e.g., algebra, matrix algebra); working knowledge of a spreadsheet package is helpful. Two examinations, six cases, and fourteen homework problems. *Also MGT 947a.* G.B. Gorton

Capital Punishment Clinic (30161) 6 units (3 fall, 3 spring), credit/fail in the fall term, with the option of graded credit in the spring. Students will gain firsthand experience in capital defense, working as part of a team representing indigent defendants facing the death penalty in cases being handled by the Southern Center for Human Rights in Atlanta, the Equal Justice Initiative in Montgomery, Alabama, or Connecticut Public Defenders. Projects and case assignments will vary according to the position of each clinic case in the process, but all projects will require legal research, analysis and writing, strategy meetings with team members, and preparation for appellate arguments, and may include interviews with clients or witnesses. Students will complete at least one substantial writing assignment, such as a portion of a motion, brief, or memorandum of law. Opportunity for summer travel to the South to conduct research and investigation with the Southern Center for Human Rights or the Equal Justice Initiative is available but not required. Students enroll in the fall term and continue in the spring. In rare and exceptional cases, a student may be admitted for the spring term. The course is limited to students who have taken Capital Punishment: Race, Poverty, Disadvantage or plan to take it in the spring term. (Students who have taken Capital Punishment: Race, Poverty,

Disadvantage will be given priority in admission.) Permission of the instructors required. Enrollment limited. S.B. Bright, A.M. Parrent, and S.M. Sanneh

Challenging Mass Incarceration Clinic (30135) and Fieldwork (30136) 2 units, credit/fail, with a graded option for each part (4 units total). The clinic and the fieldwork must be taken simultaneously. Students will study the legal, social, and policy factors that contributed to the exponential rise of America's prison population and consider alternative approaches to punishment. In the fieldwork, students will represent clients in two types of cases: federal sentencing proceedings and Connecticut state parole hearings. Students will learn advocacy strategies aimed at mitigating or ameliorating their clients' punishment, both prospectively during sentencing and retrospectively during post-conviction proceedings. This work will include: building relationships with clients (some of whom will be incarcerated); interviewing witnesses; investigating case facts; developing case theories; working on interdisciplinary teams alongside expert witnesses; using narrative writing techniques to prepare persuasive pleadings; and developing reentry plans for clients leaving prison. Additionally, students will present oral arguments at their clients' federal hearings and will prepare state-sentenced clients to testify before the parole board. Open only to J.D. students. Permission of the instructor required. Enrollment limited to four. M.S. Gohara

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

Civil Litigation Practice (30197) 3 units. The course will begin with an overview of pleadings, discovery, and the anatomy of a civil lawsuit. It will then proceed to isolate and develop the skills of oral advocacy, through extensive learning-by-doing exercises, including conducting depositions; performing opening statements and closing arguments; conducting direct and cross examinations of courtroom witnesses; and participating in a full-day jury trial. The course will also include preparation of pleadings and analysis of and critical thinking regarding the elements, underpinnings, and efficacy of the litigation process. The course materials include selected readings and three complete case files published by the National Institute of Trial Advocacy. A participatory session on mediation, under the guidance of an experienced mediator, is included. Enrollment limited to twelve. E.K. Acee and F.S. Gold

Community and Economic Development Clinic (30103) and Fieldwork (30131) 2 units, credit/fail or graded at student option, for each section (4 units total). Students must be enrolled in the seminar and fieldwork sections simultaneously. CED explores the role of lawyers and the law in building wealth and opportunity in low-income communities. The clinic focuses on issues of neighborhood revitalization, social entrepreneurship, sustainable development, and financial inclusion as they relate to community and economic

development. Students in CED represent and partner with community organizations, nonprofits, community development financial institutions, neighborhood associations, and small foundations. These client organizations share an interest in promoting economic opportunity and socioeconomic mobility among low- and moderate-income people. Students will represent clients in a range of legal matters including formation and governance of for-profit, not-for-profit, and hybrid entities; negotiating and drafting contracts; developing employment and other policies; structuring real estate transactions; resolving zoning and environmental issues; providing tax advice; drafting and advocating for legislation; and appearing before administrative agencies. CED engages students in local work that can then be used to inform policy development at the local, state, and federal levels. Students will gain skills in client contact, contract drafting, transactional lawyering, legal research and writing, regulatory and legislative advocacy, administrative agency contact, and negotiation. The class seminar will meet once a week for two hours and once a week for one hour and will cover federal, state, and local policies affecting urban and suburban places; substantive law in tax, real estate development, and corporate governance; and transactional and regulatory lawyering skills, such as negotiating and drafting contracts. Each student will meet with faculty once a week for fieldwork supervision. The clinic is open to students from the Schools of Law, Management, Divinity, Forestry & Environmental Studies, Public Health, and Architecture with prior approval from a faculty member. Permission of the instructors required. Enrollment limited to eight. A.S. Lemar, J.H. Brown, and C.F. Muckenfuss III

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

Comparative Constitutional Law (20518) 3 units. An effort to define the key concepts adequate for an evaluation of the worldwide development of liberal constitutionalism since the Second World War. Self-scheduled examination or paper option. Enrollment limited to twenty. *Also PLSC 709a.* B. Ackerman and S.G. Calabresi

Comparing U.S. and European Constitutionalism (20542) 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, which continues to exercise its influence today, and in the understanding of fundamental rights,

the separation of powers, the function and acceptance of judicial review, constitutional amendments, the attitude toward international law, etc. Knowledge of these differences sharpens the understanding of one's own constitutional system, makes the deeper roots behind the differences visible, and furnishes alternatives that may be useful when it comes to interpreting constitutions and solving constitutional conflicts. At the end the question will be 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, between August 29 and October 6. Self-scheduled examination or paper option. Students who complete Substantial Papers may earn a third unit for the course. D. Grimm

Constitutional Litigation Seminar (20259) 2 units. Federal constitutional adjudication from the vantage of the litigator with an emphasis on Circuit and Supreme Court practice and procedural problems, including jurisdiction, justiciability, exhaustion of remedies, immunities, abstention, and comity. Specific substantive questions of constitutional law currently before the Supreme Court are considered as well. Students will each argue two cases taken from the Supreme Court docket and will write one brief, which may be from that docket, but will likely come from a circuit court decision. Students will also join the faculty members on the bench and will, from time to time, be asked to make brief arguments on very short notice on issues raised in the class. Enrollment limited to twelve. J.A. Meyer and J.M. Walker, Jr.

Controversies in Antidiscrimination Law (20235) 2 units. One of the defining features of American antidiscrimination law over the past several decades has been the proliferation of grounds on which people have sought legal redress for discrimination. Antidiscrimination claims based on race, sex, and religion remain common, but courts today also confront antidiscrimination claims based on disability, sexual orientation, accent and language skills, weight, and appearance. Moreover, antidiscrimination claims today are not always brought by people conventionally understood to be victims of identity-based forms of discrimination: white people claim they have been discriminated against on the basis of race; men claim they have been discriminated against on the basis of sex; beautiful people claim they have been discriminated against on the basis of appearance. Some of these claims have been recognized by courts; others have been rejected. This seminar will examine which forms of discrimination have been outlawed and why the law protects individuals against some forms of discrimination and not others. Our overarching goal will be to think through the profound question of when discrimination is wrong and what the law should do about it. Paper required. Enrollment limited. C. Franklin

Convicting the Innocent (20044) 2 or 3 units. This course will explore the causes of and remedies for miscarriages of justice in which persons other than the perpetrators of criminal offenses are found guilty. The course will examine the processes of memory and suggestion, cognition, belief formation and resistance to change, lying and lie detection, the motivations and opportunities for fabricating evidence, imposter and unqualified experts, incompetent lawyers, poverty, and their relationships to legal rules and practices. Among the specific contexts in which the examinations will occur are allegations of child sexual abuse, stranger rapes, robberies, and murders. Some attention will be paid to the special problem of capital punishment. Students will be asked to present a topic during the term and to ask a question or make a comment during every class meeting.

Attendance and participation are therefore required. Students who have selected writing topics and have had those topics approved by November 30 may receive writing credit in lieu of the examination. Others will take an open-book examination, for which they will receive 2 units of credit. The credits awarded for papers will depend on the work involved in the paper. Papers may qualify for Supervised Analytic Writing or Substantial Paper credit. Enrollment limited to twelve. S.B. Duke

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

Criminal Justice Clinic (30105) and Fieldwork (30106) 2 units, credit/fail, with a graded option, for each part (4 units total). The clinic and fieldwork must be taken simultaneously. Students will represent defendants in criminal cases in the Geographical Area #23 courthouse (the “GA”) on Elm Street in New Haven. Students will handle all aspects of their clients’ cases under the direct supervision of clinical faculty. Students will learn how to build relationships with clients, investigate and develop their cases, construct persuasive case theories, negotiate with opposing counsel, prepare motions and briefs, and advocate for clients in court. Students will also explore the legal framework governing the representation of clients in criminal cases, including the rules of professional responsibility. Throughout, students will be encouraged to think critically about the operation of the criminal justice system and to reflect on opportunities for reform. Because of the frequency of court appearances, students must keep two mornings a week (Monday–Friday, 9 a.m.–1 p.m.) free from other obligations. Students must also return to the law school a few days before the start of the term to participate in an orientation program intended to prepare them for criminal practice. Open only to J.D. students. Enrollment limited. F.M. Doherty, T.R. Birkhead, and S.O. Bruce III

Criminal Justice Reform: Theory and Research in Action (30182) 3 units, credit/fail. We are at a pivotal moment with respect to American policing (and arguably the U.S. criminal justice system more generally). Police shootings in Ferguson, North Charleston, Cleveland, and Cincinnati – as well as the death of Eric Garner after police put him in a chokehold in Staten Island and the death of Freddie Gray after he was transported in a police van in Baltimore – have brought national attention to the questions of how police should do their jobs and even how that job should be defined. Perhaps at no point since the 1960s, when the Kerner Commission wrote an influential report on American policing following a period of widespread urban unrest, have long-held assumptions about the purposes and methods of policing been called so deeply into question. Academics and researchers can and should be a part of the conversation about how to make policing (and all of the components of criminal justice operation) simultaneously more effective, just, and democratic. Participants in this workshop will explore theories (procedural justice, legitimacy, social network analysis, implicit bias, among others) and empirical findings that are being marshaled to rethink the function and form of policing. They will also

engage in research projects and public policy advocacy that aim to give these ideas practical effect. The course's immodest goal is that participants should have an opportunity to help define the face of American policing in the twenty-first century. We meet weekly; preparation and attendance are required for credit. If you need to miss a class, please be in touch with the instructors in advance of the meeting. Students missing more than two sessions without permission will not receive credit. Graded credit may be available to students who wish to write papers (including Substantial Papers and Supervised Analytic Writing papers) in connection with this course. Permission of the instructors required. Enrollment limited. T.L. Meares, T.R. Tyler, and M. Quattlebaum

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

Democracy and Distribution (20538) 2 units. The attention showered in 2015 on Thomas Piketty's book *Capital in the Twenty-First Century* brought issues of inequality in the distribution of income and wealth to the forefront of public and scholarly attention. An enormous body of research has been produced over the past two decades to understand the nature of the dramatic rise in inequality, especially in the United States, and its causes. A long list of proposals for legal change has emerged in response to the outpouring of data and analysis. This course will explore the facts and the causes of and political barriers to potential responses to these recent developments, principally but not exclusively in the United States. Ultimately, the question requires an examination of the relations between democracy and the distribution of income and wealth. Particular attention will be paid to the ways in which different groups, classes, and coalitions affect, and are affected by, democratic distributive politics. Attention will be paid to theories of distribution, politics of distribution, distributive instruments, and the implementation of policies affecting distribution. Substantive topics covered will include, for example, regulation, protectionism, taxes, social insurance, welfare, public opinion, education, and unions. This course will meet according to the Law School calendar. Supervised Analytic Writing or Substantial Paper credit possible, with permission of the instructors. Paper required. Enrollment limited to fifteen Law students. *Also PLSC 287a/EP&E 411a*. M.J. Graetz and I. Shapiro

Democratic Constitutionalism (20373) 2 or 3 units. The course will explore the relationship between judicial review and constitutional interpretation outside the courts. Over the term the course will address how those in Congress and the Executive Branch, as well as citizens in political parties and social movements, make claims on the Constitution. Using case histories involving gun rights, abortion, same-sex marriage, executive power, religion, poverty and health care, it will examine the roles that political mobilization and conflict play in the development of constitutional meaning inside and outside of courts. Permission of the instructors required. Self-scheduled examination (2 units) or, with approval, paper option (3 units). Enrollment limited. R.C. Post and R.B. Siegel

Doing Constitutional Law: Some Contemporary Theories (20442) 2 units. This class will explore some of the contending theories about constitutional interpretation and discuss the distinctive elements, contributions, and challenges each presents. Students will read books that are generally regarded as significant in the field, as well as a number of articles. The question to be answered in this course is whether any of these theories deserves to be given preeminence or indeed whether any particular ranking of theories in a pluralistic scheme makes sense. Paper required. A.R. Amar and P.C. Bobbitt

Economic Inequality and the Law (20675) 2 units. Economic inequality, the collapse of the middle class, and the increasing concentration of wealth are now at the forefront of public debate. Politicians and policy makers now focus on addressing economic inequality and on reforming the political system so that the wealthiest Americans do not exert disproportionate influence over policy making. In this seminar, the class will discuss the economics, political science, and law related to economic inequality, including the economic data over the past half-century, political science research on the disproportionate influence wealthy Americans have over policy outcomes, the history of constitutional debates on economic inequality, legal structures that exacerbate inequality, and laws and policies that can mitigate inequality. Specific areas of law will be partly determined by student interest, but may include constitutional law, tax, labor, antitrust, public utilities, corporate organization, and campaign finance. Paper required. Enrollment limited to twelve. G.N. Sitaraman

Education Adequacy Project (30162) 3 units. The Education Adequacy Project (EAP) provides a unique opportunity for students to participate in and help lead institutional reform litigation. The EAP pursues a single complex lawsuit to ensure the State of Connecticut provides all Connecticut children with adequate and equitable educations. Students work with attorneys at Debevoise & Plimpton as well as local counsel in an integrated team. A four-month trial took place in the spring of 2016, and as of this writing it is anticipated that the case will be in the post-trial or appellate stages during the fall term. Students have to date played a significant role in determining the case's litigation strategy. Class time is devoted to litigation strategy and discussion with supervising attorneys; training in litigation skills; and internal clinic logistics. New students should be aware that the long trial and years of pretrial proceedings have created a massive record, and it will be difficult to become familiar with the case. However, the clinic will accept a limited number of new students if they are exceptionally interested and eager to participate. Permission of the instructors required. D.N. Rosen, A.A. Knopp, J.P. Moodhe, and A.T. Taubes

Employment Discrimination Law (20037) 3 units. This course will focus primarily on Title VII of the Civil Rights Act of 1964, the landmark federal statute that prohibits employment discrimination based on race, color, religion, sex, or national origin. In addition to learning the doctrinal machinery of employment discrimination claims, students in this course will learn the competing theories of discrimination that are the heart of this area of the law. Students will develop the conceptual tools to understand litigation not only under Title VII itself—which now makes up a significant portion of the entire civil docket of the federal courts—but also under the many related federal and state

employment statutes that build on it. The course covers controversies among litigants, judges, and legislatures about such questions as: what counts as intentional discrimination; how the law should treat discrimination that is not intentional; burdens of proof; how the Constitution interacts with employment discrimination statutes; what actions employers are required or permitted to take to avoid discriminating; and affirmative action. The class will also discuss the legal treatment of discrimination on the basis of pregnancy, national origin and language, sexual orientation and gender identity, and religion. The course will supplement the case law with relevant secondary materials that provide perspectives from disciplines such as sociology and psychology. Scheduled examination. J.R. Fishkin

Environmental Protection Clinic (30164) 3 units, credit/fail. A clinical seminar in which students will be engaged with actual environmental law or policy problems on behalf of client organizations (environmental groups, government agencies, international bodies, etc.). The class will meet weekly, and students will work ten to twelve hours per week in interdisciplinary groups (with students from the School of Forestry & Environmental Studies and other departments or schools at Yale) on projects with a specific legal or policy product (e.g., draft legislation or regulations, hearing testimony, analytic studies, policy proposals). Students may propose projects and client organizations, subject to approval by the instructors. Enrollment limited. *Also F&ES 970a.* J.U. Galperin, D. Hawkins, and L. Suatoni

Ethics Bureau at Yale: Pro Bono Professional Responsibility Advice and Advocacy (30166) 3 units. The work of the Bureau consists of four major components. First, the Bureau provides ethics counseling for pro bono organizations such as legal services offices, public defenders, and other NGOs. Second, the Bureau prepares standard-of-care opinions relating to the conduct of lawyers, prosecutors, and judges that are required in cases alleging ineffective assistance of counsel and other challenges to lawyer conduct. Third, from time to time, the Yale Ethics Bureau provides 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. Fourth, the Bureau provides ethics opinions for the National Association of Public Defenders, position papers for various American Bar Association entities, articles for law reviews and other publications, and editorials on topics of current interest. The fifteen students working at the Bureau meet for class two hours per week and are expected to put in approximately ten hours on Bureau projects each week. The classroom work explores the law governing lawyers, but also considers the role of expert witnesses in the litigation process, its appropriateness, and the procedural issues thereby raised. No prerequisites. Preference given to prior Ethics Bureau enrollees and students who previously took the instructor's ethics class. Open only to J.D. students. Permission of the instructor required. Enrollment limited. L.J. Fox

Ethics in Law and Markets (20622) 3 units. This course focuses on how a society's ethical norms and values have been reflected throughout history. Generally speaking, this course will study the validity of the hypothesis that "an economic system runs on trust, reputation, and ethics, and that any deficit in these fundamental components of capital markets and financial markets necessarily will imperil the financial system as a whole."

We will discuss the evolution of views on ethics in business generally and how, if at all, the dominant ethical views in a society affect business conditions. The class also will consider the way that globalization and the emergence of economic interactions among many different cultures have affected attitudes and practices related to ethics. Students also will consider the future of trust, reputation, and ethics in business. Attention will be paid to ethical issues within the private sector as well as in government and across society generally. Paper required. G. Fleming and J.R. Macey

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

Family Law (20307) 3 units. This course will explore how the law constructs, defines, limits, and regulates the family. Topics covered include: marriage and nonmarital relationships; sex and reproductive rights; parentage; having and raising children; divorce and its consequences; and child custody. Class materials consist primarily of case law and statutes but also include media accounts, legal scholarship, and sources from other academic disciplines. Scheduled examination. D. Nejaime

Federal Criminal Law (20298) 3 units. This course will explore the law of federal crimes. Federal criminal law is peculiar — expansive yet limited. The major thematic approach of this course will be trying to answer the question, “Who (really) defines federal crimes?” Students will see that Congress is just one of the authors of federal criminal law. A second theme of the course will be the exercise of prosecutorial discretion, which is a legal premise that helps explain such a vast, under-enforced body of law. Federal criminal law is also important. The influence of federal criminal law on state law and even the law of other nations is much greater than its proportionate number of prosecutions. For instance, in recent decades, there have been major substantive and doctrinal changes in federal criminal law, often copied at the state level. RICO laws, money-laundering laws, and sentencing law reforms are some prominent examples. More generally, as William Stuntz said, “Federal criminal law is the battleground for the most basic issues of crime policy.” We will explore interpretative, theoretical, and practical issues in the development and enforcement of federal criminal law — including federal criminal jurisdiction, mail and wire fraud, extortion and bribery, criminal civil rights law, money-laundering, RICO, and the criminal side of the United States’ efforts against nonstate international terrorism. Prerequisite: Criminal Law and Administration. Scheduled examination. K. Stith

Federal Income Taxation (20222) 4 units. An introductory course on the federal income taxation of individuals and businesses. The course will provide an overview of the basic legal doctrine and will emphasize statutory interpretation and a variety of income tax policy issues. The class will consider the role of the courts, the Congress, and the IRS in making tax law and tax policy and will consider the impact of the tax law on the distribution of income and opportunity and on economic behavior. Topics will include fringe benefits, business expenses, the interest deduction, the taxation of the family, and capital gains. No prerequisites. No preference given to third-year students. Open only to J.D. students. Self-scheduled examination. A.L. Alstott

Federal Income Taxation: Business and Financial Basics (20223) 1 unit, credit/fail. Open only to J.D. students with limited background in finance and business; *must* be taken in conjunction with Federal Income Taxation. Not open to students who have already taken Federal Income Taxation or an equivalent course. A.L. Alstott

Financial Accounting (20405) 3 units. Financial Accounting will help students acquire basic accounting knowledge that is extremely useful in the day-to-day practice of law. Accounting systems provide important financial information for all types of organizations across the globe. Despite their many differences, all accounting systems are built on a common foundation. Economic concepts, such as assets, liabilities, and income, are used to organize information into a fairly standard set of financial statements. Bookkeeping mechanics compile financial information with the double entry system of debits and credits. Accounting conventions help guide the application of the concepts through the mechanics. This course provides these fundamentals of accounting and more. It looks at how U.S. Generally Accepted Accounting Principles (GAAP) report transactions and events. The methodology will always be the same: understand the underlying economics of the transaction, and then understand GAAP. A key goal of the course is to have the student develop the ability to infer the economic events and transactions that underlie corporate financial reports. The institutional context within which financial reports are produced and used also plays a vital role in extracting and interpreting the information in those reports. The cases studied are invariably embedded in some context, and the course will explore important elements of this context as they arise. Scheduled examination. Enrollment capped at fifty. R. Antle and S.J. Garstka

Food and Drug Administration Law (20616) 2 units, with a credit/fail option. The Food and Drug Administration (FDA) is the premier consumer protection agency in the United States, with control over the availability and public discourse about potentially life-saving therapeutics, foods, supplements, and related consumer products. Its authority has been built in response to public health crises and is constantly under scrutiny from all sides of the political spectrum. The class will review the history of the FDA's regulation over the health care products market, the noteworthy legislation that has shaped its oversight in this area, Supreme Court and other cases that have impacted its authority, and an introduction to key current controversies related to the FDA that affect health care delivery. (This course will not cover food law.) The enduring theme will be how the FDA balances its vital public safety role against countervailing forces of personal autonomy and the rights or interests of consumers, patients, physicians, and corporations. Each class will be organized around interactive discussion introducing students to the material, including hypothetical cases that will require students to apply the day's lessons and themes in determining legal and policy solutions. Students with high-quality papers will be given specific guidance in submitting them for publication in the peer-reviewed medical/public health/policy literature. Paper of 2,500–4,000 words is required. Enrollment limited to twenty. A.S. Kesselheim

Foreign Relations (20676) 3 units. This course is an introduction to the constitutional and statutory doctrines that regulate U.S. foreign relations. Topics will include the distribution of foreign relations powers among the three branches of government, the powers

to declare war and conduct military operations, the role of U.S. courts in cases touching on foreign relations, the scope of the treaty power, and legal issues related to the war on terror. Scheduled examination. G.N. Sitaraman

Foundations of Health Law and Policy (20304) 2 units. This seminar will center around a series of classic, famous books on health care, ranging from Starr's *Social Transformation of American Medicine*, to Gawande's *Being Mortal*, to Mukherjee's *Emperor of All Maladies*, to Solomon's *Far from the Tree*. Each week will bring discussion of a new book and its implications for health policy and also for health law. Several authors will be invited to class to participate. Grading will be based entirely on three types of student participation: students are expected to read each book (approximately 300 pages per week) and come well prepared to discuss; a one-paragraph response will be due the evening before each class; and each student will be responsible for leading class discussion in one session. Class leaders are responsible for thinking through, researching, and presenting to the class which laws and law-related themes relate to book readings of the week. Permission of the instructor required. Enrollment limited. A.R. Gluck

[The] Foundations of Legal Scholarship (20653) 3 units. This seminar will focus on legal scholarship, including some older classics as well as newer work that we consider important. Books, articles, and papers will cover a wide range of subject areas and methodologies in both public law and private law. Permission of the instructor required. S.J. Shapiro

[The] Global Financial Crisis (20515) 1.5 units. This course surveys the causes, events, policy responses, and aftermath of the recent global financial crisis. The main goal is to provide a comprehensive view of this major economic event within a framework that explains the dynamics of financial crises in a modern economy. The instructors aim to maximize the value of in-class time. To this end, students will be expected to watch the course lectures in advance on the Coursera platform, with class time reserved for discussions, cases, group presentations, and a crisis simulation. Quizzes, class participation, case presentation, crisis simulation and memo, and final paper required. A. Metrick

Graduate Seminar (50110) 1 unit, credit/fail. This course will offer LL.M. students an opportunity to explore current legal scholarship in a wide range of public and private law areas, including U.S., comparative, and international law. Weekly sessions will feature Yale Law School faculty leading discussions of recent and current research. LL.M. students, for whom this class was designed, are strongly encouraged to participate; they receive enrollment automatically and need to notify the instructor if they choose not to enroll. S. Rose-Ackerman

Habeas Corpus (20674) 2 units. Habeas corpus offers a window on the role of the federal courts, the nature of federalism, and the tensions inherent in a system of separated powers. This course will trace the history and changing role of the Great Writ in the administration of justice and the protection of individual rights. A starting point will be to situate the current period of habeas eclipse against the broader political and legal landscape. That discussion will include such post-Warren Court preoccupations as federalism, crime and punishment in general and the death penalty in particular, as well as the twenty-first-century search for ways to ensure national security, and heightened

awareness of the disproportionate impact of the criminal justice and correctional systems on racial minorities. The class will examine the constitutional issues, the key role played by the Suspension Clause, and the application of the writ in such disparate settings as post-conviction review of criminal proceedings, civil commitment, and the indefinite detention of unlawful combatants at Guantánamo Bay. Along the way students will confront the scope of presidential authority, separation of powers, and the interaction among the branches. How have the federal courts understood their authority? Is habeas a “one-way ratchet” for the unending recognition of new rights, as some have complained? Has one form of judicial activism been replaced by another? What principles have been established, and to what extent is the law of habeas in one setting transferable to others? What can we learn about the exercise of judicial power in times of crisis? An essential part of the course will be an exploration of the role and efficacy of habeas corpus in other countries (including non-common law jurisdictions), international human rights habeas jurisprudence, and the habeas jurisprudence of international criminal tribunals. Paper required. E.R. Fidell

Higher Education and the Law (20311) 1 or 2 units. Higher education plays a singular role in our society. Colleges and universities are complex organizations and institutions with unique missions to discover, create, and transmit knowledge, and to further social mobility. Higher education intersects with the law in myriad ways. This course will examine the legal issues that shape higher education, particularly in the United States. The course will cover accessibility to and financing of higher education, academic freedom, shared governance, admissions, free expression, privacy and freedom of association, campus safety with a particular focus on sexual assault, and issues of race, disability, gender, and sexual orientation. The course will consider student rights and responsibilities, faculty issues concerning research ethics and the classroom, and the roles of presidents, governing boards, and university general counsels. Materials include relevant statutes and cases as well as readings from related fields. The goal throughout the course will be to understand the breadth of issues faced by higher education in the United States in pursuing its mission, and the ways in which legal rules and norms relate to these issues. Students taking the course for 1 unit, credit/fail, will submit four reaction papers (roughly 750 words each); students taking the course for 2 graded units will submit three reaction papers and a research paper of at least 7,500 words. Students must elect the course for the credit/fail option for 1 unit, or the graded option for 2 units by the end of the second week of the term on the specific date published by the Office of the Registrar in the Important Dates and Deadlines. Paper required. Enrollment capped at eighteen. F.M. Lawrence

History of the Common Law: Procedure and Institutions (20010) 3 units. An introduction to the historical origins of Anglo-American law, in which students study selected historical sources and extracts from legal-historical scholarship. Topics: (1) the jury system: medieval origins and European alternatives, separation of grand and petty juries, changes in the functions and composition of the jury from medieval to modern times, the law of evidence and other forms of jury control; appellate review of jury verdicts; the growing disuse of juries and of trials in modern times; (2) civil justice: the forms of action and the pleading system; the regular and itinerant courts; the judiciary; law

reporting and other forms of legal literature; Chancery, the trust, equitable procedure and remedies; historical perspectives on the scope of the right to civil jury trial under the Seventh Amendment; the deterioration of Chancery procedure and the fusion of law and equity; the codification movement; the drafting of the Federal Rules of Civil Procedure; the retreat from trial; (3) criminal justice: medieval criminal procedure; presentment and indictment; the recasting of criminal procedure in the sixteenth and seventeenth centuries; the officialization of prosecution and policing; the rise and fall of Star Chamber; defense counsel and the rise of the adversary system in the eighteenth century; the privilege against self-incrimination; the law of evidence; criminal sanctions and sentencing; the emergence of public prosecution; the trend to plea bargaining and other forms of nontrial procedure; (4) legal education: the inns of court; apprenticeship; the emergence of university legal education in the United States; (5) the legal profession: attorneys and barristers; the regulation of admission to the profession; the development of law firms and the trend to megafirms and their twenty-first-century travails. Scheduled examination. J.H. Langbein

Human Rights Workshop: Current Issues and Events (20134) 1 unit. Conducted in workshop format, the course will examine contemporary issues in human rights practice and theory. Guest speakers, including scholars, advocates, and journalists, will present each week on a diverse range of topics in human rights, including sessions on progressive constitutions in Latin America and on art and human rights. Readings are generally distributed in advance of each session. Students enrolled in the workshop for 1 unit of ungraded credit will prepare short response papers before several of the sessions and be responsible for asking the speaker a question at each of those sessions. The workshop will meet approximately every other week. P.W. Kahn and J.J. Silk

Immigration Law, Policy, and Constitutional Rights (20547) 3 units. This survey course will provide a foundation in the basics of the immigration law system, the policy choices it reflects, and the constitutional principles governing the regulation and rights of noncitizens. The course will then explore various topical legal and policy issues related to immigrants' rights and immigration reform as well as the normative values informing contemporary treatment of documented and undocumented immigrants. The course will draw on the instructor's involvement in many current issues and extensive background litigating on behalf of the constitutional and civil rights cases of noncitizens in federal courts nationwide and recent service as senior policy adviser in government. Among the issues that will be covered are: detention of immigrants; state and local immigration regulation; discrimination against noncitizens in employment and public benefits; the intersection of criminal and immigration law; federal enforcement and non-enforcement policies; access to the courts and the right to judicial review; and labor and workplace rights of undocumented workers. Guest speakers will address areas of expertise. No prior course or background in immigration law is expected. Self-scheduled examination. L. Guttentag

Immigration Legal Services Clinic: Seminar (30113) and Fieldwork (30140) 2 units, graded or credit/fail, at student option, for each part (4 units total). The clinic specializes in the representation of persons who are seeking asylum through affirmative procedures or in removal proceedings or post-asylum relief. Seminar sessions will focus on

the substantive and procedural law, on the legal and ethical issues arising in the context of casework, and on the development of lawyering skills. Classes will be heavily concentrated in the first half of the term, with additional sessions supplementing the weekly class time. Students will also attend weekly supervisions on their case work. The clinical course and fieldwork must be taken simultaneously. Open only to J.D. students. Enrollment limited to four. J.K. Peters and H.V. Zonana

In-House Lawyering: Ethics and Professional Responsibility (20123) 3 units. This course will provide an introduction to identifying, analyzing, and resolving (or at least mitigating) ethical challenges and professional responsibility issues. The challenges that corporate (or “in-house”) counsel face will be the primary context because corporate counsel, as opposed to attorneys operating within a law firm or a government agency, generally must identify and resolve ethical issues with limited external support. This course will be a thematic weekly seminar, with each class generally being dedicated to a specific issue or representational situation. Guest lecturers will occasionally supplement class discussion. There will be no foundational text, but students will need to purchase a bound copy of the ABA model rules and the Restatement. The readings for the course will be published opinions, law journal articles, and articles from the popular media (which will be available on the Internet or through Westlaw/Lexis). Previous exposure to professional responsibility concepts (e.g., another ethics class or prior preparation for the MPRE) is useful but is by no means a prerequisite. Self-scheduled examination. Enrollment limited to thirty. B.T. Daly

[The] Institution and Practice of the Federal District Court (20673) 2 units. This course will examine the institution and practice of the federal district court from the perspective of the judge. The primary focus is on the day-to-day work of the court in both civil and criminal cases. Weekly reading materials, available on the course Web site, will include articles on topics covered in the seminar as well as case filings and judicial decisions. Emphasis will be given to effective lawyering techniques at key stages of civil and criminal cases. Grades will be based on class participation (35 percent) and a series of short written submissions (65 percent). For example, for the session devoted to sentencing, students will be asked to submit a memorandum in aid of sentencing either on behalf of the government or the defendant. There will be no examination. Enrollment limited to twelve. R.N. Chatigny

International Criminal Law (20269) 2 or 3 units. The seminar will begin with an inquiry into the goals of international justice. Do they depart from objectives of national criminal justice? Are they realistic? Do alternative responses to mass atrocities exist, or can they be developed? The sources of international criminal law will come up for examination next. Is their use compatible with the insistence of national justice systems that crimes should be clearly defined *ex ante*? If they are not compatible, can this fact be justified? After these general introductory themes, the crime of aggression, war crimes, crimes against humanity, and genocide are examined in some detail, both under the law of ad hoc tribunals and the law of the permanent international Criminal Court. The seminar will end with an examination of departures of international criminal procedure and evidence from the forms of justice prevailing in national law enforcement systems. Scheduled examination or paper option. Enrollment limited to twenty. M.R. Damaška

International Human Rights (20559) 2 units. This course will provide an introduction to international human rights law: it will examine its basic grammar, doctrines, and institutional processes. However, this field is witnessing the emergence of a “jus commune” in which both national and international jurisdictions and quasi-judicial instances influence each other. Therefore, comparative human rights law shall also form an important component of the course: the course will aim to identify the emerging consensus across human rights bodies on a variety of questions that concern both civil and political rights and economic, social, and cultural rights. The course will be divided into three parts. Part I is an introduction to the sources of the international law of human rights and to some problems of interpretation that arise as a result of the “self-contained” character of the human rights regime. Part II describes the substantive obligations of States under international human rights law. Part III is about institutions or “mechanisms of protection.” Scheduled examination. O. De Schutter

International Humanitarian Law (20677) 1 unit, credit/fail. This course will center around an intensive two-day workshop on September 30 and October 1 on international humanitarian law, led by the International Committee of the Red Cross (ICRC), together with the instructor. The workshop will offer a crash course in international humanitarian law, led by leading experts from the ICRC. The course is intended to offer students an opportunity to learn the basics of the law of armed conflict. Students are expected to attend the workshop, one pre-workshop class meeting, and one post-workshop meeting. In addition to attending all course meetings and reading assigned course materials, students will be expected to write one 1,200–1,500-word paper. O. Hathaway

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

[The] Internet and U.S. National Security (20355) 2 units. This seminar will examine national security issues related to the Internet and digital communications, broadly conceived. The focus will be on the tensions between (1) U.S. operations (military, intelligence, economic), interests, security (including economic security), and regulation, as they relate to the Internet, and (2) foreign and global operations, interests, security, and regulation, as they relate to the Internet. Topics will include the impact of the Snowden revelations, international law related to electronic surveillance, national law enforcement and the Cloud, the territoriality of data, MLATs, the global element of the encryption debate, offensive cyber operations and international law, private regulation of global Internet issues (by, e.g., ICANN, IETF, and IT firms), and global financial regulation of Internet transmissions. The reading will be on the heavy side. Students will write eight 2–3-page reaction papers on the weeks of their choosing and, for an optional extra unit, a paper on a topic related to the seminar. Prerequisite: a course or seminar in national

security law or international law or cybersecurity; or experience in a topic related to the class. Permission of the instructor required. Enrollment limited to twenty. J. Goldsmith

Islam and Democracy in the Modern Middle East (20484) 2 units. This seminar will study the development of regimes of government in Muslim countries since the nineteenth century. Focus will be on early constitutional movements, the rise of political Islam, the management of religion in various twentieth-century states, the Iranian revolution, and the growth of Salafi ideas, culminating in the ISIS “caliphate.” This course will meet according to the Yale College calendar. Paper required. Permission of the instructor required. *Also PLSC 776a.* A.F. March

Juvenile Justice Clinic (30133) and Fieldwork (30134) 2 units, credit/fail, with a graded option, for each part (4 units total). The clinic and fieldwork must be taken simultaneously. Students represent children and youth in juvenile cases in the Superior Court for Juvenile Matters courthouse on Whalley Avenue in New Haven. Students handle all aspects of their clients’ cases under the direct supervision of clinical faculty. Students learn how to build relationships with clients and their families, investigate and develop their cases, construct persuasive case theories, negotiate with opposing counsel, prepare motions and briefs, and advocate for youth in court. Students also explore the legal framework governing the representation of youth in juvenile delinquency cases, including the rules of professional responsibility. Throughout, students are encouraged to think critically about the operation of the juvenile justice system and to reflect on opportunities for reform. Class will meet weekly with occasional supplemental sessions to be arranged. Additionally, students will attend weekly case supervision sessions. Because of the frequency of court appearances, students must keep two days each week (Tuesdays, Wednesdays, or Thursdays, 9 a.m.–1 p.m. and 2–4 p.m.) free from other obligations. Open only to J.D. students. Permission of the instructor required. Enrollment limited. T.R. Birkhead

Land Use (20415) 2 units. Land use law shapes the destinies of cities, the sprawl of suburbs, and the fates of rural lands. This course will examine the array of devices, legal and nonlegal, that governments, developers, and opponents of development employ to influence the land development process. Zoning regulations – the primary tool of public land use management and a frequent target of constitutional complaint – are a central focus. Also addressed are topics such as historic preservation, environmental impact reporting, homeowner associations, growth controls, and mechanisms for financing the urban infrastructure. This offering is designed to supplement Property, but that course is not a prerequisite. Scheduled examination. R.C. Ellickson

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

through the seminar. Short reaction papers will be required during the term. Permission of the instructors required. C. Jolls and R. Romano

Law and Cognition: Seminar (20227) 2 units. The goal of this seminar will be to deepen participants' understanding of how legal decision makers—particularly judges and juries—think. The class will compile an in-depth catalog of empirically grounded frameworks, including ones founded in behavioral economics, social psychology, and political science; relate these to historical and contemporary jurisprudential perspectives, such as “formalism,” “legal realism,” and the “legal process school”; and develop critical understandings of the logic and presuppositions of pertinent forms of proof—controlled experiments, observational studies, and neuroscience imaging, among others. Students will write short response papers on weekly readings. Enrollment capped at twenty-five. D.M. Kahan

[The] Law and Policy of the Private Pension System (20551) 3 units. The private pension system now commands assets exceeding \$13 trillion. Pension and employee benefit plans have become ubiquitous features of the modern employment relationship. The legal regulation of these plans is both an independent legal specialty and a subject that overlaps other fields, including corporations, bankruptcy, labor, tax, trust, domestic relations, employment discrimination, and health care law. This seminar will supply an introduction to the regulatory law, especially the Employee Retirement Income Security Act (ERISA) of 1974, as amended, and the case law. Particular attention will be directed to the challenges brought about by the decline of traditional defined benefit pension plans and the rise of individual account plans, especially the problems associated with participant investing, employer stock plans, and lump-sum as opposed to annuitized distributions. Other topics of inquiry include ERISA's impact on health care finance and the troubled pension insurance system for defined benefit plans administered through the Pension Benefit Guaranty Corporation. Self-scheduled examination or paper option. Enrollment capped at twenty. J.H. Langbein

[The] Law and Technology of Cyber Conflict (20022) 3 units each term (6 units total). This new cross-disciplinary, yearlong course on cyber security will be taught jointly by faculty from the Law School and Computer Science department. The course is motivated by the conviction that the field of cyber security in general and the emerging subfield of cyber conflict are plagued by the failure of experts to talk across disciplinary divides. The first term will be a classroom seminar that will address the fundamental disconnect between the state of the law and the state of technology by engaging in a joint exercise of learning and teaching. Students and faculty will participate in a crash course on the relevant technology. The course assumes no prior technological or legal expertise and is aimed at building common knowledge and creating a community of shared terminology and inquiry. The second term will be a hands-on practicum in which students will write policy papers, develop the computational theory of cyber conflict, and/or design and prototype novel technology. These projects will be designed to address some of the critical research gaps that have hindered long-term development of effective policy and technological responses to cyber conflict, including issues such as cyber deterrence in operations short of war, corporate cyber espionage, cyber vandalism/terrorism, international cyber regulation, and related free speech and privacy concerns. Specific project topics will be

formulated based on the first term's explorations and in consultation with policy makers who work on issues of cyber security. A yearlong (two-term) commitment is required. Paper or project required. Permission of instructors required. Enrollment limited to ten Law students. *Also CPSC 510a*. O. Hathaway, J. Feigenbaum, and S.J. Shapiro

Law and Technology Research Seminar (20090) 3 units. Research and writing on topics in law and technology. Topics to be arranged with the instructor. Students interested in registering for this course should submit topic statements to the professor. Paper required. Permission of the instructor required. Enrollment limited to six. A.K. Klevorick

[The] Legal and Political Economy of Hunger (20534) 2 units. The objectives of the course are to understand how governments have sought to combat hunger and malnutrition and to address the crisis of obesity and ill health by reforming food systems; why they have so dramatically failed; and how law and governance are relevant to what can be done about this. Students will discuss a range of topics linked in particular to the impact of globalization on the right to food, including international trade, investment in agriculture, the role of transnational corporations in the agrifood sector, and intellectual property rights in agriculture. The class will also address the threat of climate change to food security and the debate on the shift to sustainable agriculture, as well as the role of institutional mechanisms aimed at protecting the right to adequate food and the recent reform of global governance of food security. While the focus will be on hunger and undernourishment in developing countries, the seminar will also address the impact on the South of policies in the North (in the areas of agriculture, intellectual property rights, trade and investment, and food aid); and it will address the challenges of food-systems reform in rich countries. Paper required. Permission of the instructor required. Enrollment limited to twenty-five. O. De Schutter

Legal Assistance (30191) 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 six to eight. F.X. Dineen

Legal Assistance: Immigrant Rights Clinic: Seminar (30194) and Fieldwork (30195) 2 units for each component, 4 units total. Students may elect credit/fail and must do so by the stated deadline each term. Students must be enrolled in the seminar and fieldwork components simultaneously. Students in the New Haven Legal Assistance Immigrant Rights Clinic (IRC) will represent immigrants and their organizations in court, before administrative agencies, and in the legislature. The clinic will be a legal resource for immigrant communities and their organizations. Through their advocacy and course work, students in the clinic will learn to practice as legal services lawyers representing immigrants and their organizations. Students can expect to work both on individual cases

and on policy matters arising from needs in the community. Community partners will refer cases to the clinic, and no substantive area of law will be excluded from consideration. Enrollment limited to sixteen. J. Bhandary-Alexander and D. Blank

Legal Assistance: Reentry Clinic (30201) 4 units, credit/fail, with a graded option. The New Haven Legal Assistance Reentry Clinic will provide civil legal representation to people with criminal convictions to help them challenge and navigate barriers to their successful reentry to society. Students in the Reentry Clinic will have an opportunity to represent individual clients on a variety of legal issues. Through this work, students will also identify and research challenges facing this population that invite litigation or legislative strategies for broader reforms. Examples of the direct representation cases students may work on include denials of housing subsidies based on an applicant's criminal record, applications for pardons, employment discrimination based on the disparate impact of criminal convictions on minorities, access to health care and other public benefits, and modification of child support obligations. Students will represent clients in a variety of forums, including administrative hearings before Housing Authorities, the CHRO or EEOC, and the Department of Social Services; hearings before the Connecticut Board of Pardons and Parole; and state court. Students will gain experience in all aspects of lawyering, including interviewing clients and witnesses; written advocacy; informal and formal fact investigation; and oral advocacy. Students will also have an opportunity to engage in systemic reform by conducting legal and policy research to identify avenues for broader reforms. During the first month of the term, class will meet Wednesday and Friday for substantive training. During the latter part of the term, class will meet Wednesday, and small group supervisions will be scheduled during the Friday time slot or other times to be arranged by participants. Permission of the instructors required. Enrollment limited to eight. A. Eppler-Epstein and E.R. Shaffer

Legal Practicum (20008) 1/2 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 instructor required. Deputy Dean

Legislation (20066) 3 units. Most of Law School is focused on the common law, but statutory law comprises the vast majority of American law today, and cases involving how to interpret statutes form the basis of most modern legal practice. This course will introduce students to the legal doctrines and theories of statutory interpretation/legislation and will give students the tools to apply these principles and ideas to any area of statutory law. The course will utilize statutory cases across many fields—ranging from tax, to health, to discrimination, to national security—and so also will give students a small taste of many different areas of law. The primary focus will be on how the courts' understandings of the legislative process—as well as courts' understandings of their own role in that process—affect how judges interpret statutes. Students will learn the various “canons of interpretation” and will consider questions such as: When statutes are obsolete should courts update them or read them as written, leaving the updating to Congress? Can Congress dictate how its statutes are interpreted by courts? Are the

doctrines of statutory interpretation “law” in the same sense that other legal doctrines are? And the class will explore the major battles in the statutory interpretation wars on the U.S. Supreme Court, most notably the battle between “textualists” and “purposivists.” Throughout, students will pay close attention to the intersection of law and politics, and how Congress and the legislative process work. The course will conclude with an introduction to how administrative law and the modern regulatory state intersect with the field of legislation. Scheduled examination. A.R. Gluck

Liman Project: Incarceration, Isolation, and Criminal Justice Reform (30172) 2 units.

This project enables students, working in groups, to learn about the law of incarceration and to work on understanding facets of incarceration. One ongoing project involves studying how prisons use and regulate long-term isolation (sometimes called “solitary confinement,” or “restricted housing” or “administrative segregation”) and working on how to reduce the number of persons in isolation and the degrees of isolation for those in such placements. The Liman Program has done two national surveys and will continue to do data collection and analyses as well as more research on the law and policies related to isolation more generally. Another project focuses on the role gender plays in incarceration, in terms of the ways in which women and men are classified, placed in facilities, and the programs and rules imposed. A third project focuses on prosecutorial misconduct and the challenges to meaningful accountability, examining these problems as they unfold in practice, including in the context of capital cases. The goals include research and reform. Students work in teams and meet regularly with supervisors, and, with permission, students may elect to write a related Supervised Analytic Writing or Substantial Paper for additional graded credit. Writing is required, as the projects always involve reports, PowerPoint documents, and research memos. The projects usually span more than one term and have, on occasion, resulted in published articles. Permission of the instructors required. K. Bell, L. Fernandez, J. Resnik, and A. VanCleave

Local Government in Action: San Francisco Affirmative Litigation Project (30178)

1 unit, with the option of additional units. This course will introduce students to local government lawyering. Working directly with attorneys from the Affirmative Litigation Task Force in the San Francisco City Attorney’s Office, students will have an opportunity to brainstorm about potential projects, research the most promising ideas for lawsuits, assist in filing a case, or help litigate one already under way. The course will address both theoretical issues (What roles should cities play in our democracy? Can cities further the public interest through litigation?) and practical ones (city-state relations, standing issues). The first part of the course will acquaint students with broader legal and policy issues associated with affirmative litigation. The students will then break into independent working groups organized by subject area; the working groups will be designed to accommodate student interests and preferences. Each working group will either develop and propose a potential lawsuit, or assist in one of the City’s ongoing affirmative litigation cases. Students joining in the fall are expected to make a one-year commitment (both fall and spring terms). In addition, students enrolling in this course for the first time in fall 2016 must complete their one-year commitment in the course to receive professional responsibility credit. The ethics component of the clinic will be taught during the fall term. Permission of the instructors required. H.K. Gerken and T.M. Nardini

Lowenstein International Human Rights Clinic (30173) 4 units, credit/fail. Students will work on a variety of human rights projects, generally in support of advocacy efforts of human rights organizations. Projects are designed to give students practical experience with the range of activities in which lawyers engage to promote respect for human rights; to help students build the knowledge and skills necessary to be effective human rights lawyers; and to integrate the theory and practice of human rights. Class sessions will include an overview of basic human rights standards and their application; instruction in human rights research and writing skills; and critical examination of approaches to human rights advocacy and enforcement. Permission of the instructors required. Enrollment limited to eighteen (combined with the advanced clinic). J.J. Silk, H.R. Metcalf, and A.S. Bjerregaard

Media Freedom and Information Access Clinic (30175) 3 or 4 units, credit/fail for students in their first term, graded for students in their second term. Students in the clinic will work on all aspects of cases involving press freedom, open government, free speech, and related issues. Clients include investigative journalists, traditional and new media organizations, activists, advocacy organizations, researchers, and academics. Pending matters typically include litigation under the First Amendment and Freedom of Information laws in both federal and state courts. The clinic's cases involve a diverse array of issues, focusing in particular on national security, surveillance, privacy, technology, and government accountability. Students may also have the opportunity to engage in nonlitigation advocacy and client counseling. The seminar will focus on substantive law, case discussions, skills training, and ethical issues. Students will have the opportunity to write related research papers. Enrollment limited. Permission of the instructors required. D.A. Schulz and J.M. Balkin

Medical Legal Partnerships (20097) 1 to 3 units. This course will explore the challenges and benefits of medical legal partnerships (MLPs), with a particular focus on the five MLPs currently operating in New Haven. Enrollment is at the discretion of the instructor, and dedicated work in a New Haven MLP is a corequisite. Students will complete scholarly papers and meet to discuss both academic writings and the legal and operational challenges of MLPs. Meeting times to be arranged. Permission of the instructors required. A.R. Gluck and T. Ezer

Mortgage Foreclosure Litigation Clinic (30119) 2 or 3 units, credit/fail for students' first term; students may opt into grading after the first term. Students in this clinical seminar will represent homeowners fighting foreclosure in Connecticut state and federal court. They will advise clients both inside and outside the courthouse and appear in court multiple times during the term through the clinic's limited-scope representation program, Attorney for Short Calendar. Students will also have an ongoing caseload in which they will conduct motion practice and discovery, including legal research and writing, as well as represent clients in Connecticut foreclosure mediation. Clinic students also engage in novel affirmative litigation against the mortgage industry and engage in appellate work through direct representation in Connecticut and amicus work nationwide. Weekly seminars focus on case preparation, skill development, and housing policy (with an emphasis on discriminatory and abusive lending, as well as the government's

enabling of and response to such practices). Open only to J.D. students. Enrollment limited to twelve. J. Gentes

Native Peacemaking Seminar (30221) and Fieldwork (30224) 2 units for each component (4 units total). The seminar and fieldwork must be taken simultaneously. This seminar in Native Peacemaking will give students a unique opportunity to study and practice this indigenous form of conflict resolution, as well as to engage in meaningful Peacemaking-related project work for Native American tribes. Students will be introduced to Federal Indian Law with special emphasis on how federal laws impact tribal sovereignty, self-determination, and tribal dispute resolution. Students will also receive significant mediation skills training to introduce them to party-driven dispute resolution, and they will practice those skills in a series of exercises and role plays. After mediation skills training is complete, students will receive formal Peacemaking training and participate in Peacemaking Circles. No prerequisites. Permission of the instructor required. Enrollment limited to twelve. S.K. Watts

Open Government and Open Data Governance Innovation Clinic (30186) 3 units, credit/fail, with a graded option. The Open Government and Open Data Governance Innovation Clinic supports the strengthening of democratic institutions by using legal and technological innovations to transform how we govern. In this clinic, students will work with clients in government and other public institutions on projects designed to enable them to work more openly and collaboratively to make better decisions and solve public problems to improve people's lives. The class's mission is threefold: to help institutions innovate and become more effective at achieving their mission through the application of new technologies including big data and collective intelligence; to promote the public's right to participate in governing in ways that tap people's talents, creativity, and interests; and to empower twenty-first-century lawyers as problem solvers by developing new skills in governance innovation. Project required. Enrollment limited. B.S. Noveck

Organizational Law and Finance: Directed Research (20035) 2 or 3 units. Students enrolled in this course will independently craft a research project or identify a set of readings related to organizational law or finance. Topics may include corporate finance, securities regulation, the structure and regulation of investment funds, and the elements of corporate organization. Permission of the instructor required. Enrollment limited to six. J.D. Morley

The Past, Present, and Future of Global Climate Change: Law and Policy (20039) 2 or 3 units. This course will cover the international law and policy of global climate change, with a particular focus on the rules, institutions, and procedures of the 1992 United Nations Framework Convention on Climate Change and its protocols. The course will consider how the climate regime evolved over time and current debate regarding its future. The overall aim is to give students a broad understanding of the basic design features of the compliance regime, the fundamental policy choices/decisions that structure it, and key issues involved in its implementation both now and in the decades to come. Grades will be based on class participation and a paper (to be negotiated with the instructors). Non-Law students (graduate and undergraduate) may be admitted by permission of the instructors. Paper required. Permission of the instructors required. Enrollment limited to forty. H.H. Koh, D. Kysar, and T. Stern

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

Political Economy, Institutions, and Property in the Age of the American Revolution (20641) 2 units. A new generation of scholarship emphasizes the importance of political economy and institution building as central themes in the American founding and in subsequent American development. This course will examine the founding era through the lens of institutions, property, and debates over political economy. The course will cover institutions central to understanding the eighteenth-century political economy such as slavery, immigration, banking, imperial law, comparative constitutional development, courts, and credit markets. Readings and discussions will focus on both British imperial and early American contexts. Course grade will be based primarily on a research paper. Paper required. Enrollment capped at nine Law students. *Also HIST 706a.* C. Priest and S. Pincus

Problems in Legal Historiography (20678) 2 or 3 units. An intensive reading seminar designed for students doing advanced writing in legal history. The seminar will survey current trends in the theory of legal history, with an emphasis on the American experience and international law. Paper required. Students who wish to write a longer paper can earn 3 units. Permission of the instructor required. Enrollment limited to ten. *Also HIST 757a.* J.F. Witt

Professional Responsibility (20300) 3 units. This course will focus on the law and ethics of lawyering—that is, the standards set by the law and by the codes of professional conduct, and at least suggested by commonly shared ethical boundaries. The course will focus most heavily on the Model Rules of Professional Conduct and cases interpreting and applying those Rules. This course is not available on a credit/fail basis. Scheduled examination. D. NeJaime

Property (20207) 4 units. This course will inquire into a pervasive set of human institutions—the arrangements for getting, controlling, using, transferring, and forfeiting resources in the world around us. The course will begin by exploring what property regimes are and the range of purposes they might serve, and then move through the topics of acquisition, transfer, shared interests, and limitations on property. While the main focus will be property in land, the class will discuss the implications of property in other resources, such as wild animals, body parts, water, and information. The course will also examine recording and other notice-giving devices, interests in land over time, easements and deed restrictions, planned communities, and eminent domain. The course combines legal and theoretical perspectives that are useful as a foundation for courses such as environmental law, intellectual property, and trusts and estates. Self-scheduled examination. C. Priest

Property, Social Justice, and the Environment (20202) 2 or 3 units. Private property is sometimes cast as the villain in social and environmental problems, but sometimes it is cast as the solution to the same problems. This seminar will explore the relationship of property to social and environmental concerns in the context of several past and present controversies over property rights, and particularly in the light of current concerns with climate change. The course will begin with some basic theories about the “commons” problem and the ways that property rights do or do not evolve to address that problem. Time permitting, other topics may include: land rights; land reform and development projects (primarily less developed countries); wildlife and fisheries management (global); water management (United States and global); tradable pollution rights; carbon trading schemes; property aspects of climate change adaptation; free market environmentalism and private land use restrictions (conservationist or exclusionary?); and indigenous land claims and claims to intellectual property. While the class will search for common themes about the range, capacities, and limitations of property regimes, theoretical purity should not be expected in this overview; moreover, topics may change in response to particular student interest. The class will meet twice weekly during the first seven to eight weeks of the term. Paper required; may be reflective (2 units) or research (3 units). Enrollment limited to eighteen. C.M. Rose

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

Prosecution Externship and Instruction (30193) 2 or 3 units, credit/fail. Students in this clinical externship will assist state or federal prosecutors with their responsibilities, before, during, and after trial. Federal placements are available in the United States Attorney’s Office in New Haven or in Bridgeport. The federal caseload is varied, from drug trafficking to securities fraud to civil rights to appellate work. The State’s Attorney’s Office in New Haven, which also has a varied but faster-paced docket, generally can take one or two student placements. Federal placement requires 168 hours for 3 credits, and state placement requires 112 hours for 2 credits. All students are required to attend weekly class sessions. These sessions are intended to cover the life of a criminal case, including the stages of investigation, charging, plea negotiation, trial, sentencing, appeal, and collateral attack. The class sessions will focus in depth on a handful of prosecutions as examples of the foregoing stages of a criminal case. The class sessions also aim to incorporate the perspectives of different players in the criminal justice system, including the U.S.

Attorney, agents, public defenders, probation officers, and judges. Woven throughout these class sessions are discussions of ethics and professional responsibility. The course considers at significant length a prosecutor's ethical obligations under the Constitution, rules of procedure, and Rules of Professional Ethics. Students will be required to keep track of the hours they have worked. Placement at the U.S. Attorney's Office must be arranged at least four months in advance, to allow time for security clearance procedures. Student participation in the federal program is subject to successful clearance through a federal background check. Students also apply for placement at the State's Attorney's Office during the previous term. Although enrollment is limited and permission of the instructors is required, timing and the involvement of outside agencies remove this clinic from the usual sign-up process for limited-enrollment courses. Selection for this course takes place before limited-enrollment course bidding. Conflict check with LSO also is required. K. Stith, L. Brennan, and M. Silverman

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 limited to thirty. W.M. Reisman

Public Welfare Law (20430) 3 units. Few areas of law define a society's values more clearly than welfare law. In addition to obvious humanitarian concerns cited when programs for low-income people are established, policy judgments in this area are inevitably tinged with attitudes about the distribution of wealth, race, gender, and the scope that should be allowed to personal autonomy. Recent events, including the virtual elimination of cash assistance for low-income families in much of the country and the Affordable Care Act, have fundamentally changed what is possible in social policy, how social welfare issues are discussed, and the functions of lawyers, social scientists, and policy makers. In this transformed landscape, this course will seek to discern persistent themes in social welfare law that provide insight into its future path. Self-scheduled examination or paper option. D.A. Super

Refugee and Immigration Law, Policy, and Practice in Crisis (20672) 1 unit. In recent months, competing responses from European countries toward the influx of Syrian refugees have deepened the crisis confronting the European Union, birthplace of the Geneva Convention. The moral standing of the United States is also at stake at its southern border, where Central American mothers and children seeking refuge have been met with policies and practices of family detention and have raised important questions regarding the definition of a refugee. In roughly the same moment, in the Dominican Republic, the Supreme Court has denaturalized tens of thousands of citizens of Haitian origin, forcing them into statelessness and exile. All are examples of the rising crisis of the international legal regime, which, since the Second World War, has tried to secure citizenship, guarantee an international status of refugee, and regulate immigration. With the input and insight of guest speakers, this workshop will examine the European and American responses to the Syrian refugee crisis, American law and policy with respect to the influx of Central American refugees, and the resumption of denationalization through the case of the Dominican Republic. Through these and other examples, we will envisage proposals for reform of the international citizenship, refugee, and immigration regime. This one-credit, graded course will meet seven times over the course of the term for two-hour sessions. Grading will be based upon class participation and a series of short written assignments to be completed throughout the term. Substantial Paper or Supervised Analytic Writing credit may also be available. Prior knowledge of immigration or refugee law is helpful but not required. Paper required. Enrollment limited. M.I. Ahmad and P. Weil

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

Religion and the Constitution(s) (20572) 2 units. Modernity and liberal democracy are consonant with religious liberty, freedom of conscience, free speech, and different degrees of separation between religion and politics. But the way these principles are organized and interpreted varies across and within different national constitutional and legal regimes. Most recently, religious revivals and the development of religious diversity have challenged traditional arrangements. This course will examine the legal and constitutional status of religion in the United States in light of this evolving global climate, taking

account of both different national contexts (e.g., the United States, Canada, Europe, Asia, and Latin America) as well as the places, discourses, and topoi in which these new challenges occur (the public sphere, schools and universities, corporations, or the military; regarding prayers, religious symbols, creationism, state subsidies, etc.). Self-scheduled examination or paper option. P. Weil

Reproductive Rights and Justice (20099) 2 units. Polling shows that *Roe v. Wade* is the most well-known Supreme Court case in American history. One reason this is so is that the battle over reproductive rights that began in earnest in the 1970s has never died down. The right to abortion remains at the center of multiple constitutional and political conflicts in this country; indeed, the right is more contested and controversial now than it was at the time *Roe* was decided. This seminar will examine the law and politics of the abortion question, with a particular eye toward understanding where we now stand with respect to this question and how we reached this point. Of course, conflict over reproductive rights is not simply about abortion. It encompasses questions about the regulation of sexuality, the family, and increasingly, reproductive technology, all of which the course will discuss. Though the class will examine legal doctrine in all of these areas, none of these areas can be understood exclusively in terms of legal doctrine. Current controversies in reproductive rights law are powerfully shaped by the political and social worlds in which they arise, so we will spend time talking about how law has interacted with culture to produce these controversies. The aim will be to understand how the legal doctrines and practical realities of reproductive rights interact with sex, race, religion, class, and party politics to shape some of the sharpest and most important legal and political conflicts of our time. Paper required. Enrollment limited. C. Franklin

Research Seminar on Taxation (20157) 2 units. Students will write papers on taxation on topics to be arranged with the instructor. Prerequisite: Federal Income Taxation or permission of the instructor. Paper required. Permission of the instructor required. Enrollment limited to eight. A.L. Alstott

[The] Robber Barons Reconsidered (20630) 3 units. The era of the Robber Barons refers to the period of great expansion of industry in the United States after the Civil War. The Robber Barons (Rockefeller, Carnegie, Mellon, among others) have been depicted as amassing immense wealth through questionable legal ventures, leading to the enactment of various forms of government regulation: the Interstate Commerce Act, the Sherman Antitrust Act and, as a result of the Great Depression, an alleged failure of capitalism related to the Robber Barons' behavior, the Securities and Exchange Act as well as legislation regulating the national economy more broadly. The ambition of this course is to reevaluate the actions of the Robber Barons by means of modern law and economic analysis. The course will proceed by reading the principal Robber Baron history and then subjecting that history to modern analysis. Open only to J.D. students. Paper required. G.L. Priest

Sexuality, Gender, Health, and Human Rights (20568) 2 units. This course will explore the application of human rights perspectives and practices to issues in regard to sexuality, gender, and health. Through reading, interactive discussion, paper presentation, and occasional outside speakers, students will learn the tools and implications of applying

rights and law to a range of sexuality and health-related topics. The overall goal is two-fold: to engage students in the world of global sexual health and rights policy making as a field of social justice and public health action; and to introduce them to conceptual tools that can inform advocacy and policy formation and evaluation. Class participation, a book review, an op-ed, and a final paper required. This course will follow the calendar of the Graduate School. Permission of the instructor required. Enrollment limited. *Also CDE 585a/GLBL 529a.* A.M. Miller

Social Justice (20104) 4 units. An examination of contemporary theories, together with an effort to assess their practical implications. Authors this year will include Peter Singer, Richard Posner, John Rawls, Robert Nozick, Michael Walzer, Marion Young, Avishai Margalit, and Cass Sunstein. Topics: animal rights, the status of children and the principles of educational policy, the relation of market justice to distributive justice, the status of affirmative action, and the rise of technocracy. Self-scheduled examination or paper option. *Also PLSC 553a/PHIL 718a.* B. Ackerman

[The] State and Local Budget Crisis: Seminar (20292) 2 or 3 units. While the federal budget deficit has been falling for years, this decade has seen state and local government budgets face extreme amounts of stress. The most visible examples have been bankruptcies or defaults in jurisdictions like Detroit; Puerto Rico; Center Falls, Rhode Island; and Stockton, California. But many states and localities have made budget, pension, and health care promises that seem beyond their capacity to keep, and are further beset by gyrating revenue streams, increasing Medicaid costs, and federal budget cuts. The problems these jurisdictions face seem structural, not cyclical. The effect of these budget crises can be seen in crumbling infrastructure, reduced education spending, and in the way layoffs at the state and local level contributed substantially to the size and extent of unemployment following the Great Recession. This seminar will review the role of law and lawyers in causing, and potentially solving, the state and local budget crisis. Doing so will involve analyzing everything from municipal bankruptcy to state constitutional law to federal tax deductions. It will be co-taught by Richard Ravitch, whose career in government has spanned nearly fifty years, including playing a key role in the New York City fiscal crisis of the mid-1970s, and serving as Lieutenant Governor of New York and Chairman of the Metropolitan Transportation Authority. He also cochaired the State and Local Budget Crisis Task Force with Paul Volcker. There will also be a number of guest speakers to help sort through the complex and fascinating legal and policy problems posed by this ongoing crisis. The course has a 3-credit option for students who want to write extended papers. Paper required. Enrollment limited to fifteen. D.N. Schleicher and R. Ravitch

Supreme Court Advocacy (30180) 6 units (3 fall, 3 spring). This course will furnish the opportunity to combine hands-on clinical work with seminar discussion of Supreme Court decision making and advocacy. It will begin with several sessions analyzing the Court as an institution, focusing on the practicalities of how the Court makes its decisions and how lawyers present their cases. Thereafter, students will work on a variety of actual cases before the Court, preparing petitions for certiorari and merits briefs. Students will work under the supervision of Yale faculty and experienced Supreme Court practitioners. The course will be a two-term offering, and the work product may be used to satisfy the

Substantial Paper requirement. The course demands a significant time investment and is not recommended for students with other time-intensive commitments. Permission of the instructors required. Enrollment limited to twelve. L. Greenhouse, P. Hughes, M. Kimberly, A.J. Pincus, and C.A. Rothfeld

Taxation, the Law, and Economic Inequality (20474) 2 units. In this course, we will try to rewrite the playbook of economic analysis of the law, which has long been focused on efficiency even as demand has risen across the political spectrum to address income inequality. Though the class will discuss applications, the focus of the course's readings and class time will be the methodology of policy design and analysis. But the goal of the course will not be to talk about how to do economic analysis of the law considering income inequality but rather to actually do such analysis and write a paper applying the course material to some part of the law, using the lawyer's unique combination of institutional knowledge and pluralistic normative commitments. The course will build economic analysis of the law from the ground up, starting with the trade-off between equity and efficiency, and consider a variety of normative perspectives on income inequality, including those driven by advances in behavioral economics. It will then turn to income taxation, the standard response to income inequality, and then to the arguments for and against using other parts of the law to address income inequality. The class will then discuss how economic analysis of the law could optimally address (or not address) income inequality, taking into account issues of economic incidence and political economy. Finally, it will discuss various applications and proposals for addressing income inequality. Some basic knowledge of economics will be assumed. Paper required. Permission of the instructor required. Enrollment limited to twelve. Z.D. Liscow

Temporary Restraining Order Project (30141) 1 unit, credit/fail. The Temporary Restraining Order (TRO) Project is a field placement program in which law students provide assistance to domestic violence victims applying for Temporary Restraining Orders in the Superior Court for the New Haven Judicial District, under the supervision of attorneys from the New Haven Legal Assistance Association and the Court Clerk's Office. The TRO Project aims to increase access to justice for self-represented parties and provide opportunities for law students to learn about the law of domestic violence and court procedures for protecting individuals in abusive relationships. Students will be able to develop practical skills, including intake, interviewing, drafting of affidavits and other application documents, informing applicants about court procedures, and assisting applicants in navigating the judicial process. Open only to J.D. students. Permission of the instructor required. Enrollment limited to fifteen. S. Wizner

Theories of Statutory Interpretation: Seminar (20588) 2 to 4 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 reaction papers (2 units) or an original paper (3 or 4 units). Prerequisite: Legislation or Introduction to the Regulatory State. Paper encouraged. Enrollment limited to fifteen. W.N. Eskridge, Jr.

Topics in Behavioral Law and Economics (20649) 2 units. This course will explore a range of issues at the intersection of law and human behavior, including people's conduct under risk and uncertainty; the commitment to fairness; social influences; adaptation;

subjective well-being; and implicit bias. Some discussion will be devoted to the uses and limits of paternalism and to the ability of the legal system to accommodate and respond to what we know about human behavior. The course materials will consist of articles from the social science and legal literatures. Paper required. Students wishing to engage in more sustained writing may complete either their Supervised Analytic Writing requirement (in which case the course should be taken for 4 rather than 2 units) or the Substantial Paper requirement (in which case the course should be taken for 3 rather than 2 units). Enrollment limited. C. Jolls

Topics in Law and Psychology (20339) 3 units. This seminar is an introduction to areas of overlap between the field of psychology and law. It will touch upon the key areas of interface, including forensic science; eyewitness identification, lie detection, interrogation, decision making by judges and juries; issues of explicit and implicit racism/sexism; violence in the media; and the psychology of consent. For each class, two or three students will write a short position paper (1 or 2 pages) on the readings for that week. In some cases, there are several topics covered, and students can choose the one they want to write about. Each student will then give a brief presentation of the position paper at the beginning of the class. A 20–30-page paper on some topic of the material is an option. Self-scheduled examination or paper option. *Also PSYC 626a*. T.R. Tyler

Transnational Corporations and Human Rights (20648) 3 units. Apple's use of child labor; Goldcorp's operations in Guatemala; the complicity of Dow Chemical/Union Carbide in the Bhopal chemical disaster; Shell's involvement in the executions of activists protesting the company's environmental and development policies in Nigeria. These are just a few examples of alleged corporate malfeasance that have emerged on the international stage. The purpose of this seminar is to introduce students to the debate concerning the accountability of transnational corporations that are complicit in rights-violating activities. At the international level, there has been a striking new strategy in the protection of human rights: a transition from focusing solely on rights violations committed by governments to a detailed examination of transnational corporate conduct. Indeed, it has now become trite to say that particular corporations have directly or indirectly participated in violations of human rights. To address the fundamental question of whether corporations should in fact be socially responsible, the seminar will begin with an introduction to corporate theory. Students will then explore some of the key issues in the debate: namely, whether transnational corporations can properly be included under the international law of state responsibility; mechanisms for self-regulation (e.g., voluntary corporate codes of conduct); the utility of the U.S. Alien Tort Statute; the advantages and disadvantages of U.N. initiatives (e.g., the work of the former U.N. Special Representative on Business and Human Rights); and the relevance of domestic corporate and securities law mechanisms (e.g., shareholder proposals and social disclosure). The course will provide a comparative analysis of the U.S. and Canadian experiences, in particular. Significant paper required. Enrollment limited to fifteen (eight YLS students and seven SOM students). *Also MGT 661a*. A. Dhir

Trial Practice (30199) 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, who are judges and experienced trial

lawyers from the community, will provide instruction and critique. Enrollment limited to seventy-two. S. Wizner

Urban Legal History: The Development of New Haven (20264) 3 units. Under what conditions do residents of a city succeed in cooperating to mutual advantage? This seminar will explore this question by focusing on the physical development of New Haven from 1638 to the present. Readings and class sessions will address, among other topics, colonial land allotments and the initial Nine Squares layout; private subdivisions, such as the one on Hillhouse Avenue; land assembly by Yale and others; the street network, the Green, and other public lands; the provision of public works such as the Farmington Canal, and of public goods such as water supply and street car service; and evolving controls on building quality and land use. Special attention will be given to New Haven's nationally conspicuous efforts, since 1940, to provide public housing, renew neighborhoods, and nurture a nonprofit housing sector. Paper required. To receive credit for satisfying the Supervised Analytic Writing requirement, a student must devote two terms to the paper. Enrollment limited to fourteen. R.C. Ellickson

Wills, Trusts, and Estates (20424) 3 units. An introductory course treating the various means of gratuitous transfer of wealth by will, trust, and intestacy. The class will discuss the policy bases of inheritance and the changing patterns of intergenerational wealth transfer; probate administration and procedure; the creation of wills; and the creation and management of common law trusts. It will also cover basic features of federal transfer and inheritance taxation. The course will mainly cover state law, with special attention to the relevant portions of the Uniform Probate Code, the Uniform Trust Code, and the Restatements (Third) of Trusts and Property. Self-scheduled examination. J.D. Morley

Worker and Immigrant Rights Advocacy Clinic (30127) and Fieldwork (30128) 2 units, graded or credit/fail, at student option, for each part (4 units total). Students will represent immigrants and low-wage workers in Connecticut in labor, immigration, and other civil rights areas, through litigation for individuals and nonlitigation advocacy for community-based organizations. In litigation matters, students will handle cases at all stages of legal proceedings in Immigration Court, Board of Immigration Appeals, U.S. District Court, the Second Circuit, and state courts. The nonlitigation work will include representation of grassroots organizations and labor and faith organizations in regulatory and legislative reform efforts, media advocacy, strategic planning, and other matters. The seminar portion is a practice-oriented examination of advocacy on behalf of workers and noncitizens and of social justice lawyering generally. The course will be a two-term offering (4 units each term). The clinical course and fieldwork must be taken simultaneously in both terms. Enrollment limited. Permission of the instructors required. M.I. Ahmad, R. Loyo, and M. Orihuela

SPRING TERM

Advanced Courses

Addiction and the Law: Perspectives from Philosophy, Economics, and Neuroscience (21779) 2 units. This course will concern the bearing of addiction on various forms of treatment under the law, including but not limited to the criminal liability of addicts. The

course will address this broad set of issues through consideration of the import for the law of philosophical, economic, and neuroscientific conceptions of the nature of addiction. Paper required. Enrollment limited to fifteen. *Also PHIL 744b/PSYC 609b.* G. Yaffe, A. Schwartz, M. Moore, and H. Kober

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

Advanced Advocacy for Children and Youth Clinic: Fieldwork (30138) 1 to 3 units, graded or credit/fail, at student option. A fieldwork-only option. Prerequisites: Advocacy for Children and Youth Clinic: Seminar and Fieldwork. Permission of the instructor required. J.K. Peters

Advanced Advocacy for Children and Youth Clinic: Seminar (30102) 1 unit, credit/fail. Open only to students who have completed Advocacy for Children and Youth Clinic: Seminar and Fieldwork. Permission of the instructor required. J.K. Peters

Advanced Appellate Litigation Project (30200) 5 units (3 fall, 2 spring), graded. Open only to students who have completed the fall-term section of Appellate Litigation Project. Permission of the instructors required. S.B. Duke, B.M. Daniels, and T. Dooley

Advanced Community and Economic Development: Fieldwork (30132) 1 to 3 units, graded. Open only to students who have completed the Community and Economic Development Clinic. Permission of the instructors required. A.S. Lemar, J.H. Brown, and C.F. Muckenfuss III

Advanced Community and Economic Development Clinic: Seminar (30104) 1 unit, credit/fail. Open only to students who have completed the Community and Economic Development Clinic. Permission of the instructors required. A.S. Lemar, J.H. Brown, C.F. Muckenfuss III

Advanced Education Adequacy Project (30163) 1 to 3 units. Open only to students who have completed Education Adequacy Project. Permission of the instructors required. D.N. Rosen, A.A. Knopp, J.P. Moodhe, and A.T. Taubes

Advanced Environmental Protection Clinic: Policy and Advocacy (30165) 1 to 4 units. Open only to students who have successfully completed the Environmental Protection Clinic. Students who complete this section for 2 or more units may satisfy the Professional Responsibility or Legal Skills requirement. Permission of the instructors required. Enrollment limited. J.U. Galperin, D. Hawkins, and L. Suatoni

Advanced Ethics Bureau (30167) 3 units. This course is for students who have already taken either the Ethics Bureau at Yale clinic or Traversing the Legal Minefield, and who wish to contribute further to the work of the Bureau. Permission of the instructor required. Enrollment limited. L.J. Fox

Advanced Immigration Legal Services Clinic: Fieldwork (30142) 1 to 3 units, credit/fail, with a graded option. Open only to students who have completed Immigration Legal Services Clinic: Seminar and Fieldwork. Permission of the instructor required. J.K. Peters

Advanced Immigration Legal Services Clinic: Seminar (30114) 1 unit, credit/fail. Open only to students who have completed Immigration Legal Services Clinic: Seminar and Fieldwork. Permission of instructor required. J.K. Peters

Advanced International Refugee Assistance Project (30171) 2 or 3 units. A fieldwork-only option. Prerequisite: Global Refugee Legal Assistance. Permission of the instructors required. R.M. Heller and L. Finkbeiner

Advanced Issues in Capital Markets: Role of Counsel for Issuers and Underwriters in an Initial Public Offering (30223) 2 units. This advanced securities law seminar will provide insights into the lawyer's participation in the capital markets practice. The organizing principle will be the role of counsel for issuers and underwriters in the execution of an initial public offering (IPO) registered with the U.S. Securities and Exchange Commission (SEC) pursuant to the Securities Act of 1933, which will drive consideration of a wide range of legal and practical issues (including related issues under the Securities Exchange Act of 1934). Students will engage in drafting exercises, in-class analysis, and mock negotiations (including negotiation of an underwriting agreement). The course will also focus on certain key transaction management skills, including in respect of "situational judgment." Guest speakers from the investment banking and corporate communities and from SOM will be invited for special sessions to present their perspectives on the IPO process and legal/business capital markets issues more generally. Grading will be based on performance on experiential assignments and class participation. The first session of the course will include an overview of the U.S. federal securities law regulatory framework. This will serve as an important refresher for those who already have studied securities regulation (which is encouraged) and as a basic foundation for those who may not yet have extensive knowledge of the topic. Permission of the instructors required. Enrollment limited to twenty (fifteen Law and five SOM). *Also MGT 662b*. C.B. Brod and A.E. Fleisher

Advanced Legal Assistance Clinic: Immigrant Rights: Fieldwork (30203) 1 to 4 units, credit/fail, with a graded option. Open only to students who have completed Legal Assistance: Immigrant Rights Clinic. Open only to J.D. students. Permission of the instructors required. J. Bhandary-Alexander and D. Blank

Advanced Legal Assistance Reentry Clinic (30202) 1 to 4 units, graded or credit/fail, at student option. Open only to students who have completed the Legal Assistance Reentry Clinic. Permission of the instructors required. A. Eppler-Epstein and E.R. Shaffer

Advanced Legal Research: Methods and Sources (21027) 2 or 3 units. An advanced exploration of the specialized methods and sources of legal research in some of the following areas: secondary legal authority, case law, statutory authority, legislative history, court rules and practice materials, and administrative law. The course will also cover the legal research process and tracking research as well as other strategies for efficient and effective legal research. Class sessions will integrate the use of online, print, and other sources to solve legal research problems. Laptop computer recommended. Students are required to complete a series of assignments, in addition to the other course requirements. Students who wish to qualify for a third unit will need to write a paper, in addition to the other course requirements. This course will be taught in two sections. R.D. Harrison, J.G. Krishnaswami, and J.B. Nann

Advanced Legal Services for Immigrant Communities (30117) 1 to 3 units, credit/fail. Open only to students who have taken Legal Services for Immigrant Communities. Open only to J.D. students. Permission of the instructor required. S. Wizner

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

Advanced Lowenstein International Human Rights Clinic (30174) 3 or 4 units. Open only to students who have completed the Lowenstein International Human Rights Clinic. Permission of the instructors required. H.R. Metcalf and A.S. Bjerregaard

Advanced San Francisco Affirmative Litigation Project (30179) 1 to 4 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.M. Nardini

Advanced Supreme Court Advocacy (30181) 4 units (2 fall, 2 spring). Open only to students who were enrolled in this course during the fall term. Permission of the instructors required. L. Greenhouse, P. Hughes, M. Kimberly, A.J. Pincus, and C.A. Rothfeld

Advanced Veterans Legal Services Clinic: Fieldwork (30126) 1 to 4 units, graded or credit/fail, at student option. A fieldwork-only option. Prerequisite: Veterans Legal Services Clinic. Permission of the instructors required. M.J. Wishnie, M.R. Kuzma, M.E. Lado, and A. Wenzloff

Advanced Veterans Legal Services Clinic: Seminar (30125) 1 unit, credit/fail. A weekly seminar session only for returning students. Prerequisite: Veterans Legal Services Clinic. Students must also enroll in Advanced Veterans Legal Services Clinic: Fieldwork. Permission of the instructors required. M.J. Wishnie, M.R. Kuzma, M.E. Lado, and A. Wenzloff

Advanced Worker and Immigrant Rights Advocacy Clinic: Fieldwork (30130) 1 to 4 units, graded or credit/fail, at student option. A fieldwork-only option. Prerequisite: Worker and Immigrant Rights Advocacy Clinic. Permission of the instructors required. M.I. Ahmad, R. Loyola, M. Orihuela, and M.J. Wishnie

Advanced Worker and Immigrant Rights Advocacy Clinic: Seminar (30129) 1 unit, credit/fail. A weekly seminar session only for returning students. Prerequisite: Worker and Immigrant Rights Advocacy Clinic. Students must also enroll in Advanced Worker and Immigrant Rights Advocacy Clinic: Fieldwork. Permission of the instructors required. M.I. Ahmad, R. Loyo, M. Orihuela, and M.J. Wishnie

Advocacy for Children and Youth Clinic: Seminar (30101) and Fieldwork (30137) 2 units, credit/fail, for each part (4 units total). Students in this clinic will represent children and youth in abuse, neglect, uncared for, and potentially 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. The seminar 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. The clinical seminar and fieldwork must be taken simultaneously. Open only to J.D. students. Enrollment limited to four. J.K. Peters

Advocacy in International Arbitration (30212) 2 units. International arbitration is a growing field and increasingly is the mechanism by which the largest international commercial disputes are resolved. This course has two primary aims: (1) to expose students to this area of legal practice; and (2) to provide them with the skills they need to represent clients effectively in international commercial arbitrations. The course is built around a series of exercises that track major stages in the arbitral process, culminating in an evidentiary hearing during which students will present argument and examine witnesses. At each stage of the process, instructors will provide feedback and insights based on their experience dealing with the very same factual scenarios the students will encounter during the mock exercises. In addition to the in-class exercises, there will be a series of short lectures and discussions about key strategic and procedural issues in international commercial arbitration. There will be no paper or final exam, but students will be required to complete a series of written exercises and participate in oral arguments. Enrollment limited to twelve. J.J. Buckley, Jr., J. Landy, and C.J. Mahoney

[The] American Law of Slavery (21483) 2 or 3 units. Enslavement in the American South was enabled in part by statutes, but much more by interaction of the “peculiar institution” with the existing principles of common law and rules of evidence and procedure. The class will study all of these as we seek to understand the legal regime under which it was possible to have ownership rights in what Aristotle called “thinking property.” The purpose is to gain an appreciation of the actual interaction of law with the day-to-day practice of owners and the lives of those they enslaved. In addition to completing a paper or taking an examination, each student will take part in an in-class presentation on the way that the existence of slavery interacted with a particular common law rule. Scheduled examination or paper option. S.L. Carter

American Legal History (21063) 3 units. This course will examine the foundations of the American legal, political, and economic order from the colonial period through the early twentieth century. Students will analyze the emergence of American property law, slavery, women's legal history, intellectual property, and corporate law as well as federalism, the Constitution, and judicial review. The course readings will consist of contemporary sources, recently published works, and classics in the field. The course will support independent student research with a paper requirement. Students who write longer papers may take the course for an additional credit. Paper required. *Also HIST 761b.* C. Priest

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

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

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

Business Organizations (21418) 4 units. This course will survey the law of business organizations with an emphasis on publicly traded corporations. The course will consider conflicts among shareholders and between shareholders and managers. The course will survey the powers and duties of boards of directors and controlling shareholders and will

address basic elements of finance as well as mergers and acquisitions, proxy fights, and insider trading. The class will pay particular attention to Delaware corporate law. It will also consider aspects of the law of agency and partnership. Open only to Law students. Self-scheduled examination. J.D. Morley

Capital Punishment Clinic (30161) 6 units (3 fall, 3 spring), credit/fail in the fall term, with the option of graded credit in the spring. Students will gain firsthand experience in capital defense, working as part of a team representing indigent defendants facing the death penalty in cases being handled by the Southern Center for Human Rights in Atlanta, the Equal Justice Initiative in Montgomery, Alabama, or Connecticut Public Defenders. Projects and case assignments will vary according to the position of each clinic case in the process, but all projects will require legal research, analysis and writing, strategy meetings with team members, and preparation for appellate arguments, and may include interviews with clients or witnesses. Students will complete at least one substantial writing assignment, such as a portion of a motion, brief, or memorandum of law. Opportunity for summer travel to the South to conduct research and investigation with the Southern Center for Human Rights or the Equal Justice Initiative is available but not required. Students enroll in the fall term and continue in the spring. In rare and exceptional cases, a student may be admitted for the spring term. The course is limited to students who have taken *Capital Punishment: Race, Poverty, Disadvantage* or plan to take it in the spring term. (Students who have taken *Capital Punishment: Race, Poverty, Disadvantage* will be given priority in admission.) Permission of the instructors required. Enrollment limited. S.B. Bright, A.M. Parrent, and S.M. Sanneh

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. Paper required. Permission of the instructor required. Enrollment limited to thirty-five. S.B. Bright

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

Children and the Law: Seminar (21387) 2 units. This seminar will examine the laws governing children's lives separate and apart from laws governing adults or persons generally. The focus of study will be on children's relationships with adults and with other children; adult responsibilities for children as well as children's responsibilities for themselves; and the rights of both adults and children. Throughout we will give consideration to children's developmental and psychological capacities, needs, and vulnerabilities. Topics will be organized in terms of six interrelated spheres of children's experience: (1) children's relationships with caregivers; (2) children's protection from maltreatment; (3) children's educational experiences; (4) children's experiences in the criminal and juvenile justice systems; (5) children's interactions with the market and civic life, as consumers, workers, and citizens; and (6) children's peer relationships, including

sexual relationships and the reproductive consequences that may flow from such relationships. Paper required. Enrollment capped at eighteen. A. Dailey

Chinese Law and Policy: Independent Research (21179) 1 to 3 units. Students will undertake independent research and writing related to legal and policy reform in China or U.S.-China relations. Paper required. Permission of the instructors required. P. Gewirtz, S.L. Han, J.P. Horsley, G. Webster, and R.D. Williams

Community and Economic Development Clinic (30103) and Fieldwork (30131) 2 units, credit/fail or graded, at student option, for each section (4 units total). Students must be enrolled in the seminar and fieldwork sections simultaneously. CED explores the role of lawyers and the law in building wealth and opportunity in low-income communities. The clinic focuses on issues of neighborhood revitalization, social entrepreneurship, sustainable development, and financial inclusion as they relate to community and economic development. Students in CED represent and partner with community organizations, nonprofits, community development financial institutions, neighborhood associations, and small foundations. These client organizations share an interest in promoting economic opportunity and socioeconomic mobility among low- and moderate-income people. Students will represent clients in a range of legal matters including formation and governance of for-profit, not-for-profit, and hybrid entities; negotiating and drafting contracts; developing employment and other policies; structuring real estate transactions; resolving zoning and environmental issues; providing tax advice; drafting and advocating for legislation; and appearing before administrative agencies. CED engages students in local work which can then be used to inform policy development at the local, state, and federal levels. Students will gain skills in client contact, contract drafting, transactional lawyering, legal research and writing, regulatory and legislative advocacy, administrative agency contact, and negotiation. The class seminar will meet once a week for two hours and once a week for one hour and will cover federal, state, and local policies affecting urban and suburban places; substantive law in tax, real estate development, and corporate governance; and transactional and regulatory lawyering skills, such as negotiating and drafting contracts. Each student will meet with faculty once a week for fieldwork supervision. The clinic is open to students from the Schools of Law, Management, Divinity, Forestry & Environmental Studies, Public Health, and Architecture with prior approval from a faculty member. Permission of the instructors required. Enrollment limited to eight. A.S. Lemar, J.H. Brown, and C.F. Muckenfuss III

Comparative Constitutional Law (21520) 2 units. This course will provide an overview of comparative constitutional law, through reading and discussion of recent scholarship that has helped to define the subject. The emphasis will be on bringing together (1) the main theories of constitutionalism, and critical responses that they triggered; (2) diverse regions that have been the scene of constitution making in recent decades (Central and Eastern Europe, East Asia, South Africa, Latin and South America), in comparison with more "consolidated" constitutional systems (United States, Western Europe, Australia); and (3) some of the main dimensions of constitutionalism, but with a firm focus on the question of judicial review and constitutional rights. Paper required. W. Sadurski

Competition Economics and Policy (21154) 3 units. The course will start by describing the economics underlying the U.S. antitrust laws. It will then analyze competitive behaviors that courts and agencies have determined form the boundary for legality under antitrust law. The class will start with cartels, continue on to mergers, and spend the second half of the term on unilateral conduct (monopolization). Students will learn the economics underlying the strategies chosen by firms and analytical methods needed to assess their impact on competition. They will discuss the evidence and arguments that have been used to determine liability. The course will cover mainly the goals and procedures of the United States but also the EU antitrust agencies. It will welcome a few guests over the term who are practitioners in the field. Students will choose a case (from a limited set) and a side to argue in front of the class. This course will follow the School of Management calendar. Prerequisite: intermediate microeconomics or equivalent economics background (discuss with the instructor if you are not sure). Examination required. *Also MGT 589b.* F. Scott Morton

Complex Civil Litigation (30198) 2 units. This course will focus principally on the issues that can impact the outcome of complex civil cases. Emphasis will be placed on effective practical legal writing, as well as on successful argument techniques and litigation strategies. To a large extent, students will learn by doing; each student will write two briefs and argue those two issues in class. Those briefs will be posted on YLS:Inside and will constitute a part of the weekly reading assignment for the course. Supplemental readings consisting of Supreme Court and Second Circuit decisions will also be assigned weekly. The class will be organized into four “law firms” of five students each. Ten of the class sessions will be designated as argument days. Each law firm must assign one student to write a memorandum of law in support of the position (motion or opposition) assigned to the firm and then to argue that position in class. Each student must handle two such assignments over the course of the term. The briefs and arguments will be based on problems written for this class; there is no casebook for the course. The arguments and related discussions will address issues that impact complex civil cases, including: assembling the right parties (joinder, necessary parties), establishing personal jurisdiction through indirect contacts (Internet, agency), forum selection (transfer, forum non conveniens), heightened pleading standards (*Twombly*, PSLRA), discovery in complex cases (electronic discovery, privilege), stays or abstention in favor of related litigation (*Colorado River*, *Rooker-Feldman*), multi-district 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. Substantial Paper credit available. Permission of the instructor required. Enrollment capped at twenty. S.R. Underhill

Compliance: Legal Practicum (30220) 2 units. Lawyers increasingly are expected to guide organizations to identify, assess, and comply with legal requirements and demonstrate risk management and governance. At the same time, legal mandates require organizations to protect whistleblowers, while enforcement guidelines induce organizations to self-report violations. In short, compliance constitutes an increasingly dynamic and challenging field for lawyers, one demanding the ability to understand the separate

perspectives of regulators, business leaders, consumers, and employees. This course explores the legal, ethical, and policy foundations of compliance: the effort to translate statutory mandates into compliant organizational and individual behavior. This course seeks to meet three objectives: (1) enable students to identify and proactively address potential compliance issues; (2) develop the practical problem-solving skills needed to respond to compliance failures; and (3) provide students with the theoretical and practical tools necessary to advocate on behalf of a company under investigation for a regulatory violation. To achieve this objective, the course employs both simulations and practical case studies, working directly with organizations in the nonprofit/public service sectors; the course thus is particularly well-suited for students interested in those sectors, as well as start-up and in-house counsel careers. Enrollment limited to twelve to sixteen. G. Garrity-Rokous

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

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

[The] Constitution of the Family: Emerging Issues (21778) 2 or 3 units. This course will examine constitutional law concerning reproduction and the family. How does the law protect and support decisions about parenting and family care, in and out of marriage? What competing understandings of liberty, equality, and the role of government shape judgments in this field? On what beliefs about biology, family, and community do these judgments rest? How might the law better take account of inequalities based on gender/sexuality/race/class? The course will address topics including: pregnancy and child care in the workplace, abortion, same-sex marriage and parental rights, the non-marital family. The class will focus on constitutional law with some coverage of related bodies of civil rights law. Self-scheduled examination or paper option with permission of the instructors. R.B. Siegel and L. Greenhouse

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

Corporate Crisis Management (30215) 2 units. As a result of unplanned for (or badly planned for) negative events, companies increasingly find themselves as targets of aggressive legal action, media coverage, and regulatory pressure. This is particularly the case for large or name-brand companies. Recent examples include Volkswagen, Valeant, FIFA, Chipotle, and Deflategate. The scale can range from an existential threat, such as BP's oil spill, to a more minor reputational crisis, such as Lululemon's recall. One of the key challenges presented by these developments is that they do not arise from the usual interactions that characterize "normal" business. Instead, companies must organize and act across traditional hierarchies and areas of expertise and many times face antagonistic, unexpected tactics designed for maximal visibility and shock effect, potentially to force industry-wide change. In advising clients in these situations, lawyers must coordinate business concerns, legal issues, stakeholder concerns, and regulatory matters, as well as plan for both expected and unexpected outcomes. This class is based on experiential learning: a rich set of case studies and crisis simulation exercises balance the theoretical and legal frameworks and will help participants to improve their strategic thinking as well as team management and communication skills in high-stress situations. Permission of the instructors required. Enrollment limited to twenty. H.L. Coleman, M. Trevino, and M.M. Wiseman

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

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

Courts and the State (21694) 2 units. The course will focus on legal and political science scholarship seeking to understand and evaluate courts' relationship to other institutions and actors, commonly referred to as "external" sources of influence on judicial institutions, behavior, and policy making. Sources of influence considered will be public opinion, elections, interest groups, political parties, executives, and legislatures. The focus of readings is on the United States, but some cross-national comparative work will be considered. The primary but not exclusive emphasis is on readings from institutionalist perspectives, both historical and rational choice. Multiple short papers required. Enrollment capped at fifteen. S. Farhang

Criminal Justice Reform: Theory and Research in Action (30182) 3 units, credit/fail. We are at a pivotal moment with respect to American policing (and arguably the U.S. criminal justice system more generally). Police shootings in Ferguson, North Charleston, Cleveland, and Cincinnati – as well as the death of Eric Garner after police put him in a chokehold in Staten Island and the death of Freddie Gray after he was transported in a police van in Baltimore – have brought national attention to the questions of how police should do their jobs and even how that job should be defined. Perhaps at no point since the 1960s, when the Kerner Commission wrote an influential report on American policing following a period of widespread urban unrest, have long-held assumptions about the purposes and methods of policing been called so deeply into question. Academics and researchers can and should be a part of the conversation about how to make policing (and all of the components of criminal justice operation) simultaneously more effective, just, and democratic. Participants in this workshop will explore theories (procedural justice, legitimacy, social network analysis, implicit bias, among others) and empirical findings that are being marshaled to rethink the function and form of policing. They will also engage in research projects and public policy advocacy that aim to give these ideas practical effect. The course's immodest goal is that participants should have an opportunity to help define the face of American policing in the twenty-first century. The class meets weekly; preparation for and attendance at these discussions are required for credit. If you need to miss a class, please be in touch with the instructors in advance of the meeting. Students missing more than two sessions without permission will not receive credit. Graded credit may be available to students who wish to write papers (including Substantial Papers and Supervised Analytic Writing papers) in connection with this course. Permission of the instructors required. Enrollment limited. T.L. Meares, T.R. Tyler, and M. Quattlebaum

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

Criminal Law and Administration (21303) 4 units. An introduction to criminal law and its underlying conceptual and moral structure, including theories of punishment, theories as to the proper reach of criminal legislation, the requisites of prima facie criminal responsibility, the defenses to liability, inchoate and group crimes, and the roles of legislature and courts in defining and prosecuting crime. This course is given in several sections; it must be taken before graduation. Students may satisfy the graduation requirement by satisfactorily completing Criminal Law and Administration or Criminal Law, but they may not enroll in both courses. Scheduled examination. M.S. Moore

Criminal Procedure: Adjudication (21217) 3 units. This course will cover pretrial proceedings, plea bargaining, right to trial by jury, effective assistance of counsel, joinder and severance, right of confrontation, prosecutorial discretion, some trial proceedings, and double jeopardy. Class participation is expected and may be taken into account in grading. Students who regularly do not attend will be dropped from the class. Criminal Procedure: Investigation is not a prerequisite. Scheduled examination. S.B. Duke

Criminal Procedure: Police Practices and Investigations (21448) 3 units. The course will focus on the constitutional law that governs searches, seizures, and confessions. The course will consider in detail the evolution of the exclusionary rule and the development and administration of the probable cause and warrant requirements. It will also examine stop and frisk, administrative searches, searches incident to arrest, vehicle searches, consent searches, and the admissibility of confessions. No credit/fail option. Scheduled examination. Enrollment capped at seventy-five. T.L. Meares

[The] Development of the Western Legal Tradition (21220) 4 units. This course will examine the rise and spread of the Western legal tradition, especially in the cultural centers of continental Europe. Topics discussed will include the development of the learned legal traditions of Roman and Canon law; the separation of law from religion in the Western world; relations between city and countryside; and the structures and eventual breakdown of social hierarchy. The course will also give some attention to the spread of Western legal forms and practices into Latin America and Asia. Self-scheduled examination or paper option. J.Q. Whitman

Drafting and Negotiating Merger and Acquisition Transactions (30216) 2 units. The class will focus on understanding the structure and basic provisions of an acquisition agreement, highlighting the differences between the ABA Model agreement and “real-world” agreements. The class will focus on drafting and negotiation skills, and students will practice drafting skills by working with a hypothetical purchase agreement. Students will then be divided into Buyer and Seller teams and participate in a simulated negotiation for the hypothetical transaction. Students will be guided by experienced M&A practitioners and investment bankers who will serve as guest coaches for the simulated negotiation. Preference given to J.D. students. Enrollment limited to sixteen. S.S. Adler and M.L. Gibson

Drug Product Liability Litigation (21147) 2 units. More product liability lawsuits are filed against drug manufacturers than all other industries combined. As one scholar put it, the pharmaceutical industry is now “tobacco-land in terms of how much people hate it,” and drug product liability litigation is a “growth industry.” This course, taught

by a practitioner with extensive experience trying such cases, will consider the theory and practice of such litigation. At the outset, students will focus on the similarities and differences between pharma cases and other product liability cases, using the Diet Drug cases tried by the instructor as a model. They will then consider the doctrines governing such lawsuits – such as “failure to test”; inadequate warning; preemption of claims by federal regulation; learned intermediary; medical causation; and various forms of damages – discussing those issues both in their classic formulation in a single lawsuit, but also in the way those principles are applied in mass litigation, where there may be several thousand individual cases and multiple trials. The course will also consider the practical aspects of those cases, such as the special evidentiary problems when doctors are witnesses; techniques to present scientific material to juries; approaches to trial examination; and jury-selection strategies. Course requirements: short midterm “bench” memorandum (40 percent); self-scheduled final (open book; 50 percent); class participation (10 percent). Self-scheduled examination. Enrollment capped at twenty-five. P.T. Grossi, Jr.

Due Process and Equal Protection: Advanced Constitutional Law (21145) 3 units. This advanced constitutional law course will examine in greater depth the two clauses of the Fourteenth Amendment that have played a central role in many of the most hotly contested legal, political, and social disputes in the United States. This course will briefly examine the early development of the Constitution’s liberty guarantee and consider how it has evolved in more recent times in cases involving, among other things, abortion, gay rights, and the right to die. It will likewise examine the development of the Constitution’s equal protection guarantee, primarily in cases involving race, sex, and sexual orientation discrimination and issues such as school integration, affirmative action, reproductive rights, and same-sex marriage. As we study these two lines of cases, we will consider how the meaning of the Constitution’s liberty and equality guarantees has changed over time, and how lawyers and judges do – or should – apply these constitutional provisions to some of the most pressing legal controversies of the twenty-first century. Scheduled examination. C. Franklin

Education Adequacy Project (30162) 3 units. The Education Adequacy Project (EAP) provides a unique opportunity for students to participate in and help lead institutional reform litigation. The EAP pursues a single complex lawsuit to ensure the State of Connecticut provides all Connecticut children with adequate and equitable educations. Students work with attorneys at Debevoise & Plimpton as well as local counsel in an integrated team. A four-month trial took place in the spring of 2016, and as of this writing it is anticipated that the case will be in the post-trial or appellate stages during the spring term. Students have to date played a significant role in determining the case’s litigation strategy. Class time is devoted to litigation strategy and discussion with supervising attorneys; training in litigation skills; and internal clinic logistics. New students should be aware that the long trial and years of pretrial proceedings have created a massive record, and it will be difficult to become familiar with the case. However, the clinic will accept a limited number of new students if they are exceptionally interested and eager to participate. Permission of the instructors required. D.N. Rosen, A.A. Knopp, J.P. Moodhe, and A.T. Taubes

Election Law (21567) 3 units. This course will survey the law governing the American political process. It will examine the constitutional and statutory regimes that regulate our political institutions, the underlying principles that animate these regimes, and their dynamic interaction with contemporary politics. The topics will include the individual right to participate, one-person-one-vote, the Voting Rights Act, political and racial gerrymandering, the regulation of political parties, and campaign finance. Scheduled examination. J.R. Fishkin

Employment and Labor Law (21136) 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, due over the course of the term, on the course concepts and materials, and a research paper that may be used in satisfaction of either the Supervised Analytic Writing requirement (in which case the course should be taken for 4 rather than 3 units) or the Substantial Paper requirement. Paper required. Enrollment limited. C. Jolls

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, voluntary emissions reductions, and information disclosure requirements. Mechanisms for addressing environmental issues at the local, regional, and global levels will also be considered. Scheduled examination. *Also F&ES 824b.* D.C. Esty

Environmental Protection Clinic: Environmental Justice and Practice at the Intersection of Civil Rights and the Environment (30187) 4 units. The clinic’s work will include cases and advocacy projects to enforce civil rights in the environmental context, working with clients to develop legal and advocacy strategies to reform EPA’s civil rights compliance and enforcement program and to address issues of environmental injustice in particular communities. Students will work in teams under faculty supervision and take responsibility for litigation and advocacy. Their activities will include the following: working directly with clients, co-counsel, opposing counsel, allies, environmental agencies, and EPA; developing case records by conducting factual investigation and working with experts; legal analysis, memos, pleadings, and drafting other legal documents (such as public disclosure requests, comments on federal rules, etc.); representation of clients; and negotiations and settlement. In addition to civil rights compliance and enforcement in the environmental context, the clinic will evaluate potential litigation and advocacy

to address the sources and impacts of air and water contamination in disproportionately affected communities, with a focus on communities in New England. Students will also participate in a seminar intended to explore issues raised by the clinical practice, including both substantive issues of environmental and civil rights law, as well as questions related to practice, including ethical and social dimensions of lawyering in this context. The seminar will meet approximately two hours per week. In addition to class meetings and preparation, clinic participants must complete and document approximately fifteen hours of clinical work per week. Students will also be expected to participate in weekly one-hour team meetings. While there is no prerequisite for the clinic, participants should have a strong interest in working on behalf of environmentally overburdened communities – often communities of color and low-income communities. Permission of the instructor required. Enrollment limited. M.E. Lado

Environmental Protection Clinic: Policy and Advocacy (30164) 3 units, credit/fail. A clinical seminar in which students will be engaged with actual environmental law or policy problems on behalf of client organizations (environmental groups, government agencies, international bodies, etc.). The class will meet weekly, and students will work ten to twelve hours per week in interdisciplinary groups (with students from the School of Forestry & Environmental Studies and other departments or schools at Yale) on projects with a specific legal or policy product (e.g., draft legislation or regulations, hearing testimony, analytic studies, policy proposals). Students may propose projects and client organizations, subject to approval by the instructors. Enrollment limited. *Also F&ES 970b.* J.U. Galperin, D. Hawkins, and L. Suatoni

Equal Opportunity Law: Seminar (21775) 2 units. This writing seminar will examine the efforts of the American legal system to promote equal opportunity in a variety of domains: in particular, education, housing, and employment. The class will begin by asking the deceptively simple question, “What is equal opportunity?” It will examine some of the competing answers to this question that both legal scholars and political theorists have proposed and defended. Over the course of the term, students will examine how our legal system applies different versions of the idea of equal opportunity to a series of practical policy problems, from hiring criteria to residential segregation, from school integration to affirmative action in higher education. Ultimately, the project is to understand both the power and the limits of law as a tool for promoting equal opportunity. There will be very short (one-page) reading responses due each week, in addition to the final paper, which may be on any topic related to equal opportunity, whether or not in the context of education, housing, or employment. Paper required. Enrollment limited. J.R. Fishkin

Estate Planning: Estate, Gift, and Generation-Skipping Transfer Taxes and Related Income Tax Issues (21469) 3 units. The major focus of the class will be estate planning, i.e., understanding in depth the three transfer taxes (estate tax, gift tax, generation-skipping transfer tax) and the grantor trust rules, and learning how trusts and estates practitioners advise wealthy individuals to structure their estate plans to achieve particular tax and nontax goals. In addition, the course will address issues related to estate administration and charitable giving. The class will use as its primary text *Federal Taxes on Gratuitous Transfers: Law and Planning* by Joseph M. Dodge, Wendy C. Gerzog, and

Bridget J. Crawford (Wolters Kluwer Law & Business, 2011). Class materials will include relevant sections of the Internal Revenue Code and Treasury Regulations thereunder, as well as a model Will, Revocable Trust, Dynasty Trust, Qualified Personal Residence Trust, Grantor Retained Annuity Trust, and private equity fund structure. Self-scheduled examination or paper option. D.J. Stoll

Ethics Bureau at Yale: Pro Bono Professional Responsibility Advice and Advocacy (30166) 3 units. The work of the Bureau consists of four major components. First, the Bureau provides ethics counseling for pro bono organizations such as legal services offices, public defenders, and other NGOs. Second, the Bureau prepares standard-of-care opinions relating to the conduct of lawyers, prosecutors, and judges that are required in cases alleging ineffective assistance of counsel and other challenges to lawyer conduct. Third, from time to time, the Yale Ethics Bureau provides 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. Fourth, the Bureau provides ethics opinions for the National Association of Public Defenders, position papers for various American Bar Association entities, articles for law reviews and other publications, and editorials on topics of current interest. The fifteen students working at the Bureau meet for class two hours per week and are expected to put in approximately ten hours on Bureau projects each week. The classroom work explores the law governing lawyers, but also considers the role of expert witnesses in the litigation process, its appropriateness, and the procedural issues thereby raised. No prerequisites. Preference given to prior Ethics Bureau enrollees and students who previously took the instructor's ethics class. Open only to J.D. students. Permission of the instructor required. Enrollment limited. L.J. Fox

Evidence (21277) 4 units. A survey of the United States' approach to the production of evidence. Although the major focus will be the Federal Rules of Evidence, the course will also study constitutional principles and philosophical arguments. The class will do some comparative work as well. Scheduled examination. S.L. Carter

Federal Courts (21210) 3 units. This course will look at the jurisdiction of the federal courts as established by Article III and congressional legislation, the relationship of the federal courts to the other branches of government, and the interplay of federal courts with the state judicial systems. It will include close consideration of the constitutional, statutory, and judge-made doctrines that shape the jurisdiction of the federal courts in our system of government, as well as the historical context from which these doctrines emerged. Particular attention will be paid to the constitutional principles of federalism and the separation of powers, and to competing views of the normative role of federal courts — and courts generally — in a liberal democracy. A series of topics relating to federal courts will be examined, including congressional control over federal court jurisdiction; the constitutionality of legislative courts and military tribunals; Supreme Court review of state court decisions; removal and federal habeas corpus; federal question jurisdiction; federal common law; sovereign immunity and the Eleventh Amendment; actions against state governments; and abstention doctrines. Throughout the course, consideration will be given to the role of federal courts in interpreting and applying international law. No credit/fail option. Scheduled examination. Enrollment capped at seventy-five. A. Dailey

Federal Courts and the Federal System (21002) 4 units. The federal courts play central roles in the American judicial system as well as in the overall operations of American government on local, state, and national levels. Their history has tracked the nation's history; their practices and procedures have grown from that history; and the rules of law they articulated have helped shape that history. This course will examine the changing "law of the federal courts" and its relation to the political, social, economic, and ideological conflicts that have created contemporary America. It revolves around the fundamental constitutional principles of federalism and separation of powers, and it focuses on both the normatively proper and actually operative role of the national courts in American law and government. Among the broad topics it covers are the nature of the Article III judicial power, the lawmaking authority of the federal courts, the power of Congress over the national judicial system, the jurisdiction of the Supreme Court and the lower federal judiciary, the nature and scope of the Eleventh Amendment, statutory and other nonconstitutional limitations on federal judicial power, the role of international law in the American legal system, and the authority of the national courts to provide legal remedies against governmental wrongdoing. Beneath the rules, principles, and technicalities in all of those areas lie the most fundamental political struggles that have driven American national development since the founding. Class participation will be a factor in determining final grades. Scheduled examination. E.A. Purcell, Jr.

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, macroeconomic stability, and administrability. Topics will include the definition of income, tax shelters, the interest deduction, and capital gains. No prerequisites. Scheduled examination. Y. Listokin

Federal Indian Law (21739) 3 units. This course will cover the basics of federal Indian law. It will not address the substantive content of tribal law. Tribal law is a specialized study arising from the exercise of the legal authority that the tribes retain. This course is designed to lay the groundwork for a deep understanding of what kinds of sovereignty Indian nations may exercise within the framework of our legal system. Normally, courses of this type begin with a historical exploration of the foundations of the relations between Indian and non-Indian peoples. Instead, the course will begin with questions that are current and sketch out, roughly, where we are now. It will build from the present back to the origins to see how the doctrines reflect the positive aspects of the legal expression of contact between Europe and the native nations of the Western hemisphere as well as the more malign aspects. The course will not neglect the history; it will prove critical for understanding the ways in which federal Indian law is *sui generis* in domestic jurisprudence, but we will see how that history is always haunted by the specter of colonialism, extra-legality, and finally international legal norms. Self-scheduled examination or paper option. G. Torres

Financial Markets and Corporate Law Clinic (30211) 3 units. The purpose of this clinic will be to introduce students to public policy debates in the regulatory context. The class will endeavor to apply public choice theory and modern theories in corporate finance to debates about the content of regulation and public policy. In this clinic, students and faculty will work collaboratively to generate actual comment letters as well as publishable academic research regarding proposed regulation by such institutions as the SEC, the Fed, the FDA, the Comptroller of the Currency, and others. In formulating policy statements, students will be encouraged to be cognizant of the value of markets and the need to improve the quality of public decision making in areas related to the regulation of corporate governance and capital markets. Open only to J.D. students. Paper required. Permission of the instructors required. Enrollment limited to twenty. J.R. Macey, G. Fleming, and B.L. Beirne

Financial Trading and Markets Regulation (21510) 2 units. This course will explore the ways in which financial institutions trade financial instruments and the patchwork of regulations to which this trading activity is subject. The primary focus of the class will be derivatives trading—specifically futures and swaps trading—and the change in trading regulation since the passage of the Dodd-Frank Act in 2010. The class will explore the legal structure around this trading and its application to real-world trading desks, including understanding how regulation affects business strategy and vice versa. Each student will write a paper and will present the paper idea to the class, with the ultimate goal of submitting the paper for publication in this area of increasing academic focus. No prerequisites. Enrollment limited to fifteen. G.D. Rosenberg

[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; sedition; defamation; obscenity and pornography; commercial speech; symbolic speech; campaign finance; Internet and broadcast regulation; restrictions on time, place, and manner of expression; freedom of association; the Free Exercise Clause and the Religious Freedom Restoration Act; aid to parochial schools and other religious institutions; permissible accommodations of religious practice; and state establishments of religion. Self-scheduled examination or limited paper option. J.M. Balkin

[The] Foundations of Legal Scholarship (21757) 3 units. During the second term of the legal scholarship seminar, students will reflect on legal scholarship and present their own work to the group. Open only to Ph.D. in Law students and first-year J.S.D. students who completed Foundations of Legal Scholarship in fall 2016. Enrollment in this term of the seminar requires permission of the instructor. Paper required. Enrollment limited to eight. A.K. Klevorick

Global Health and Justice Practicum (30168) and Fieldwork (30169) 4 units (2 units for each component). This course will fuse didactic and experiential learning on critical topics at the intersection of public health, rights, and justice in the twenty-first century. Through a weekly seminar and real-world projects, students will develop the knowledge and tools to engage critically and constructively with contemporary global health issues. Students from different disciplines will work in teams on projects, typically with

outside partners, to address key mediators of health in the United States and worldwide, with particular attention to concerns about health equity. Seminar readings and project approaches will draw from legal, public health, historical, anthropological, and other fields to introduce students to the multiple lenses through which health issues can be tackled, and to build their competence to work with colleagues in other disciplines around such interventions. Projects are selected with an eye toward the application of both public health and legal expertise, and students will be expected to reflect on ethics and methods in an interdisciplinary context. Students will work on projects in teams and be evaluated by their work product rather than a final exam. Students should be prepared to spend up to ten hours outside of class each week (on average) on their projects, and for possible travel (typically during spring break) depending on the project. Resources will be available for travel for students as needed. The course will be designed for a mix of public health students and law students, though select students from other disciplines may also be admitted. This course meets the YSPH OPHP practicum requirement for M.P.H. students. This course will meet according to the Law School calendar. Because the demand for the course is high, interviews may be conducted to select the final group of students for the practicum in mid-December, shortly after the application deadline. *Note:* The class may also establish special sessions and makeup sessions to accommodate the difference between schedules on the main campus and in the Law School. Law students accepted in the practicum section will also be enrolled in the fieldwork section. Both sections must be taken simultaneously. Permission of the instructors required. Enrollment limited to twelve. *Also CDE 596b.* A. Kapczynski, A.M. Miller, G. Gonsalves, and C. Ricardo

Health Law (21162) 4 units. This course will cover the full range of topics traditionally referred to as “health law,” including the physician–patient relationship, informed consent, privacy and confidentiality, medical malpractice, regulation of health professions, regulation of health facilities, health care financing (including a survey of Medicare, Medicaid, Affordable Care Act, and private medical insurance law), regulation of drugs and devices, anti-kickback and abusive medical billing, and if time permits, end-of-life decision making and reproductive health. Health law will be viewed as comprising the principles that govern and influence the interaction of patients and health care providers, and the class will also consider the evolution of health law over time, as it reflects the development and history of medicine as a profession and the emergence of the modern hospital during the first decades of the twentieth century. Throughout the course students will compare the emergence of the medical professional in contrast to the emergence of the organized legal profession, to understand the “guild” a profession represents and how the law and culture of a “guild” relates to the larger legal system. Readings will include a traditional casebook, as well as materials documenting the modern history of medicine, public health, and health care finance. Self-scheduled examination. M. Barnes

[The] History of Property Law (21780) 2 units. This seminar will investigate topics in the history of property law, focusing on East Asia and Western Europe. The aim of the seminar is to use the resources of history to address fundamental problems in the nature and justification of property rights. The topics discussed will include the Marxist tradition, the relationship between ownership and lordship, the decline of feudalism,

the law of slavery, the role of property institutions in the creation of the modern global economy, theories of moral economy, and the rise of a single umbrella modern concept of “property” in place of the multiplicitous varieties of property that existed in the past. Paper required. Enrollment limited to fifteen. J.Q. Whitman and T. Zhang

Immigration Legal Services Clinic: Seminar (30113) and Fieldwork (30140) 2 units, graded or credit/fail, at student option, for each part (4 units total). The clinic specializes in the representation of persons who are seeking asylum through affirmative procedures or in removal proceedings or post-asylum relief. Seminar sessions will focus on the substantive and procedural law, on the legal and ethical issues arising in the context of casework, and on the development of lawyering skills. Classes will be heavily concentrated in the first half of the term, with additional sessions supplementing the weekly class time. Students will also attend weekly supervisions on their case work. The clinical seminar and fieldwork must be taken simultaneously. Open only to J.D. students. Enrollment limited to four. J.K. Peters and H.V. Zonana

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

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

International Business Transactions (21209) 4 units. An introduction to the formation, regulation, and global impact of international business transactions. The primary focus of the course will be on the legal and practical aspects of cross-border transactions, including the structuring, negotiation, and documentation of the relevant arrangements. A secondary focus will be on the broader economic, political, and social context and consequences of international business transactions. Case studies from Latin America, Asia, the former Soviet Union, and the Middle East will be used. Topics to be discussed

include privatization, project finance, letters of credit, conflicts of law, extraterritoriality, sovereign debt restructuring, expropriation, corruption, and the relationships among markets, democracy, and “culture.” Permission of the instructor required. Paper required. Enrollment limited to seventy. A. Chua

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

International Refugee Assistance Project (30170) 3 units. This seminar and practicum will introduce students to international refugee law, with an emphasis on fieldwork. Class sessions will combine project rounds with a consideration of the development and content of the international refugee legal regime, U.S. policy toward refugees, and the particulars of the Iraqi and Syrian refugee crises. Additionally, students will work in pairs under the supervision of private attorneys to provide legal representation to refugees in the Middle East in urgent humanitarian situations seeking resettlement in a safe third country. Guest lecturers will include practitioners and scholars in the field of refugee law. Permission of the instructors required. R.M. Heller and L. Finkbeiner

Introduction to International and Transnational Law (21454) 4 units. The course will cover both the public and the private dimensions of international and transnational law. Among the topics to be studied are such public international topics as the law of treaties, customary international law, international legal institutions, and the use of force; transnational legal process (including dispute settlement, transnational litigation and transnational arbitration) and selected issues of “transnational legal substance,” including the Constitution and foreign affairs; international environmental law; international criminal law; and international business transactions. Scheduled examination. H.H. Koh

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

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

Juvenile Justice Clinic (30133) and Fieldwork (30134) 2 units, credit/fail, with a graded option, for each part (4 units total). The clinic and fieldwork must be taken simultaneously. Students represent children and youth in juvenile cases in the Superior Court for Juvenile Matters courthouse on Whalley Avenue in New Haven. Students handle all aspects of their clients' cases under the direct supervision of clinical faculty. Students learn how to build relationships with clients and their families, investigate and develop their cases, construct persuasive case theories, negotiate with opposing counsel, prepare motions and briefs, and advocate for youth in court. Students also explore the legal framework governing the representation of youth in juvenile delinquency cases, including the rules of professional responsibility. Throughout, students are encouraged to think critically about the operation of the juvenile justice system and to reflect on opportunities for reform. Class will meet weekly with occasional supplemental sessions to be arranged. Additionally, students will attend weekly case supervision sessions. Because of the frequency of court appearances, students must keep two days each week (Tuesdays, Wednesdays, or Thursdays, 9 a.m.–1 p.m. and 2–4 p.m.) free from other obligations. Open only to J.D. students. Permission of the instructor required. Enrollment limited. T.R. Birckhead

Law, Economics, and Organization (21041) 1 unit, credit/fail. This seminar will meet jointly with the Law, Economics, and Organization Workshop, an interdisciplinary faculty workshop that brings to Yale Law School scholars, generally from other universities, who present papers based on their current research. The topics will involve a broad range of issues of general legal and social science interest. Students registering for the seminar and participating in the workshop will receive 1 unit of ungraded credit per term. Neither Substantial Paper nor Supervised Analytic Writing credit will be available through the seminar. Short reaction papers will be required during the term. Please e-mail Professor Jolls for further information and to be admitted to the seminar; please note, however, that a formal statement of interest or background is not necessary. C. Jolls

Law, Environment, and Religion: A Communion of Subjects (21107) 2 or 3 units. This course will focus on the scholarship and practice of leading figures working at the intersection of law, environment, and religion, who will be brought to campus to participate in a discussion series that will form the core of the course. In preparation for these visits, teams of students will be assigned to study deeply the writing and actions of a designated speaker. Class sessions during this preparatory phase will resemble a traditional graduate seminar, with readings and discussion designed to stimulate engagement with the most challenging and vital questions facing the “communion” of law, environment, and religion. During the core phase of the course, speakers will interact with students in multiple ways. The central activity will be an in-depth interview led by members of the student team. Other students will conduct a podcast interview with the speaker at Yale's audio recording studio; these podcast interviews, which are intended to engage the speaker in a more personal conversation about his or her life history, values, and worldviews, will be posted on Yale's iTunes University site. One of the conceits of the academy is often that such subjective elements have little bearing on one's intellectual work. As a result, too little attention is paid within the university to the role of family, community, religion,

and other critical biographical factors in shaping one's ideas. Permission of the instructors required. Enrollment limited to twenty-four, of which eight places are for Law students. *Also F&ES 808b/REL 926b*. D. Kysar, J.A. Grim, and M.E. Tucker

[The] Law and Economics of Corporate Control (21234) 3 units. This course, broadly speaking, will consider how the law regulating corporate governance, and the practices the law engenders, affect the market for corporate control. Topics will include the appropriate and actual role of boards and management as these affect merger and takeover activity; defensive tactics; shareholder rights; hedge fund activism; the role of private equity in the public company market; and executive compensation. Invited lawyers and investment bankers will present three recent deals that illustrate the concepts the course teaches. Readings will include cases, recent law and finance articles, and the deal materials. The course is co-taught by attorney Stephen Fraidin, who had been the senior corporate partner for M&A activity at Kirkland & Ellis and recently became vice chairman of Pershing Square Capital, a large hedge fund. The course grade will be based on an examination, or a paper option with permission of the instructors. Self-scheduled examination or paper option. *Also MGT 664b*. A. Schwartz and S. Fraidin

Law and Globalization (21508) 2 units. The Law and Globalization seminar is an ongoing Yale Law School colloquium series for the discussion of recent scholarly research on legal aspects of globalization, broadly conceived. The focus of the spring 2017 edition will be new research on sustainability issues, including energy, environment, the United Nations' Sustainable Development Goals, and the tensions between trade liberalization and sustainability. After four introductory sessions that introduce these topics, we will host five scholars who will present works-in-progress on the law, policy, and politics of various issues at the globalization-sustainability interface. On off-weeks, students will read and discuss texts selected by our visitors in preparation for their presentations. Requirements include: (1) full participation in the seminar, including circulating two short (two-page) discussion papers on the scholarly works being presented; and (2) the writing of either one 25-to-30-page research paper on a topic relevant to globalization and sustainability or three 8-page essays responding to the papers being presented in the seminar. Students may earn additional credit if they wish to produce a major research paper. Paper required. Enrollment limited to fifteen (ten Law students). *Also F&ES 845b*. D.C. Esty

Law and Macroeconomics (21156) 1 to 3 units. This seminar will examine the interaction between law and macroeconomic fluctuations, with an emphasis on the "Great Recession." Unlike conventional law and economics, the seminar assumes that aggregate demand plays an important role in determining output. Topics include regulation as a determinant of aggregate demand, the income tax code and government spending as determinants of aggregate demand, and Central Banks' legal authority to conduct unconventional monetary policy. Students who write papers will earn additional units. Enrollment limited. Y. Listokin

[The] Law and Regulation of Banks and Other Financial Intermediaries (21171) 2 or 3 units. This course will begin with an overview of the legal and business environment in which banks and other financial intermediaries (investment banks, insurance

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

[The] Law and Technology of Cyber Conflict (21022) 3 units. The second term of this yearlong course will be a hands-on practicum in which students will write policy papers, develop the computational theory of cyber conflict, or design and prototype novel technology. These projects will be designed to address some of the critical research gaps that have hindered long-term development of effective policy and technological responses to cyber conflict, including issues such as cyber deterrence in operations short of war, corporate cyber espionage, cyber vandalism/ terrorism, international cyber regulation, and related free speech and privacy concerns. Specific project topics will be formulated based on the first term’s explorations and in consultation with policy makers who work on issues of cyber security. Enrollment limited to twenty. *Also CPSC 511b*. O. Hathaway, J. Feigenbaum, and S.J. Shapiro

Legal Assistance (30191) 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 six to eight. F.X. Dineen

Legal Assistance: Immigrant Rights Clinic: Seminar (30194) and Fieldwork (30195) 2 units for each component, 4 units total. Students may elect credit/fail and must do so by the stated deadline each term. Students must be enrolled in the seminar and fieldwork

components simultaneously. Students in the New Haven Legal Assistance Immigrant Rights Clinic (IRC) will represent immigrants and their organizations in court, before administrative agencies, and in the legislature. The clinic will be a legal resource for immigrant communities and their organizations. Through their advocacy and course work, students in the clinic will learn to practice as legal services lawyers representing immigrants and their organizations. Students can expect to work both on individual cases and on policy matters arising from needs in the community. Community partners will refer cases to the clinic, and no substantive area of law will be excluded from consideration. Enrollment limited to sixteen. J. Bhandary-Alexander and D. Blank

Legal Assistance: Reentry Clinic (30201) 4 units, credit/fail, with a graded option. The New Haven Legal Assistance Reentry Clinic will provide civil legal representation to people with criminal convictions to help them challenge and navigate barriers to their successful reentry to society. Students in the Reentry Clinic will have an opportunity to represent individual clients on a variety of legal issues. Through this work, students will also identify and research challenges facing this population that invite litigation or legislative strategies for broader reforms. Examples of the direct representation cases students may work on include denials of housing subsidies based on an applicant's criminal record, applications for pardons, employment discrimination based on the disparate impact of criminal convictions on minorities, access to health care and other public benefits, and modification of child support obligations. Students will represent clients in a variety of forums, including administrative hearings before Housing Authorities, the CHRO or EEOC, and the Department of Social Services; hearings before the Connecticut Board of Pardons and Parole; and state court. Students will gain experience in all aspects of lawyering, including interviewing clients and witnesses; written advocacy; informal and formal fact investigation; and oral advocacy. Students will also have an opportunity to engage in systemic reform by conducting legal and policy research to identify avenues for broader reforms. During the first month of the term, class will meet Wednesday and Friday for substantive training. During the latter part of the term, class will meet Wednesday, and small group supervisions will be scheduled during the Friday time slot or other times to be arranged by participants. Permission of the instructors required. Enrollment limited to eight. A. Eppler-Epstein and E.R. Shaffer

Legal Profession: Traversing the Ethical Minefield (21638) 3 units. Many law school courses make students better able to help clients fulfill their hopes and dreams. This course is designed to help students fulfill lawyers' own professional obligations while also providing services to clients consistent with the fiduciary obligations to which they are entitled. 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. The class will use a casebook, *Traversing the Ethical Minefield* by Susan R. Martyn and Lawrence J. Fox (Wolters Kluwer Law & Business, 3d ed., 2013), and a standards book, *The Law Governing Lawyers*

by Susan R. Martyn, Lawrence J. Fox, and W. Bradley Wendel (Wolters Kluwer, 2015). Class attendance and participation are essential. Scheduled examination. Enrollment capped at twenty-five. L.J. Fox

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

Liman Project: Incarceration, Isolation, and Criminal Justice Reform (30172) 2 units, credit/fail, with a graded option. This project enables students, working in groups, to learn about the law of incarceration and to work on understanding facets of incarceration. One ongoing project involves studying how prisons use and regulate long-term isolation (sometimes called “solitary confinement,” or “restricted housing” or “administrative segregation”) and working on how to reduce the number of persons in isolation and the degrees of isolation for those in such placements. The Liman Program has done two national surveys and will continue to do data collection and analyses as well as more research on the law and policies related to isolation more generally. Another project focuses on the role gender plays in incarceration, in terms of the ways in which women and men are classified, placed in facilities, and the programs and rules imposed. A third project focuses on prosecutorial misconduct and the challenges to meaningful accountability, examining these problems as they unfold in practice, including in the context of capital cases. The goals include research and reform. Students work in teams and meet regularly with supervisors, and, with permission, students may elect to write a related Supervised Analytic Writing or Substantial Paper for additional graded credit. Writing is required, as the projects always involve reports, PowerPoint documents, and research memos. The projects usually span more than one term and have, on occasion, resulted in published articles. Permission of the instructors required. K. Bell, L. Fernandez, J. Resnik, A. VanCleave

Liman Public Interest Workshop: Imprisoned (21534) 2 units, credit/fail, with a graded option. The number of people in jails and prisons rose substantially from the 1970s through the present, with some leveling off or modest declines in recent years in a few jurisdictions. More than two million persons are in jails or prisons. More than five million people are under supervision through probation, parole, and supervised release. Data from the Bureau of Justice Statistics reported that one in 107 American adults was behind bars, a rate roughly five times the worldwide average, and one in fifty was under some type of supervision. Incarceration does not have the same impact on all who live in the United States; race, gender, age, nationality, and ethnicity interact to affect the likelihood that one will be detained or have family and community members in detention. People of color are disproportionately in prison. In 2010, black men were six times as likely to

be incarcerated as white men; African Americans and Latinos constituted more than 60 percent of people imprisoned. Participants in this workshop will explore the history of detention and imprisonment in the United States; the rise of detention facilities owned and operated by the private sector; the use of specific forms of detention such as solitary confinement and specialized supermax facilities; and growing concerns about the costs – dignitary, social, political, and financial – of the system now in use. Our sessions will address the law of prisons, the market for prisons, and the perspectives of those who direct prisons, who work in them, and who are detained by them. When doing so, the class will look at both U.S. and non-U.S. law – such as the 1933 Guidelines of the League of Nations, the European Prison Rules of the Council of Europe, and the 2015 U.N. Standard Minimum Rules for the Treatment of Prisoners (“Mandela Rules”) – statutes, and court decisions. Students will consider the degree of oversight that courts, legislatures, and other actors have in shaping the parameters of permissible sanctions, regulating conditions of confinement, and in crafting remedies for violations. Students participating credit/fail must choose four times during the term after the first two sessions to submit two-page reflections that offer comments on that week’s readings. Students who would like graded credit have two options: for 2 units of credit, students may write a responsive essay of no more than 3,000 words during the examination period; students who wish to completed a Supervised Analytic Writing paper or a Substantial Paper for 3 graded credits need to submit a proposal by the fifth week of the term and meet with instructors to determine its feasibility and then agree upon a research plan and schedule. K. Bell, J. Resnik, A. VanCleave, and A.T. Wall

Litigating Civil Actions: From Filing to Finality (30222) 4 units. This course will provide students with an overview of the skills that litigators need to handle a civil action in federal court from start to finish. The course will review five phases of a lawsuit. First, students will explore how to prepare a filing: for example, they will discuss how to interview clients, how to investigate a case before filing, and how to prepare a complaint. The second phase will explore pretrial activities such as answering a complaint; motions practice; communicating with opposing counsel; document discovery and other forms of discovery (such as physical inspections); how to take and defend depositions; and how to handle expert witnesses. The course’s third phase will discuss trial skills, including how to select jurors; prepare effective opening statements; examine, cross-examine, and reexamine witnesses; deliver successful closing statements; and prepare jury instructions. The class will also have brief discussions about mediation and settlement. The fourth phase of the course will explore the most famous post-trial activity: the appeal. This discussion will delve into the substance of appeals as well as the less glamorous parts of appellate practice, such as filing a notice of appeal, motions practice on appeal, and preparing a joint appendix for the appellate court. It will also have a very brief discussion of cert. petitions and Supreme Court practice. Finally, the course’s fifth phase will discuss important post-trial activities that are rarely explored within law schools, including motions for costs and enforcement of judgments. The course aspires to give students confidence that they could handle a civil action on their own. Scheduled examination or paper option. N. Messing

Litigation and Regulatory Implementation (21485) 2 units. The course will focus on litigation in the contemporary American legal system. Topics addressed will include explanations for the general shift in recent decades away from administrative regulation and enforcement and toward use of private litigation as a regulatory tool, the legal and policy implications of that trend, and contemporary efforts to retrench or remake the system. The course will examine these topics from a number of substantive and procedural angles using scholarship, case studies, and some case law. It will explore such disparate substantive areas of law as employment discrimination, securities regulation, *qui tam* lawsuits under the False Claims Act, and mass torts. The class will also discuss trans-substantive topics such as the class action device and private enforcement of public law (through regimes that deputize “private attorneys general”). The seminar will seek to integrate knowledge from a number of fields (law, political science, economics) to grapple with practical problems of institutional design. Multiple short papers required. Enrollment capped at fifteen. S. Farhang

Lobbying (21781) 1 unit. Law school focuses on advocacy within the court system; in contrast, lobbying, the often-maligned sibling of litigation, focuses on advocacy within legislatures and rulemaking bodies. But both litigation and lobbying, at their core, involve efforts to persuade governmental decision makers to achieve positive results for clients. And both, in their noblest forms, attempt to shape the law for the better. This course explores lobbying: it will focus on how lobbyists at both for-profit and nonprofit groups influence legislation, drawing on the insights of academic research, active lobbyists, and elected officials. The course will also discuss the history of the field, the professionalization of the field, the laws governing lobbyists, and other ways that lobbyists achieve their goals (such as launching public relations campaigns and pushing legislators to hold hearings). The course will provide students with a more complete understanding of how to navigate and influence the legislative process. Self-scheduled examination or paper option. N. Messing

Local Government in Action: San Francisco Affirmative Litigation Project (30178) 1 unit, with the option of additional units. This course will introduce students to local government lawyering. Working directly with attorneys from the Affirmative Litigation Task Force in the San Francisco City Attorney’s Office, students will have an opportunity to brainstorm about potential projects, research the most promising ideas for lawsuits, assist in filing a case, or help litigate one already under way. The course will address both theoretical issues (What roles should cities play in our democracy? Can cities further the public interest through litigation?) and practical ones (city-state relations, standing issues). The first part of the course will acquaint students with broader legal and policy issues associated with affirmative litigation. The students will then break into independent working groups organized by subject area; the working groups will be designed to accommodate student interests and preferences. Each working group will either develop and propose a potential lawsuit, or assist in one of the City’s ongoing affirmative litigation cases. Students joining in the fall are expected to make a one-year commitment (both fall and spring terms). In addition, students enrolling in this course for the first time in fall 2016 must complete their one-year commitment in the course to receive professional responsibility credit. The ethics component of the clinic will be taught during the fall term. Permission of the instructors required. H.K. Gerken and T.M. Nardini

Local Government Law (21175) 4 units. Much of our daily interaction with law and government is with local law and local government. Local governments are tasked with providing public goods as central to daily life as public schools and police; they pass laws and issue regulations governing everything from how loud parties can be to what one can eat; and, by setting property tax levels, regulating land uses, and limiting building heights, they have an enormous impact on the value of what is for most families their largest asset, their home. Many law school classes, however, ignore local governments and local laws. This class will change that focus, examining both the law governing the powers of local governments and the actual content of local laws and policy. A special focus will be the regulation of politics at the local level, looking at how the rules governing local elections affect the results of those elections. Further, students will delve deeply into the determinants of the economic success of cities, using cutting-edge research in agglomeration economics. And they will use those theoretical and empirical studies to address the nuts and bolts of local government law practice. Scheduled examination. Enrollment limited to fifty. D.N. Schleicher

Lowenstein International Human Rights Clinic (30173) 4 units, credit/fail. Students will work on a variety of human rights projects, generally in support of advocacy efforts of human rights organizations. Projects are designed to give students practical experience with the range of activities in which lawyers engage to promote respect for human rights; to help students build the knowledge and skills necessary to be effective human rights lawyers; and to integrate the theory and practice of human rights. Class sessions will include an overview of basic human rights standards and their application; instruction in human rights research and writing skills; and critical examination of approaches to human rights advocacy and enforcement. Permission of the instructors required. Enrollment limited to eighteen (combined with the advanced clinic). H.R. Metcalf and A.S. Bjerregaard

Media Freedom and Information Access Clinic (30175) 3 or 4 units, credit/fail for students in their first term, graded for students in their second term. Students in the clinic will work on all aspects of cases involving press freedom, open government, free speech, and related issues. Clients include investigative journalists, traditional and new media organizations, activists, advocacy organizations, researchers, and academics. Pending matters typically include litigation under the First Amendment and Freedom of Information laws in both federal and state courts. The clinic's cases involve a diverse array of issues, focusing in particular on national security, surveillance, privacy, technology, and government accountability. Students may also have the opportunity to engage in nonlitigation advocacy and client counseling. The seminar will focus on substantive law, case discussions, skills training, and ethical issues. Students will have the opportunity to write related research papers. Permission of the instructors required. Enrollment limited. D.A. Schulz and J.M. Balkin

Meritocracy and Inequality: Supervised Research (21777) 3 units. American meritocracy was conceived, at the middle of the last century, as a mechanism for opening the elite to outsiders and promoting fair equality of opportunity. Today, it is far from clear that meritocracy performs this function and more than plausible that meritocracy has become a principal obstacle to equality of opportunity. Students interested in the social, moral,

and economic analysis of meritocracy are invited to submit proposals for supervised research on the relationship between meritocracy and equality, in any of its myriad forms. The final number of credits may vary by agreement with the instructor and framing of suitable work plans. Paper required. Permission of the instructor required. Enrollment limited to six. D. Markovits

Military Justice (21678) 3 units. This course will explore the character and function of military justice today. Topics will include the constitutional rights of military personnel; court-martial jurisdiction and offenses; trial and appellate structure and procedure; collateral review; the roles of commanders, Congress, the Supreme Court, and the President; unlawful command influence; the role of custom; and punishment. Current issues such as the treatment of sexual offenses, military commissions, government contractors and other civilians, command accountability, military justice on the battlefield, judicial independence, and the application of international human rights norms to military justice will be addressed. The class will consider issues of professional responsibility, how the military justice system can be improved, and what, if anything, can be learned from the experience of other countries. The primary text will be *Military Justice: Cases and Materials* by Eugene R. Fidell, Elizabeth L. Hillman, and Dwight H. Sullivan (Lexis-Nexis, 2d ed., 2012). Self-scheduled examination. E.R. Fidell

Mortgage Foreclosure Litigation Clinic (30119) 2 or 3 units, credit/fail for students in their first term; students may opt into grading after the first term. Students in this clinical seminar will represent homeowners fighting foreclosure in Connecticut state and federal court. They will advise clients both inside and outside the courthouse and appear in court multiple times during the term through the clinic's limited-scope representation program, Attorney for Short Calendar. Students will also have an ongoing caseload in which they will conduct motion practice and discovery, including legal research and writing, as well as represent clients in Connecticut foreclosure mediation. Clinic students also engage in novel affirmative litigation against the mortgage industry and engage in appellate work through direct representation in Connecticut and amicus work nationwide. The clinic is also involved in legislative advocacy to expand the legal remedies available to homeowners fighting foreclosure. Weekly seminars focus on case preparation, skill development, and housing policy (with an emphasis on discriminatory and abusive lending, as well as the government's enabling of and response to such practices). Open only to J.D. students. Enrollment limited to twelve. J. Gentes

Open Government and Open Data Governance Innovation Clinic (30186) 3 units, credit/fail, with a graded option. The Open Government and Open Data Governance Innovation Clinic supports the strengthening of democratic institutions by using legal and technological innovations to transform how we govern. In this clinic, students will work with clients in government and other public institutions on projects designed to enable them to work more openly and collaboratively to make better decisions and solve public problems to improve people's lives. The mission is threefold: to help institutions innovate and become more effective at achieving their mission through the application of new technologies including big data and collective intelligence; to promote the public's right to participate in governing in ways that tap people's talents, creativity, and interests;

and to empower twenty-first-century lawyers as problem solvers by developing new skills in governance innovation. Project required. Enrollment limited. B.S. Noveck

Partnership Taxation (21582) 3 units. This course will examine the federal income tax consequences arising from the operation of an enterprise that is treated as a partnership for tax purposes. Topics include the allocation of partnership income and deductions among partners as well as the various problems created by contributions, distributions, and acquisitions and dispositions of partnership interests. Scheduled examination. N. Cunningham

[The] Philosophy of Law II (21408) 3 units. This course concerns philosophical topics that arise in connection with particular areas of law. Such topics include the justification of criminal punishment; discrepancy in punishment of attempted and completed crimes; the relevance of ignorance of the law to criminal responsibility; self-defense and other forms of preventive violence; the rationale for double-jeopardy restrictions; the conception of justice of import to tort law; the concepts of causation and intention in tort law; the relationship between promises and contracts; the fundamental rationale for property rights; the grounds for and nature of the individualization of the reasonable person standard; the rationale for variations in standards of proof across areas of law. A selection of such topics will be examined through consideration of both philosophical essays written about them and legal materials that bear on them. Self-scheduled examination or paper option. Enrollment limited to twenty-five. *Also PHIL 715b.* G. Yaffe

Practicing In-House in an Increasingly Integrated World (21664) 2 units. This course will explore the challenges faced by a senior in-house lawyer in today's increasingly integrated international business environment. We will do so through a series of problems faced by the legal staff of multinational corporations. The "cases" in this course pose questions about how to confront legal and ethical issues in many different national markets, using specific illustrations drawn from the contemporary business world—e.g., the Sony hacking incident, Google's response to censorship in China, Walmart's challenges arising from the fire in the Bangladesh installation, and the obstacles to Uber's business model around the world. These cases involve a broad range of considerations: law, ethics, reputation, risk management, international public policy and politics, culture, business, communications, and corporate citizenship. The course will explore the skills needed by inside counsel to address these challenges, the increasingly global role of in-house counsel in large corporations, and the challenges to the profession from this demanding new form of legal practice. Permission of the instructors required. Self-scheduled examination. Enrollment limited to twenty-two. M.S. Solender and S.M. Cutler

Products Liability (21760) 2 or 3 units. This seminar will examine the law of products liability, giving attention to both doctrinal and theoretical aspects of the field. In addition to regular attendance and active participation in class discussion, students will undertake a research project to fulfill the course requirements. For research papers of appropriate scope and ambition, Substantial Paper (2 units, graded) or Supervised Analytic Writing (3 units, graded) certification will be available. Although we will focus on products liability during class sessions, students may pursue research papers that concern any aspect of torts or consumer protection. A research memorandum option (2 units, graded

or credit/fail, no Substantial Paper or Supervised Analytic Writing certification) also will be available to fulfill the course research project requirement. Paper required. Enrollment limited to sixteen. D. Kysar

Property (21017) 4 units. This course will study the laws of property, its objectives, and its institutions. It will investigate how property rights and institutions affect resources, prosperity, fairness, freedom, community, and the sometimes conflicting interests of individuals, groups, and government, in specific applications such as land, possessions, environmental resources, the family, and the self. It will cover issues such as acquisition, exclusion, trespass and nuisance, transfer, estates and future interests, covenants and easements, landlord-tenant and housing law, and compensation for government takings of property. Attention will be paid, in largely equal doses, to both the legal doctrine and its underlying socioeconomic, political, and moral rationales. Self-scheduled examination. T. Zhang

Prosecution Externship and Instruction (30193) 2 or 3 units, credit/fail. Students in this clinical externship will assist state or federal prosecutors with their responsibilities, before, during, and after trial. Federal placements are available in the United States Attorney's Office in New Haven or in Bridgeport. The federal caseload is varied, from drug trafficking to securities fraud to civil rights to appellate work. The State's Attorney's Office in New Haven, which also has a varied but faster-paced docket, generally can take one or two student placements. Federal placement requires 168 hours for 3 credits, and state placement requires 112 hours for 2 credits. All students are required to attend weekly class sessions. These sessions are intended to cover the life of a criminal case, including the stages of investigation, charging, plea negotiation, trial, sentencing, appeal, and collateral attack. The class sessions will focus in depth on a handful of prosecutions as examples of the foregoing stages of a criminal case. The class sessions also aim to incorporate the perspectives of different players in the criminal justice system, including the U.S. Attorney, agents, public defenders, probation officers, and judges. Woven throughout these class sessions are discussions of ethics and professional responsibility. The course considers at significant length a prosecutor's ethical obligations under the Constitution, rules of procedure, and Rules of Professional Ethics. Students will be required to keep track of the hours they have worked. Placement at the U.S. Attorney's Office must be arranged at least four months in advance, to allow time for security clearance procedures. Student participation in the federal program is subject to successful clearance through a federal background check. Students also apply for placement at the State's Attorney's Office during the previous term. Although enrollment is limited and permission of the instructors is required, timing and the involvement of outside agencies remove this clinic from the usual sign-up process for limited-enrollment courses. Selection for this course takes place before limited-enrollment course bidding. Conflict check with LSO also is required. K. Stith, L. Brennan, and M. Silverman

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. Self-scheduled examination. *Also MGT 692b*. I. Ayres

Reading the Constitution: Method and Substance (21411) 4 units. An advanced constitutional law course focusing intently on the Constitution itself (as distinct from the case law interpreting it, sometimes quite loosely). The course will begin by studying the document itself in exquisite detail, Article by Article, and Amendment by Amendment. The main text for this segment of the course will be *America's Constitution: A Biography* by Akhil Reed Amar (Random House, 2005). The course will then canvass various methods of constitutional interpretation (associated, for example, with writings by Ackerman, Amar, Balkin, Black, Bobbitt, Ely, Tribe, Rubinfeld, Siegel, and Strauss). Self-scheduled examination or paper option. A.R. Amar

Research Methods in American Law (21486) 1 unit, credit/fail. This course will instruct students in basic legal research skills, including researching federal case law and statutory and administrative law, as well as using secondary sources in the research process. Students will be required to complete a series of short research assignments. The course will meet once weekly for the first half of the term. The skills requirement may be satisfied by taking this course with another 1 unit legal research course. Minimum enrollment of five required. J.A. Jefferson, J. Eiseman, and C. Kellett

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

Research Methods in Statutory and Regulatory Law (21493) 1 unit, credit/fail. This course will teach students to research statutes, agency regulations, agency cases, and other sources of statutory and administrative law, using a variety of print and online sources. The goal of the course is to give students an understanding of the sophisticated research skills required for finding statutory and administrative authority in its various forms, including legislative history, enabling statutes, proposed and final agency regulations, decisions, opinions and policy, and executive orders. Emphasis will be on researching using free, government resources, but students will also learn how to conduct regulatory research using directories and other databases. Although the primary focus of this course will be on researching federal statutory and administrative law, one class session will be devoted to researching state and local administrative law. Students will be evaluated based on class participation and on a final research project focused on a regulatory issue and agency of their choosing. The skills requirement may be satisfied by taking this course with another 1-unit legal research course. This course will meet weekly for seven weeks in the second half of the term. J.G. Krishnaswami, S. Matheson, and M. VanderHeijden

Roman Law (21776) 2 units. This course is designed to present students with an overview of Roman civil law. The law of persons, property, obligations, and succession will be presented in this order, just as it would have been to law students two millennia ago. Unlike those students, however, today's students will be given the chance to step back from the minutiae and examine how the law was shaped and adapted over the course of Roman history to reflect the needs of the society it served. This class will also look forward through history to determine some of the ways that Roman law has shaped modern law systems in this country and across the world. The course will also survey religious, criminal, constitutional, and international law. Above all, it will train students in how to use the detailed and comprehensive study of a legal system to shed light on social and economic history, a skill that should be applicable across cultures, including our own. The course assumes no knowledge of Roman history or of Latin. Students will be expected to learn the Latin terminology to which they are introduced, just as they must learn the technical language of any discipline that they study. Scheduled examination. *Also CLCV 236b/HIST 225b*. N. Lenski

Seminar in Private Law (21497) 2 or 3 units. The spring 2017 edition of the Seminar in Private Law will focus on consumer law. The seminar will take up the distinctive legal, economic, and social problems presented by a modern consumer economy. Themes will include consumer protection (including both substantive doctrine and the choice of doctrinal styles and institutional structures for regulating consumer contracts), the relationship between consumer law and distributive justice, and the sociology and culture of mass consumption. At least half of the seminar's sessions will involve presentations by outside speakers from law and associated disciplines. The remainder will prepare for the speaker presentations. Term paper required for 3 units of credit; thought papers for 2 units of credit. Enrollment limited. D. Markovits

[The] Science of Science Communication (21141) 2 units. The simple dissemination of valid scientific knowledge does not guarantee it will be recognized by nonexperts to whom it is of consequence. The science of science communication is an emerging, multidisciplinary field that investigates the processes that enable ordinary citizens to form beliefs consistent with the best available scientific evidence, the conditions that impede the formation of such beliefs, and the strategies that can be employed to avoid or ameliorate such conditions. This seminar will survey, and make a modest attempt to systematize, the growing body of work in this area. Special attention will be paid to identifying the distinctive communication dynamics of the diverse contexts in which nonexperts engage scientific information, including electoral politics, governmental policy making, and personal health decision making. Paper required. Permission of the instructor required. *Also F&ES 862b/HPM 601b/PSYC 601b*. D.M. Kahan

Social Science and Institutional Design: The Empirical Evaluation of Legal Policies and Practices (21496) 3 units. This course will be concerned with the potential role of social science in designing legal institutions, i.e., creating laws and developing policies and practices for the authorities who implement them. It will consider the role of social science models of human cognition and motivation in the effort to best meet the goals of the legal system. For each class two or three students will write a short position paper

(one or two pages) on the readings for that week. In some cases, when there are several topics covered, the students can choose the one they want to write about. The position paper will raise what each student feels are core questions about the readings of the week. Each student will then give a brief presentation of the position paper at the beginning of the class. Grading based on either a 20–30-page paper on some topics of the material or on a self-scheduled examination. Self-scheduled examination or paper option. *Also PSYC 647b*. T. Tyler

Specialized Legal Research in Corporate Law (21489) 1 unit, credit/fail. This course will introduce students to legal research, focused on corporate law research in a law firm setting. Secondary sources and research techniques specific to the practice of corporate law will be covered. Research topics may include transactional legal research, current awareness, form finding and document construction, corporate and nonprofit governance, practitioner’s tools, business and market research, competitive intelligence, financial analysis, regulatory research, and other relevant areas based on student interest. Students will be required to complete a series of in-class assignments. The course will meet once weekly for the first half of the term. The skills requirement may be satisfied by taking this course with another 1-unit legal research course. Minimum enrollment of five required. J. Eiseman and M. VanderHeijden

Supreme Court Advocacy (30180) 6 units (3 fall, 3 spring). This course is a continuation of the fall clinic and is open only to those who have completed the clinic’s fall term. Permission of instructors required. Enrollment limited to twelve. L. Greenhouse, P. Hughes, M. Kimberly, A.J. Pincus, and C.A. Rothfeld

Taxation: Directed Research (21207) 2 units. The instructor will supervise students who wish to write a paper about taxation or related topics in law and economics. Open only to J.D. students. Paper required. Permission of the instructor required. Enrollment limited to six. Z.D. Liscow

Technology Law (21325) 2 units. This course will study the regulatory challenges posed by disruptive technologies. It will consider the interplay of law, technological design, norms, and the market as modalities of regulation; competing strategies for updating the law through courts, legislatures, administrative agencies, and international institutions; efforts by incumbent and newcomer industries to use the law to promote their preferred business models; and the legal implications of other political, economic, and social impacts associated with disruptive technologies. Case studies include smart phones, autonomous weapon systems, VCRs, robotics, driverless cars, cyberwarfare, the railroad, “clickwrap” contracts, social media, Big Data analytics, the Internet of Things, and 3-D printing. Self-scheduled examination or paper option. J.M. Balkin and R. Crootof

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

corporations from doing business outside the United States. Topics will include the foreign tax credit; the controlled foreign corporation rules; transfer pricing; and income tax treaties. The class will also consider international tax planning strategies currently used by U.S. multinational corporations, including so-called inversion, and explore recently proposed changes to U.S. international tax law and policy. Prerequisite: Federal Income Taxation. Self-scheduled examination. Enrollment capped at twenty-five. J.M. Samuels

Veterans Legal Services Clinic (30123) and Fieldwork (30124) 2 units, graded or credit/fail, at student option, for each part (4 units total). The clinic and fieldwork must be taken simultaneously. There are approximately 250,000 veterans currently residing in Connecticut, many with acute and unique legal needs related to their military service or return to civilian life. In this clinic, students represent Connecticut veterans in a range of individual litigation and institutional advocacy matters. Pending individual matters include (1) benefits applications for veterans who have suffered PTSD, sexual assault, and other injuries, in the first instance, on administrative appeal, and on judicial review of administrative denials; and (2) discharge upgrade applications, on administrative appeal and in U.S. District Court. Students also represent local and national veterans organizations in Freedom of Information Act litigation in U.S. District Court; civil rights litigation arising from sexual assault, and other-than-honorable discharges of service members suffering undiagnosed PTSD; and federal and state regulatory and legislative advocacy concerning veterans' employment issues, criminal justice matters, treatment of service members with PTSD, and military sexual assault and rape. The seminar portion is a practice-oriented examination of advocacy on behalf of veterans and of social justice lawyering generally. Permission of the instructors required. Enrollment limited. M.J. Wishnie, M.R. Kuzma, M.E. Lado, and A. Wenzloff

White-Collar Criminal Defense: Critical Issues and Strategies (21430) 3 units. This course will consider the legal, ethical, and strategic challenges facing white-collar criminal defense lawyers, both those representing individuals and those representing entities, in this era of few trials and pressure to cooperate with the government. The class will examine all stages of white-collar representations, including the financial and psychological dimensions of being retained; developing information (through internal investigations and otherwise) and controlling the flow of information to the prosecutor and other defense counsel (including through joint defense agreements); persuading prosecutors not to bring charges; negotiating with the prosecutor for immunity or cooperation agreements for individuals and corporations (including deferred prosecution agreements); assertions of the Fifth Amendment privilege; the tension between individual and corporate representations; plea or trial strategies (including the use of jury consultants) and approaches to sentencing; and parallel proceedings (including investigations by the SEC, state AGs, foreign law enforcement authorities, and private civil litigation). The course will consider how the defense lawyer can succeed in disproving Dylan's observation that "you can't win with a losing hand." Students must have taken at least one course in criminal law or criminal procedure. Regular "response" or "hypothetical" papers will be required throughout the term. Permission of the instructors required. K. Stith and D.M. Zornow

Work and Gender (21577) 5 units. This course will examine how workplaces, firms, jobs, and even the people who occupy them come to be structured along gendered lines. The class will read theoretical accounts, social science studies, ethnographies, and legal cases to obtain an understanding of the mechanisms through which work becomes gendered. Among the questions the course will address are: Do workplaces merely reflect or rather actively reproduce gendered social relations and identities? What is the relationship among employment, citizenship, and sex/gender? How do structural features of organizations tend to reproduce sex segregation and sex-based harassment? How do work organizations interact with household arrangements to reproduce gender inequality? How should we understand the relationship between sex, gender, and sexuality at work? What theories ground past and present interpretations of the law's ban on sex discrimination in the workplace? Which theories should do so? The representation of gender and work in the popular media will also be explored, through an accompanying, required in-class film series. Scheduled examination. V. Schultz

Worker and Immigrant Rights Advocacy Clinic (30127) and Fieldwork (30128) 2 units, graded or credit/fail, at student option, for each part (4 units total). Students will represent immigrants and low-wage workers in Connecticut in labor, immigration, and other civil rights areas, through litigation for individuals and nonlitigation advocacy for community-based organizations. In litigation matters, students will handle cases at all stages of legal proceedings in Immigration Court, Board of Immigration Appeals, U.S. District Court, the Second Circuit, and state courts. The nonlitigation work will include representation of grassroots organizations and labor and faith organizations in regulatory and legislative reform efforts, media advocacy, strategic planning, and other matters. The seminar portion is a practice-oriented examination of advocacy on behalf of workers and noncitizens and of social justice lawyering generally. The course will be a two-term offering (4 units each term). The clinical course and fieldwork must be taken simultaneously in both terms. Permission of the instructors required. Enrollment limited. M.I. Ahmad, R. Loyola, M. Orihuela, 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 2015–2016 academic year follows:

The *Robert P. Anderson Memorial Lecture* provides a forum for distinguished judges to speak on matters of general importance to law and society. Patricia Millett of the U.S. Court of Appeals for the District of Columbia delivered the lecture, titled “Repairing the House Divided: Lawyers as Healers.”

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. Susanne Baer of the Federal Constitutional Court of Germany gave the lecture, titled “Rights under Pressure: Practicing Constitutional Law in Turbulent Times.”

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. Niall Ferguson, Professor of History at Harvard University, gave the lecture, titled “Risk Management in Finance and Geopolitics: A Tale of Two Silos.”

The *Sherrill Lectureship* brings distinguished visitors with special expertise in problems of international law and international relations. Jack Goldsmith ’89, Professor at Harvard Law School, delivered the lecture, titled “The Obama Administration’s Contributions to the Practice and Theory of International Law.”

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. Kaaryn Gustafson, Professor of Law at UC–Irvine School of Law, gave the lecture, titled “Bastardy, Debt, and Social Control.”

The *Judge Ralph K. Winter Lectureship on Corporate Law and Governance* supports lectures on corporate law and governance and related topics. Leo Strine, Jr., Chief Justice of the Delaware Supreme Court, delivered the lecture, titled “Corporate Power Ratchet: The Courts’ Role in Eroding ‘We the People’s’ Ability to Constrain Our Corporate Creations.”

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

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

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

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

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

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

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

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

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

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

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

The *Robert H. Preiskel and Leon Silverman Program on the Practicing Lawyer and the Public Interest* sponsors lectures and other events celebrating private lawyers' contributions to the public interest.

The *Storrs Lectures*, established in 1889, constitute one of Yale Law School's oldest and most prestigious lecture programs. They are given annually by a prominent scholar who discusses fundamental problems of law and jurisprudence.

Other special guest lecturers in 2015–2016 included U.S. Supreme Court Justice Stephen Breyer, who spoke on “The Court and the World.” Giuliano Amato, former Prime Minister of Italy and judge of the Italian Constitutional Court; Chris Coons '92, U.S. Senator from Delaware; and Boudewijn Sirks, Emeritus Regius Professor of Civil Law at University of Oxford, gave Dean's Lectures. Amato spoke on “The Judges' Job: Protecting Liberty or Equality?”; Coons's lecture was titled “The United States Senate: A Frank Conversation”; and Sirks spoke on Roman Law. T. Alexander Aleinikoff '77, Deputy High Commissioner in the Office of the United Nations High Commissioner for Refugees, gave the 2015–2016 Gruber Distinguished Lecture in Global Justice; his lecture was titled

“Rethinking the International Refugee Regime.” Catherine Lhamon ’96, Assistant Secretary for Civil Rights at the U.S. Department of Education, gave the Gruber Distinguished Lecture in Women’s Rights.

The Solomon Center held its inaugural conference on “The New Health Care Industry: Integration, Consolidation, Competition in the Wake of the Affordable Care Act,” which was attended by more than seven hundred people and included a keynote address by Kathleen Sebelius, former secretary of health and human services and former governor of Kansas. Student organizations hosted events on Law & Inequality, Food Systems, Rebellious Lawyering and Environmental Law, as well as the annual Doctoral Scholarship conference. The work of Professor Jerry Mashaw was spotlighted in a conference on administrative law, and Professor Bob Ellickson organized a symposium on comparative land use law. Annual symposia for Critical Race Theory, Liman Project, and Debating Law and Religion were also held, as well as a Bernstein Symposium on Art and Human Rights in collaboration with JUNCTURE, a yearlong initiative on the topic. The Information Society Project held a number of events, including on the First Amendment, the *Obergefell* decision, and “Unlocking the Black Box.”

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.

GLOBAL HEALTH JUSTICE PARTNERSHIP

The Global Health Justice Partnership (GHJP) is a program hosted jointly by Yale Law School and Yale School of Public Health that tackles contemporary problems at the interface of global health, human rights, and social justice. The GHJP is pioneering an innovative, interdisciplinary field of scholarship, teaching, and practice, bringing together diverse thought leaders to collaborate on research, policy projects, and academic exchanges.

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

The Gruber Program at the Law School consists of four core components: (1) the Global Constitutionalism Seminar, (2) a distinguished lecture series, (3) postgraduate fellowship program, and (4) support for clinical and experiential learning 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. The two Gruber Distinguished Lectures in Global Justice and Women’s Rights are signature lectures featuring pathbreakers in those fields. The lectures are often accompanied by complementary events, which may include panel discussions, faculty workshops, class visits, and University activities such as College Teas in the residential colleges. The Gruber Fellowships in Global Justice and Women’s Rights allow recent graduates of Yale graduate and professional schools to spend a year working on practice-based projects of their own design in the fields of global justice and/or

women's rights. Through the Gruber Project for Global Justice and Women's Rights, the program also supports a number of hands-on clinical and experiential learning opportunities. Gruber Project initiatives have included litigation and policy advocacy on behalf of refugees and women veterans.

THE INFORMATION SOCIETY PROJECT

The Information Society Project (ISP) at Yale Law School was created in 1997 to study the implications of the Internet and other new information technologies for law and society. It is the umbrella program for related organizations, including the Knight Law and Media Program, the Abrams Institute for Freedom of Expression, and the Program for the Study of Reproductive Justice. Since 2009, the ISP has hosted the Media Freedom and Information Access Clinic (MFIA). MFIA is a Law School clinic dedicated to increasing government transparency, defending the work of news gatherers, and protecting freedom of expression through impact litigation, direct legal services, and policy work. The ISP's work has focused on freedom of speech, democracy, globalization, access to knowledge, and the growth and spread of culture on the Internet. In past years ISP fellows have studied the free speech implications of filtering and rating systems, legal protections for privacy on the Internet, democracy and civic participation in cyberspace, the civil liberties implications of telecommunications design, biotechnology and access to medicines, and the evolution of cultures and ideologies. The ISP has held scholarly conferences on a range of subjects including censorship; access to knowledge; the Internet and globalization; privacy; journalism; intellectual property; and cybersecurity. The ISP embraces a variety of activities, including fellowships for young scholars; publication of academic and policy papers; and advice and education for policy makers, business leaders, non-profit organizations, and the legal community. Professor Jack Balkin is the director and founder. Rebecca Crootof '11, '16 Ph.D., is the executive director. Additional information on the ISP is available at <http://isp.yale.edu>.

THE JUSTICE COLLABORATORY

The Justice Collaboratory brings together scholars and researchers of diverse theoretical and methodological orientations at Yale University and elsewhere to work on issues related to institutional reform and policy innovation and advancement. Its operational theory is "big science, big policy." Using this approach, the collaboratory utilizes theory, empirical research, and targeted clinical trials to achieve its goal of making the components of criminal justice operation simultaneously more effective, just, and democratic.

ABDALLAH S. KAMEL CENTER FOR THE STUDY OF ISLAMIC LAW AND CIVILIZATION

The Abdallah S. Kamel Center for the Study of Islamic Law and Civilization at Yale Law School brings prominent scholars of Islam to the Yale campus for public lectures, seminar discussions, visiting fellowships, and visiting professorships. The center is directed by Sterling Professors Owen Fiss and Anthony Kronman. For more information on the center's activities, including the Abdallah S. Kamel Lectures on Islamic Law and Civilization, visit www.law.yale.edu/kamel.

THE ARTHUR LIMAN PUBLIC INTEREST PROGRAM

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

The Liman Program sponsors workshops, colloquia, programs, and research and advocacy projects for current law students. The weekly Liman workshop, “Human Rights, Incarceration, and Criminal Justice Reform,” considered the strategies of criminal justice reform movements in spring 2016. 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, Stanford, 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 2016–2017 awards, the Liman Program has supported more than 115 fellows at some ninety 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,” “Organizing, Reorganizing: Public Interest in Individual and Global Contexts,” “Accessing Justice/Rationing Law,” and “Detention on a Global Scale: Punishment and Beyond.” In spring 2016, “Moving Criminal Justice” brought together academics, advocates, students, and prison administrators to consider how law, organizing, media, and advocacy can be successfully deployed in criminal justice reform, and to what ends.

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 Anna VanCleave, and the Senior Liman Fellow in Residence is Laura Fernandez.

MIDDLE EAST LEGAL STUDIES SEMINAR

The Middle East Legal Studies Seminar is an annual meeting convened by the Law School in a Middle East country or nearby venue. Occasionally the seminar meets in New Haven. It was created to provide a forum in which influential scholars and opinion leaders from the legal communities of the Middle East could exchange ideas and form productive working relationships. Every year, roughly fifty lawyers, judges, and academics from

the region meet with Yale professors and students to discuss an agreed-upon topic of common importance. Recent topics have included the concept of political legitimacy, history and identity, and the causes and consequences of current unrest in the Middle East.

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

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

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

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

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

Throughout the academic year, the Schell Center sponsors frequent lectures, panels, symposia, and informal discussions on a wide range of human rights issues. Events in

2015–2016 addressed such topics as “The Fight to Abolish the Death Penalty in Asia, Africa and the Americas,” “The Colombian Peace Process,” and “Navigating Women’s Human Rights at the United Nations.” Speakers at the center’s biweekly Human Rights Workshop included Lech Garlicki, former judge of the European Court of Human Rights; Michael B. Gerrard, Professor and Director, Sabin Center for Climate Change Law, Columbia Law School, and Chair of Faculty, The Earth Institute; and Jennifer (JJ) Rosenbaum, Legal Director for the New Orleans Workers’ Center for Racial Justice.

A yearlong series, *JUNCTURE*, explored the intersections between arts and human rights. The Schell Center hosted several visiting artists, who collaborated with students on research projects as part of a seminar on arts and human rights. Speakers included Alfredo Jaar, a Chilean artist known for his large-scale installations exploring human conflict. The center’s annual conference, the Robert L. Bernstein International Human Rights Symposium, also took up arts as its subject.

As it does each year, the Schell Center held a human rights career panel and sponsored several panels of Kirby Simon Summer Human Rights Fellows, who spoke about their experience and the issues raised by their summer work. The 2015 Kirby Simon Fellows worked at organizations around the world, including the Office of the UN Secretary-General’s Special Envoy for Syria; Human Rights Watch (Morocco); the ACLU’s Immigrants’ Rights Project (United States); El Centro de los Derechos del Migrante (Mexico); Legal Resources Centre (South Africa); Helpers for Domestic Helpers (Hong Kong); the European Court of Human Rights; and the Supreme Court of India.

The Robert L. Bernstein Fellowship in International Human Rights, inaugurated in 1997, funds several recent Yale Law School graduates annually for a year of full-time human rights advocacy work. The 2015–2016 Bernstein Fellows worked for Bureau des Avocats Internationaux, a Haitian public interest law firm pursuing legal claims of victims of human rights violations; with the Initiative for Social and Economic Rights, researching litigation strategies to advance the right to health in Uganda; and with Human Rights Watch, focusing on the intersection of children’s rights and LGBT rights.

The Robina Foundation Human Rights Fellowship also funds recent Yale Law School graduates to do full-time human rights work, particularly with appropriate international or foreign courts and tribunals and intergovernmental human rights agencies. The 2015–2016 Robina Fellows worked in the Office of the Legal Adviser at the U.S. Department of State; as policy adviser in the U.S. Mission to the United Nations; and for Accountability Counsel, which provides legal support to communities around the world negatively affected by internationally financed projects.

Each summer, the Schell Center provides students with funding for international human rights work. In 2015 Kirby Simon Summer Human Rights Fellowships, supported by the Robina Foundation, allowed students to spend all or part of the summer engaged in human rights internships or research in fourteen countries, including the United States.

The center invites scholars and advocates to visit the Law School as fellows to conduct research, teach seminars, and meet with students. The Tom and Andi Bernstein Fellows in 2015–2016 were Adam Michnik and Michael Reed Hurtado. Michnik, a long-time Polish dissident, was a prominent Solidarity activist and spent a total of six years in Polish prisons for activities opposing the communist regime. He is also the founder

and editor-in-chief of *Gazeta Wyborcza*, Poland's first independent newspaper and now the country's highest-circulating daily newspaper. Reed Hurtado is a Colombian/U.S. journalist and lawyer with more than twenty years of experience in the field of transitional justice and human rights, particularly in Latin America. Robina Fellows were JJ Rosenbaum, Policy Director for the New Orleans Workers Center for Racial Justice, and Nicholas Robinson '06, a scholar on the legal profession who worked and taught in India for seven years prior to his return to the United States.

The Robert M. Cover–Allard K. Lowenstein Fellow in International Human Rights Law spends two to three years at the Law School, working on all aspects of the center's work, including supervision of the Lowenstein Clinic. The Cover-Lowenstein Fellow for 2016–2017 is Alisha Bjerregaard '08, who spent five years working in East Africa on women's rights.

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

THE SOLOMON CENTER FOR HEALTH LAW AND POLICY AT YALE LAW SCHOOL

The Solomon Center for Health Law and Policy at Yale Law School is the first of its kind to focus on the intersection of law and the governance, business, and practice of health care in the United States. The center brings together leading experts and practitioners from the public and private sectors to address cutting-edge questions of health law and policy, and to train the next generation of top health lawyers, industry leaders, policy makers, and academics.

The center was established to meet a critical need for a new academic and legal-professional discipline that responds to the rapidly evolving environment of health care and its centrality in the nation's economy and government. The center's programming includes many course offerings, both academic and experiential; career planning; academic research, policy work, and litigation briefs; and numerous high-profile panels and conferences that bring academic, government, and business leaders in health care to the Law School. It hosts academic visitors from all disciplines to enrich its programming and course offerings and to actively support student research, field work, and publications. More information is available at www.law.yale.edu/solomon-center.

THE PAUL TSAI CHINA CENTER

Founded by Professor Paul Gewirtz in 1999 as the China Law Center, the Paul Tsai China Center is the primary home for activities related to China at Yale Law School. The center is a unique institution dedicated to helping advance China's legal reforms, improving U.S.-China relations, and increasing understanding of China in the United States. In interaction with research and teaching at Yale, the center works collaboratively with top experts in Chinese universities, government, and civil society on projects in areas such as judicial reform, administrative and regulatory reform, and public interest law. The center's work also includes efforts to improve U.S.-China relations more broadly, especially through dialogues with Chinese counterparts that bring together former senior

government officials from both countries to address a broad range of economic, security, and political issues in the U.S.-China relationship. As the foundation of all these projects, the center staff undertakes teaching, research, and writing that seek to contribute to the education and training of a younger generation and more widely advance understanding of China and U.S.-China relations. Yale Law School students are involved in all aspects of the center's work.

In March 2016, Yale Law School received a gift of \$30 million in honor of its distinguished alumnus, the late Dr. Paul C. Tsai '54 LL.M., '57 J.S.D., to support the continuing work of the Law School's China Center. This gift was given by his son, Joseph C. Tsai '86 B.A., '90 J.D. In recognition of this gift, the center was renamed the Paul Tsai China Center.

More information is available at www.law.yale.edu/china-center.

THE YALE CENTER FOR ENVIRONMENTAL LAW & POLICY

The Yale Center for Environmental Law & Policy, a joint undertaking with the Yale School of Forestry & Environmental Studies, seeks to incorporate fresh thinking, ethical awareness, and analytically rigorous decision-making tools into environmental law and policy. In addition to its research activities, the center also aims to serve as a locus for connection and collaboration by all members of the Yale University community interested in environmental law and policy issues. The center supports a wide-ranging program of education, research, and outreach on local, regional, national, and global environmental issues. These efforts involve faculty, staff, and student collaboration and are aimed at shaping academic thinking and policy making in the public, private, and NGO sectors. One of the center's flagship products is the biennial Environmental Performance Index (<http://epi.yale.edu>), which ranks countries on performance indicators tracked across policy categories covering both environmental public health and ecosystem vitality.

The center facilitates a joint-degree program in which master's students at the School of Forestry & Environmental Studies can additionally pursue a law degree from Yale Law School, Vermont Law School, or Pace Law School. Undertaken separately, these two degrees would take five years to complete. Together, students can earn both degrees in four years. The center provides research, educational, career development, and social opportunities for students enrolled in the joint program as well as others affiliated with the center.

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

THE YALE CENTER FOR LAW AND PHILOSOPHY

The Yale Center for Law and Philosophy was founded in 2005 as a joint venture of the Law School and the Yale Philosophy department. It aims to encourage advanced work, including research degrees, at the interface of philosophy and law. Members of both faculties are affiliated with the center, as are a number of visitors. The center's programs include regular workshops and conferences, attracting leading philosophers of law from around the world. The center also supports a postdoctoral fellowship, which provides substantial

funding for research. The center also helps to coordinate courses across the Law School and the Philosophy department. Professor Scott Shapiro is the director. More information is available at www.law.yale.edu/centers-workshops/yale-center-law-and-philosophy.

THE YALE LAW SCHOOL CENTER FOR GLOBAL LEGAL CHALLENGES

The Yale Law School Center for Global Legal Challenges is an independent center that bridges the divide between the legal academy and legal practice on global legal issues. It provides a forum where academic experts and students regularly interact with public and private sector actors responsible for addressing global legal challenges. By bringing these communities together, the center aims to inject new ideas into legal policy debates and grow a new generation of lawyers with a sense of their capacity and responsibility to use international law, foreign affairs law, and national security law to address real challenges facing the nation.

THE YALE LAW SCHOOL CENTER FOR THE STUDY OF CORPORATE LAW

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

The center hosts annually the Weil, Gotshal & Manges Roundtable, a one-day event on the issues of the day, and two endowed lectures, the John R. Raben/Sullivan & Cromwell Fellowship Lecture and the Judge Ralph K. Winter Lectureship on Corporate Law and Governance. Throughout the year, the center sponsors the Bert W. Wasserman Workshop in Law and Finance, which invites scholars from other universities to present their current research, and additional lectures, panels, and symposia at the Law School. It also organizes the Craig Wasserman '86/Wachtell, Lipton, Rosen & Katz Breakfast Program panels for alumni in New York City and the Marvin A. Chirelstein Colloquium on Contemporary Issues in Law and Business. The colloquium, which is organized either as a lunch lecture series over the year or as a limited-enrollment seminar, seeks to convey to students a broad spectrum of career experiences through presentations by distinguished alumni and other members of the bar, judiciary, government, and investment and business communities.

Professor Roberta Romano is the center's director. Nancy Liao is the John R. Raben/Sullivan & Cromwell executive director. The center has a board of advisers, chaired by Robert Todd Lang '47, with vice chairman Robert J. Giuffra, Jr. '87. Faculty members serving on the center's executive committee are Ian Ayres, Amy Chua, Henry Hansmann, Christine Jolls, Alvin Klevorick, Anthony Kronman, John Langbein, Yair Listokin, Jonathan Macey, Daniel Markovits, Noah Messing, John Morley, Robert Post, George Priest, and Alan Schwartz.

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

THE YALE LAW SCHOOL CENTER FOR PRIVATE LAW

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

YALE LAW SCHOOL LATIN AMERICAN LEGAL STUDIES

Several initiatives are designed to increase knowledge at Yale of Latin America and to strengthen democratic institutions and practices there. The Latin American Linkage Program is a summer exchange of law students from Yale, two universities in Chile, one in Argentina, and four in Brazil. During the summer, Yale students spend a month in Chile, Argentina, or Brazil, meeting leading legal academics, practitioners, and government officials and working with Latin American law students in small study groups. In the spring, students from the Latin American partner schools visit Yale for a three-week behind-the-scenes look at legal education at Yale, sitting in on classes, giving presentations, participating in study groups, and meeting with faculty and students in a range of academic and social settings. In addition, leading legal scholars from throughout Latin America, the Caribbean Basin, Spain, and the United States meet each June for the Seminario en Latinoamérica de Teoría Constitucional y Política (SELA), a three-day seminar exploring the foundational ideas of constitutional democracy. SELA is cosponsored by Yale and a number of other law schools in Argentina, Brazil, Chile, Colombia, Mexico, Peru, Puerto Rico, and Spain and represents the hub of the Latin American Legal Studies program. From SELA are chosen the people entrusted with the programming and care of Yale students in the Latin American Linkage Program, as are the translators for the Colección Yale-Palermo de Ciencias Jurídicas, the Spanish-language book series of works by Yale Law faculty. The group also advises the faculty directors in the selection of speakers for the Law School's in-house Latin American Series. The last and most recent initiative of the Latin American Legal Studies program at Yale is the International Arbitration Breakfast Roundtables, which hold seminars for lawyers in Latin American practice on the emerging trends in the field of international arbitration and their implications for domestic and international law. Professor Daniel Markovits is the faculty director, and Professors Owen Fiss, Claire Priest, and Cristina Rodríguez are codirectors. Additional information on Latin American Legal Studies at Yale is available at www.law.yale.edu/centers-workshops/yale-law-school-latin-american-legal-studies.

OPPORTUNITIES FOR STUDY IN LEGAL HISTORY

The study of legal history occupies an important place in the Law School's curriculum. Recent, current, and future offerings include courses on the history of the common law, constitutional history, American legal history, European legal history, Chinese legal history, the history of the administrative state, the history of criminal procedure, the history of property, and the history of the laws of war. Faculty from the Yale Department of History offer further courses in South Asian legal history, the legal systems of antiquity, and more. Seminars and lectures by outside scholars 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 encourages advanced study and original research in the history of law. A few students pursue the joint J.D.-Ph.D. Program in History or in American Studies.

VISITING RESEARCHERS

Each year the Law School has in residence a small number of visiting researchers engaged in nondegree research. Visiting researchers may audit up to two courses per term (with the consent of individual instructors) and make use of library facilities for their work. Each visiting researcher is charged a registration fee. For the academic year 2016–2017 the fee is \$4,000 per term, or \$8,000 per academic year. No financial aid is available from the Law School for participants in this program.

The visiting researcher application is available on the Law School Web site at www.law.yale.edu/vr. Applications must include the application form; a résumé or CV; a description of the proposed research, including a statement explaining why Yale Law School is a particularly appropriate affiliation for the proposed work; two letters of recommendation; official transcript(s) of the applicant's academic record; the proposed length and dates of stay; an official TOEFL report, unless the applicant's undergraduate education or law degree was completed in the United States, United Kingdom, Australia, New Zealand, Ireland, or Canada (in a school where English is the medium of instruction); and the \$75 application fee. Official transcripts must be submitted in a sealed envelope, signed across the seal. All documents must be in English or accompanied by certified English translation.

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

FELLOWSHIPS FOR POSTGRADUATE RESEARCH

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

Academic Requirements and Options

REGISTRATION

All new J.D., J.S.D., LL.M., and M.S.L. students are required to register in person at the Law School on August 24, 2016. Ph.D. students are required to register with the Graduate School of Arts and Sciences on the Graduate School's schedule.

All returning students are required to register in person at the Law School on August 29, 2016. J.D. students may not register for their penultimate term unless they have completed one of the two writing requirements (see Writing Requirements, below).

For the spring term, all students must register in person at the Law School on January 17, 2017.

First-term J.D. students will not be allowed to register unless they have provided the registrar with two passport-sized photographs and an official transcript confirming the award of a bachelor's degree. Transfer students must provide the registrar with two passport-sized photographs and official transcripts of a bachelor's degree and the first year of law school.

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

Classes commence on August 29, 2016, for the fall term and January 17, 2017, for the spring term.

COURSE SELECTION

All J.D. students, except first-term students, and all graduate students may sample courses and rearrange course selections for a period of time following registration, as specified by the registrar. After that time period, a student may not add or drop a course unless (a) on application to the instructor, the student can establish good cause for adding or dropping the course; (b) the registrar concurs in the recommendation of the instructor; and (c) the student retains at least 12 units and no more than 16 units for the term, or the associate dean for student affairs and the registrar approve another number of units. Forms for adding and dropping courses must be signed by the instructors of the respective courses and filed with the Office of the Registrar. A course requiring an examination must be added or dropped by the final day of classes. In fall 2016, the deadline for adding or dropping such a course will be Monday, December 5; in spring 2017, the deadline will be Monday, April 24. A fee of \$20, \$40, or \$80 will be charged for each late course change, depending on the time of the change. A fee of \$200 will be charged for any course change that occurs in a term subsequent to the term in which the course was offered.

LIMITED ENROLLMENT

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

If enrollment is limited, then students must apply during a special sign-up period that usually occurs in June for fall-term courses and in December for spring-term courses.

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

CREDIT/FAIL UNITS

A faculty member may offer a course or program of individual work on a credit/fail basis if the faculty member believes the work makes it infeasible to give individual grades. A faculty member may offer any course or program of individual work on a credit/fail basis for some or all of the students participating. Similarly, a faculty member may offer the option of taking a designated credit/fail course or clinic on a graded basis for some or all of the students participating. The faculty member should make these determinations at the beginning of the term. If a student is given the option to change the grading basis of a course, clinic, or program of individual work, the student must exercise the option within the first two weeks of the term by filing the appropriate form with the Office of the Registrar by the published deadline for the term. After this deadline, the grade mode may not be changed by the student or the faculty member.

EXAMINATIONS AND PAPERS

Law School examinations are given during a period (normally two weeks) at the end of the term.

The registrar may, for good cause shown, permit students to take an examination at a time different from that indicated on the official examination schedule. Requests for such permission may be made only during the last week of classes, except in case of sudden emergencies, such as illness. In fall 2016, requests for rescheduled examinations must be made between November 28 and December 5; in spring 2017, between April 17 and 24.

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

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

For good cause, instructors may authorize extensions of time for the completion of papers. The authorization must be in writing, and extensions will be permitted for no more than sixty days after the close of the term in which the paper is assigned. Extensions of time beyond these limits shall be approved only in cases in which the student obtains,

in writing, permission from both the instructor and the registrar. Such permission must include a specific due date and must be filed with the registrar. If the student does not meet regular or extended deadlines for a paper or examination, the instructor may award a grade of Failure for the paper or examination.

GRADES FOR ALL DEGREE STUDENTS

Honors Performance in the course demonstrates superior mastery of the subject.

Pass Successful performance in the course.

Low Pass Performance in the course is below the level expected for the award of a degree.

Credit The course has been completed satisfactorily; no particular level of performance is specified. All first-term courses and certain advanced courses are offered only on a credit/fail basis.

Failure No credit is given for the course.

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

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

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

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

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

Attendance at Yale Law School must be full-time for a period of six terms. Each term, including the final term in residence, a student must enroll for no fewer than 12 and no more than 16 units of credit, unless approval is given by the appropriate dean and the registrar. Such approval is granted only in unusual circumstances. During the terms that students are enrolled and in residence at Yale Law School, they cannot be simultaneously enrolled, either full-time or part-time, in any other school or college either within Yale University or at any other institution.

In accordance with American Bar Association accreditation standards and sound educational policy, the Law School requires regular class attendance for a student to receive credit for a course. Instructors have the discretion to have more specific attendance requirements, which they announce at the beginning of the term.

For additional information about requirements for transfer students, see Transfer Policy/Advanced Standing, in the chapter Admissions, Expenses, and Financial Aid. For additional information about requirements for joint-degree programs, see Joint Degrees, below.

First Term

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

Curriculum after the First Term

To graduate, students must, after the first term, satisfactorily complete at least 67 units of credit. As a condition for graduation, a student must successfully complete a course of study of not fewer than 83 credit hours. At least 64 of these credit hours shall be in courses that require attendance in regularly scheduled classroom sessions or direct faculty instruction. A maximum of 10 of the 83 units required for graduation may be for supervised research and reading. Students are free to select their own curriculum, but each student must complete (1) the basic course in Criminal Law or Criminal Law and Administration, (2) a course of at least 2 units substantially devoted to issues of legal ethics or professional responsibility, (3) for students who matriculated between July 1, 2012, and September 30, 2015, a course or program of at least 2 units providing the close supervision of professional skills; for students who matriculate after June 30, 2016, one or more experiential courses totaling at least 6 credit hours; and (4) the writing requirements described below. Students should consult the YLS:Courses site to ascertain which courses meet the legal ethics/professional responsibility, skills, and experiential credit requirements. Students who plan to sit for the New York Bar should consult the YLS:Courses site also to ensure that they enroll in a professional responsibility course that satisfies the New York State Bar requirements.

A student may not use a course to satisfy more than one of the following requirements: Professional Responsibility, Supervised Analytic Writing, Substantial Paper, 6 experiential credit hours.

Conditions for Continuing as a J.D. Candidate

Students must maintain Satisfactory Academic Progress (SAP) in both quantitative (pace) and qualitative terms. SAP will be assessed at the end of each academic year for J.D. students.

Quantitative (pace) measures Each student in the J.D. program must complete a minimum of 83 credit hours over the course of six terms in residence (or the equivalent). To maintain full-time status in good standing, each student must be enrolled in the four required courses in the first term (16 credit hours) and in 12 to 16 credit hours in each subsequent term, generally averaging 13 or 14 credit hours per term over the five terms after the first term in residence. Enrollment beyond six terms, or at less than full time, is approved by the dean only in extraordinary circumstances. The maximum time frame for

a student to complete J.D. requirements is eighty-four months from the date the student matriculated in law school, including terms on leave. Students who have not completed their degree requirements will be withdrawn from the Law School eighty-four months from the date of matriculation, or twenty-four months after their sixth term, whichever occurs first.

Each student in the J.D. program must complete 75 percent of the credit hours attempted by the end of the first year of study and 75 percent of the credit hours attempted by the end of the second year of study. One of the two writing requirements, the Substantial Paper or the Supervised Analytic Writing Paper, must be completed and certified before a student may register for his or her penultimate term in the J.D. program.

Qualitative measures Students will be disqualified as J.D. candidates and will not be allowed to continue in the Law School if they receive (1) two Failures in any one term; (2) a total of three Failures; (3) Low Pass or Failure in four or more courses by the end of the third term; (4) Low Pass or Failure in five or more courses by the end of the fourth term; (5) Low Pass or Failure in six or more courses by the end of the fifth term; or (6) Low Pass or Failure in a total of seven or more courses. 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 in Executive Session.

At the end of a student's first and second terms, an associate dean will consult with the student if he or she appears to be doing marginal work. The dean will discuss with the student the advisability of continuing in the Law School.

At the end of each academic year, the registrar will send a degree-progress report to all continuing J.D. candidates, including notification of graduation requirements completed, in progress, or not yet begun. The appropriate dean will consult with any student who appears not to be making satisfactory academic progress. The dean and the student will prepare an academic plan and formal schedule for the completion of in-progress work. For complete details on the Satisfactory Academic Progress policy for J.D. candidates, see www.law.yale.edu/system/files/documents/pdf/Public_Affairs/SAP_Policy_Final.pdf.

Limitations on Credit/Fail Units

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

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

Writing Requirements

For graduation, each student must complete 3 units of Supervised Analytic Writing and prepare a Substantial Paper of at least 2 units. Prior to beginning work on a Supervised Analytic Writing paper or Substantial Paper, a student should secure the approval of the supervising faculty member. At least one of these writing requirements must be satisfied

before a student can register for her or his penultimate term at the Law School. Specifically, the Law School requires that the supervisor of one of those writing projects must certify the student's successful completion of the project before the student can register for her or his penultimate term (see Registration, above); the faculty certification must include a final grade for the paper. For most J.D. students, the penultimate term is the fifth term; however, for joint-degree students, the penultimate term is the fourth term. For students who will enter their penultimate term in the fall, the deadline for final certification is August 1; for those whose penultimate term is the spring, the deadline is the last day of the fall-term examination period.

A Supervised Analytic Writing paper for 3 units involves work that is closely supervised by a professor and is designed to increase the student's proficiency in legal research, analytic reasoning, and writing in a single field of concentration; the paper may not be purely descriptive in character. Supervised Analytic Writing papers may not be submitted on a credit/fail basis and must be certified with a final grade of Pass or higher. Students are strongly encouraged to begin their Supervised Analytic Writing paper no later than the beginning of their penultimate term. Many faculty members require a two-term commitment for Supervised Analytic Writing papers and will not supervise students beginning papers in their last term.

A Substantial Paper for 2 units of credit, although not necessarily meeting the criteria for a Supervised Analytic Writing paper, must be a significant written project. Supervisors may accept Substantial Papers written for a Supervised Research program or course offered on either a graded or credit/fail basis. For Substantial Papers that are written as Supervised Research, the election of graded or credit/fail must be made at the beginning of the project. If a Substantial Paper is certified on a graded basis, the final grade must be Pass or higher.

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

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

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

Research and Writing Opportunities

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

Clinical Programs

Yale Law School offers more than three dozen live-client clinics and experiential learning classes, providing students the opportunity to obtain practical experience and develop lawyering skills in a variety of practice areas. Students, supervised by faculty members and practicing attorneys, interview clients, write briefs, prepare witnesses, try cases, negotiate settlements, draft contracts, participate in commercial transactions, write legislation and regulatory proposals, and argue appeals in state and federal courts, including the U.S. Court of Appeals for the Second Circuit and the Connecticut Supreme Court.* Students are eligible to participate in live-client clinics and appear in court beginning in the spring term of their first year. Approximately 80 percent of all students take at least one clinic, and many students participate in two or more.

*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 and before Veterans' Law Judges. 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 U.S. District Court for the District of Connecticut. Students who have completed four terms are eligible to appear in the U.S. Courts of Appeals for the Second Circuit and for Veterans Claims. Training and certification guidelines have been adopted by the Yale Law School faculty in compliance with all sets of rules.

About half of Yale's live-client clinics operate within a single law firm, the Jerome N. Frank Legal Services Organization (LSO). These clinics include: (1) Sol and Lillian Goldman Family Advocacy for Children and Youth Clinic, representing family members in juvenile court cases; (2) Samuel Jacobs Criminal Justice Clinic, representing criminal defendants in state and federal proceedings; (3) Educational Opportunity and Juvenile Justice Clinic, providing educational advocacy for youth facing delinquency charges, and representing students in school expulsion hearings; (4) Immigration Legal Services, representing individuals seeking political asylum in the United States; (5) Landlord-Tenant, representing indigent tenants in eviction proceedings; (6) Legislative Advocacy, representing clients seeking assistance in researching and drafting Connecticut legislation; (7) Ludwig Center for Community and Economic Development, providing legal services and other professional consultation services to community groups involved in affordable housing, banking, and economic development efforts; (8) Mortgage Foreclosure, representing persons in foreclosure proceedings; (9) Transnational Development Clinic, representing organizations in a range of litigation and nonlitigation projects that promote community-centered international development, with an emphasis on global poverty; (10) Veterans Legal Services Clinic, representing Connecticut veterans and their organizations in disability benefits, discharge upgrade, and civil rights matters, as well as legislative and regulatory advocacy projects; and (11) Worker and Immigrant Rights Advocacy Clinic, representing immigrants and low-wage workers and their organizations in labor, immigration, civil rights, and other areas. New LSO clinics to be offered by visiting faculty include the Juvenile Justice Clinic and the Challenging Mass Incarceration Clinic.

All LSO clinics involve close collaboration among new students, experienced students, and supervising clinical faculty. LSO also devotes special attention to issues of

professional responsibility and client-centered lawyering. Cases brought by LSO and its legislative, regulatory, and transactional efforts have helped make new law protecting the rights of clients in the various projects and have secured concrete benefits for individuals, families, and communities around the state.

In addition to the LSO clinics, Yale Law School offers other clinics, projects, and experiential learning opportunities. These include (1) Appellate Litigation Project, representing pro se clients before the U.S. Court of Appeals for the Second Circuit; (2) Capital Punishment Clinic, representing people facing the death penalty; (3) Education Adequacy Project, representing clients in long-running class-action litigation to improve the quality of educational opportunities for children; (4) Environmental Protection Clinic: Policy and Advocacy, addressing environmental law and policy problems for client organizations; (5) Environmental Protection Clinic: Environmental Justice and Practice at the Intersection of Civil Rights and the Environment, in which students work on cases and advocacy projects to improve environmental quality and public health in communities of color and low-income communities; (6) Ethics Bureau at Yale, advising lawyers on professional responsibility issues; (7) Financial Markets Clinic, formulating policy statements on proposed regulation; (8) Global Health and Justice Practicum, working on topics at the intersection of public health, rights, and justice; (9) International Refugee Assistance Project, providing legal representation to refugees; (10) Legal Assistance: Reentry Clinic, providing civil representation to people with criminal convictions to help them reenter society; (11) Legal Assistance: Immigration Rights Clinic, representing immigrants and their organizations in Connecticut before administrative agencies and in the legislature; (12) Lowenstein International Human Rights Clinic, providing practical experience in human rights work; (13) Media Freedom and Information Access Clinic, focusing on issues of government transparency and freedom of expression; (14) Prosecution Externship, assisting state and federal prosecutors before and after trial; (15) San Francisco Affirmative Litigation Project, researching and litigating public interest lawsuits with lawyers in the Office of the San Francisco City Attorney; and (16) Supreme Court Advocacy Clinic, representing clients pro bono before the U.S. Supreme Court. This year visiting faculty will also offer an Open Government and Open Data Governance Innovation Clinic.

In addition to simulation courses in trial practice, civil litigation, and appellate advocacy, the Law School offers a number of new business practice courses, in areas as diverse as private capital markets, corporate crisis management, international arbitration, negotiating and drafting M&A agreements, regulatory compliance, and start-ups and the law.

Student-Directed Forensic, Experiential, and Editorial Programs

In the second term, students may begin participating in programs managed primarily by students under the general supervision of a faculty adviser. These programs are described in the chapter Student Organizations and Journals.

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

Reading Groups and Supervised Reading and Research Programs

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

In the case of supervised reading or research, the program must be arranged with the faculty member and filed with the Office of the Registrar within the first two weeks of the term. In any term, a student may take at most 6 units of supervised research and supervised reading, no more than 3 of which may be for supervised reading. The registrar's permission is required for a student to take more than 3 units of supervised research and supervised reading with a single supervisor in a term.

In the case of an approved reading group, each participating student may receive no more than 1 unit of credit, which must be ungraded. To obtain approval for a reading group, the student(s) organizing the group must submit a written proposal to the registrar. The proposal must (1) describe the law-related topic to be examined, (2) provide a complete reading syllabus, and (3) be reviewed and approved by the sponsoring faculty member. For a student to receive credit, the student organizers must certify that each student attended at least 750 minutes of group meetings. As noted above, no more than 4 units of credit for reading groups may be counted toward the 83 units required for graduation. For fall 2016, the deadline for submitting faculty-reviewed and approved proposals to the registrar will be Tuesday, August 16; for spring 2017, Thursday, December 8.

Intensive Semester Research Program

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

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

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

to be undertaken; (3) the expected product of the research; (4) the special circumstances that make an Intensive Semester, rather than a conventional semester spent at the Law School, more effective for attaining the student's educational goals; and (5) the necessary relationship between any fieldwork and the research and writing component. The proposal must be accompanied by the written approval of the faculty member agreeing to supervise it and a statement by the faculty supervisor indicating why in his or her judgment the proposal should be approved. Each proposal will be reviewed by the Faculty Committee on Special Courses of Study for compliance with these requirements.

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

Proposals for Intensive Semesters are reviewed twice during the academic year, once in the fall term and again in the spring term. The specific deadlines for submitting Intensive Semester Research Program proposals can be found on the Important Dates calendar published by the Office of the Registrar. An Intensive Semester Research Program application will be accepted by the registrar only if the student has completed all work in previously taken courses. A student whose application has been approved by the Intensive Semester Research Program Committee may register for the Intensive Semester Research Program only if all prior course work is complete. A student may not take an Intensive Semester during his or her final term nor take more than one Intensive Semester while at the Law School. A student who undertakes an Intensive Semester away from the Law School will be expected to complete the balance of his or her legal education in residence at the Law School.

Full tuition is charged during the Intensive Semester regardless of where the project is pursued. Financial aid from the Law School will be awarded under the same circumstances and in the same manner as to students in residence. A student may have financial aid budgets adjusted to reflect the extra, nonreimbursed costs, if any, of living and working away from New Haven, but the Law School will not necessarily adjust financial aid for all such extra costs, especially in connection with foreign placements.

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

Courses Outside the Law School

After the first term, students may take for Law School credit a limited number of courses in the Graduate School, other professional schools, or the undergraduate college of Yale University. Such courses must be relevant to the student's program of study in the Law School or planned legal career. To obtain permission to take such a course, a student must provide a written statement explaining how the course relates to the student's legal

studies or future law practice and must have (1) the recommendation of a Law School faculty member, (2) permission from the instructor of the course, and (3) permission of the registrar. The registrar determines the appropriate number of units of credit to be awarded for the course. Only one outside course per term is ordinarily allowed, and at most 12 units of credit for such courses may be counted toward the 83 units required for the degree. Of the 12 possible units of outside credit, no more than 6 units of study in a foreign language may be counted toward the J.D. Students may not undertake supervised independent study or enroll in an outside practicum with non-Law School faculty. An outside course may be elected on a credit/fail basis only if the other school or department permits that option for that course. The requirements of the other school or department must, of course, be satisfied. Other schools' bulletins are available online at www.yale.edu/bulletin.

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

JOINT DEGREES

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

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

During terms that joint-degree students are enrolled and in residence at Yale Law School, they cannot be simultaneously enrolled, either full-time or part-time, in any other school or college either within Yale University or at any other institution. Joint-degree students must satisfy one of the two writing requirements before they can register for their penultimate term at the Law School (see Writing Requirements, above). Joint-degree students who receive 12 units of joint-degree credit may not count other outside courses toward the J.D. For more information on joint-degree requirements, consult the Office of the Registrar's Web site at YLS: Inside.

Master of Arts

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

Application for a master's degree program can be made at the same time as application to the Law School or during the student's first or second year at the Law School. Detailed instructions about applications should be obtained from the Graduate School Office of Admissions.

Master of Business Administration

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

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

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

Doctorate

It is possible to combine study for the J.D. and Ph.D. degrees. The total time in residence and the details of each program of study must be taken up with the Graduate School, the director of graduate studies in the relevant department, and the Law School. Students interested in such a program must be admitted to the two schools separately. They may apply to both simultaneously or, having been admitted to the Law School or the Graduate School, may apply for admission to the other program. Ordinarily, the Law School encourages a joint-degree candidate to complete the J.D. within four years. The deadline for application to Ph.D. programs varies. Please check the Graduate School Web site for application information for the specific program of interest. Applicants who are potentially interested in a joint J.D.-Ph.D. program may direct any questions to the Admissions Office.

J.D./PH.D. IN FINANCE

This joint-degree program with the School of Management is intended for students wishing to pursue a career in business law teaching. The program is structured to permit course requirements to be completed in four years. The expectation is that law students will apply for admission to the School of Management graduate program in their first year of law school. Law students may apply at any time, but waiting to do so will lengthen the time necessary to complete the required course work. Law students interested in applying to the program should contact the director of the Yale Law School Center for the Study of Corporate Law. More detailed information about program requirements is available at <http://ccl.yale.edu/jd-phd-finance>.

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

Leaves of Absence and Readmission

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

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

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

MEDICAL LEAVE OF ABSENCE

A student who must interrupt study because of illness or injury may be granted a medical leave of absence with the approval of the dean or the dean's delegate, on the written recommendation of a physician on the staff of Yale Health. The Law School reserves the right to place a student on a medical leave of absence when, on recommendation of the director of Yale Health or the chief of the Mental Health and Counseling department, 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. An appeal of such a leave must be made in writing to the dean of the Law School no later than seven days from the date of withdrawal.

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

LEAVE OF ABSENCE FOR PARENTAL RESPONSIBILITIES

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

U. S. MILITARY LEAVE READMISSIONS POLICY

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

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

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

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

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

Extending Time for Completion of Degree

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

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

Credit for Work Done at Another Law School

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

Such credit will be given only for work completed in residence at the other law school, with a weighted average determined in advance by the dean, that would be at least the equivalent of a Pass at Yale Law School. Students denied permission by the dean may appeal to the Student Petitions Committee. No more than one year of residence and the associated units of credit will be granted for work taken at another school. Work done at another law school will not be accepted in satisfaction of the writing requirements.

BAR REQUIREMENTS

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

REQUIREMENTS FOR GRADUATE DEGREES

The Degree of Doctor of Philosophy in Law (Ph.D.)

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

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

The Doctor of the Science of Law (J.S.D.) program is designed for LL.M. graduates of Yale Law School who intend to teach law. To qualify for the J.S.D. degree, an admitted candidate must submit a dissertation that makes a substantial contribution to legal scholarship.

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

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

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

Satisfactory Academic Progress (SAP) will be assessed at the end of each academic year for J.S.D. candidates. *Quantitative (pace) measures:* J.S.D. candidates must spend at least two terms in residence at Yale Law School. This requirement may be satisfied by residence as an LL.M. candidate. The J.S.D. dissertation must be completed and approved by the student's dissertation committee by May 1 in the fifth year after J.S.D. admission. *Qualitative measures:* J.S.D. candidates must demonstrate satisfactory progress toward completion of the dissertation in the annual Dissertation Progress Report (DPR). Each candidate shall submit a detailed report of his or her research, writing, and professional contributions at the end of each academic year. This report must be certified by the candidate's faculty adviser, who must confirm that the candidate is making sufficient progress each academic year.

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

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

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

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

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

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

Graduate students are admitted for one year of study leading to the degree of Master of Laws (LL.M.). Each LL.M. candidate is invited to utilize the resources of the Law School in whatever program of study will best prepare that individual for a career in research and teaching. Beyond meeting credit requirements for the degree, no uniform course of study is prescribed for LL.M. candidates. An LL.M. candidate's program of study consists of a minimum of 24 units of credit (at least 12 units per term, unless approval is granted by the assistant dean or director of graduate programs), which must include at least 18 units of regular course offerings (in the Law School or in other schools in the University). With approval of the instructor and a Law School faculty member, up to 6 units of credit toward the LL.M. degree may be earned in courses in other schools

in the University. Up to 6 units of research supervised by a Law School faculty member may be counted toward the LL.M. degree. Participation in reading groups and supervised reading may not exceed 4 units and does not count toward the required 18 units of regular course offerings, but may count toward the required 24 units. During the program, a minimum of 18 units (or 16 units if a candidate takes a first-term ungraded course) must be taken for a grade. If a student is given the option to change the grading basis of a course, clinic, or program of individual work to credit/fail, the student must exercise the option within the first two weeks of the term by filing the appropriate form with the Office of the Registrar by the published deadline for the term. After this deadline, the grade mode may not be changed by the student or the faculty member.

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

Satisfactory Academic Progress (SAP) will be assessed each term for LL.M. students. *Quantitative (pace) measures:* Each student in the LL.M. program must complete a minimum of 24 credit hours over the course of two terms in residence. To maintain full-time status in good standing, each student must be enrolled in 12 to 16 credit hours each term, unless the assistant dean or director of graduate programs has approved an exception. LL.M. candidates are expected to complete all degree requirements by the end of the spring term of the academic year during which they matriculate. Each student must complete 100 percent of all credit hours attempted by the end of the second term unless, in extraordinary circumstances, an extension has been approved by the Graduate Policy Committee. In the event of such an extension, all LL.M. work must be completed successfully by December 1 of the calendar year in which the student was to have graduated. Students who have not successfully completed the LL.M. requirements by this time will be withdrawn. To maintain SAP, each student in the LL.M. program must complete 60 percent of the credit hours attempted by the end of the first term of study and 100 percent of all credit hours attempted by the end of the second term. *Qualitative measures:* Students will be disqualified as LL.M. candidates and will not be allowed to continue in the School if they receive one Failure or more than one Low Pass during the two academic terms. A student who has been disqualified as an LL.M. candidate for not maintaining satisfactory grades will not be readmitted without a vote of the Faculty in Executive Session.

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

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

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

they are better able to educate their audiences upon their return to journalism. Those who have completed a professional law degree are not eligible for the program. Participants in the M.S.L. program are not eligible for subsequent admission to the J.D. program.

Candidates for the M.S.L. degree are required to complete at least three of the first-term courses (12 units), plus an additional 15 units, for a total of at least 27 units. There are four first-term courses (Constitutional Law, Contracts, Procedure, and Torts; see First Term, in the chapter Academic Requirements and Options). First-term small groups are open only with the approval of the instructor. The M.S.L. candidate may substitute an elective for one of the first-term courses. The second term is entirely elective and affords opportunities for independent research and clinical experience in addition to regular courses and seminars. With approval of the instructor and a Law School faculty member, up to 6 units of credit toward the M.S.L. degree may be earned in courses in other schools in the University. Up to 6 units of credit toward the M.S.L. degree may be earned from research supervised by a Law School faculty member; participation in reading groups and supervised reading may not exceed 4 units.

In the second term, at least 10 of the minimum 12 units required must be graded units. If a student is given the option to change the grading basis of a course, clinic, or program of individual work to credit/fail, the student must exercise the option within the first two weeks of the term by filing the appropriate form with the Office of the Registrar by the published deadline for the term. After this deadline, the grade mode may not be changed by the student or the faculty member.

Satisfactory Academic Progress (SAP) will be assessed each term for M.S.L. students. *Quantitative (pace) measures:* Each student in the M.S.L. program must complete a minimum of 27 credit hours over the course of two terms in residence. Each student must successfully complete at least three of the first-term courses (Constitutional Law, Contracts, Procedure, and Torts) during the fall term. Each student must be enrolled in at least 12 credit hours each term. M.S.L. candidates are expected to complete all degree requirements by the end of the spring term of the academic year during which they matriculate. Each student must complete 100 percent of all credit hours attempted by the end of the second term unless, in extraordinary circumstances, an extension has been approved by the Graduate Policy Committee. In the event of such an extension, all M.S.L. work must be completed successfully by December 1 of the calendar year in which the student was to have graduated. Students who have not successfully completed the M.S.L. requirements by this time will be withdrawn. To maintain SAP, each student in the M.S.L. program must complete 75 percent of the credit hours attempted by the end of the first term of study and 100 percent of all credit hours attempted by the end of the second term. *Qualitative measures:* Students will be disqualified as M.S.L. candidates and will not be allowed to continue in the School if they receive one Failure or more than one Low Pass during the two academic terms. A student who has been disqualified as an M.S.L. candidate for not maintaining satisfactory grades will not be readmitted without a vote of the Faculty in Executive Session.

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

Admissions, Expenses, and Financial Aid

THE DEGREE OF JURIS DOCTOR (J.D.)

Admissions

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

An information brochure may be downloaded through the Yale Law School Web site at www.law.yale.edu/admissions/jd-admissions/resources-brochures.

To apply for the class entering in September 2017, 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 2017.
3. Arrange for the submission of transcripts of undergraduate and graduate schools attended to the Law School Admission Council (LSAC) for the Law School Credential Assembly Service (CAS). Any new undergraduate grades received during the application process may be submitted through LSAC, which sends updated reports to law schools.
4. Arrange for the timely submission of at least two letters of recommendation, preferably from professors under whom the applicant has studied and preferably in high-level courses in the major field of study. Applicants should submit letters through the LSAC letter of recommendation service, which is included as part of the CAS subscription. Please visit www.lsac.org for instructions on using this service. If a recommender wishes to write specifically about the applicant's qualifications for study at Yale Law School, rather than for the study of law in general, the letter may be sent through LSAC or directly to Yale. All other letters should be sent through LSAC.
5. Complete and submit an admissions application form electronically using the LSAC electronic application service, which is available online at www.lsac.org as part of the applicant's CAS subscription. The application must be submitted by February 28, 2017. It is the applicant's responsibility to make certain all items arrive at Yale in a timely fashion.
6. Pay the nonrefundable application fee of \$60.

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

The Law School's Office of Admissions notifies applicants by e-mail when their application has been received and when it is complete. Frequent phone and e-mail inquiries

about application status delay consideration of applications. Applicants should not telephone to inquire about decisions. An applicant to whom an offer of admission is being made will be notified immediately after the decision is made. A file may be read by as many as four faculty readers; therefore, few applicants receive a decision before early March.

Upon notification of acceptance, an applicant must submit the Intent to Enroll form before the acceptance will be deemed final and a place held for the applicant in the next class. In submitting the Intent to Enroll form, 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 enrollment form may request a one-year deferral by submitting a letter to the admissions committee explaining the reasons for and circumstances of the deferral. Deferral requests should be made as soon as possible after acceptance. Applicants admitted from the waiting list are ineligible for deferral. A two-year deferral may be granted in certain cases.

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; by mail at 662 Penn Street, Newtown PA 18940; or by telephone at 215.968.1001.

Transfer Policy/Advanced Standing

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

Application forms for transfer are available online at www.lsac.org. Transfer applications must be filed by July 1. A completed file includes an application form, a 250-word

essay, a personal statement, a CAS report, deans' certifications from all degree programs in which the applicant has been enrolled, law school transcripts, and at least two letters of recommendation from law school professors. CAS reports should be updated to reflect the applicant's complete undergraduate record. Spring-term law school grades must be received by Yale Law School before decisions can be made. Please see the application form for further information. Decisions on transfer candidates will be made by mid-July.

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

Visiting Students

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

Students who wish to apply as visiting students should submit their application to the admissions office in an envelope marked "Visiting Student Request." Application forms for visiting students may be obtained by sending an e-mail to admissions.law@yale.edu, or by writing to the Office of Admissions, Yale Law School, PO Box 208215, New Haven CT 06520-8215. A complete application for visiting students contains an application form, a 250-word essay, a CAS report, deans' certifications from all degree programs in which the applicant has been enrolled, a law school transcript, two letters of recommendation from law school professors, and a cover letter explaining the applicant's reason for visiting. CAS reports should be updated to reflect the applicant's complete undergraduate record.

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

Financing Law School

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

TUITION AND EXPENSES

Tuition, including mandatory fees, in 2016–2017 is \$29,933 per term. The total yearly bill is \$59,866, 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.

Previously deferred students who paid tuition deposits when they committed to enroll will have those deposits credited to their tuition bills. Should a previously deferred student withdraw before registration in the fall, all previously paid tuition deposits will be forfeited.

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

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

1. For purposes of determining the refund of federal student aid funds, any student who withdraws from the Law School for any reason during the first 60 percent of the term will be subject to a pro rata schedule that will be used to determine the amount of Title IV funds a student has earned at the time of withdrawal. Funds are earned according to the percentage of the term completed. A student who withdraws after the 60 percent point has earned 100 percent of the Title IV funds. In 2016–2017, the last days for refunding federal student aid funds will be November 2, 2016, in the fall term and April 1, 2017, in the spring term.
2. For purposes of determining the refund of institutional aid funds and for students who have not received financial aid, tuition will be rebated in accordance with the following policy:
 - a. 100 percent of tuition will be rebated for withdrawals that occur on or before the end of the first 10 percent of the term (September 8, 2016, in the fall term and January 27, 2017, in the spring term).
 - b. A rebate of one-half (50 percent) of tuition will be granted for withdrawals that occur after the first 10 percent but on or before the last day of the first quarter of the term (September 25, 2016, in the fall term and February 13, 2017, in the spring term).
 - c. A rebate of one-quarter (25 percent) of tuition will be granted for withdrawals that occur after the first quarter of a term but on or before the day of midterm (October 22, 2016, in the fall term and March 21, 2017, in the spring term).
 - d. Students who withdraw for any reason after midterm will not receive a rebate of any portion of tuition.
3. The death of a student shall cancel charges for tuition as of the date of death, and the bursar will adjust the tuition on a pro rata basis.
4. If the student has received student loans or other forms of financial aid, funds will be returned in the order prescribed by federal regulations; namely, first to Federal Direct Unsubsidized Loans, if any; then to Federal Perkins Loans; Federal Direct Graduate PLUS Loans; next to any other federal, state, private, or institutional scholarships and loans; and finally, any remaining balance to the student.

5. Recipients of federal and/or institutional loans who withdraw are required to have an exit interview before leaving Yale. Students leaving Yale receive an exit packet from Student Financial Services with instructions on completing this process.

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

STUDENT ACCOUNTS AND BILLS

Student accounts, billing, and related services are administered through the Office of Student Financial Services, which is located at 246 Church Street. The office's Web site is <http://student-accounts.yale.edu>.

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

Student account statements are prepared and made available twelve times a year at the beginning of each month. Payment is due in full by 4 p.m. Eastern Time on the first business day of the following month. E-mail notifications that the account statement is available on the University eBill-ePay Web site (www.yale.edu/sis/ebep) are sent to all students at their official Yale e-mail addresses and to all student-designated authorized payers. From the eBill-ePay Web site, students can designate up to three authorized payers to access the eBill-ePay system in order to view the monthly student account statements and make online payments.

Bills for tuition, room, and board are available 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.

Payments There are a variety of options offered for making payments. Yale University eBill-ePay (www.yale.edu/sis/ebep) is the *preferred* means for payment of your monthly student account bill. The ePayments are immediately posted to the student account. There is no charge to use this service. Bank information is password-protected and secure, and a printable confirmation receipt is available. On bill due dates, payments using the eBill-ePay system can be made up to 4 p.m. Eastern Time in order to avoid late fees.

For those who choose to pay the student account bill by check, remittance advice with mailing instructions is available on the eBill-ePay Web site. All bills must be paid in U.S. currency. Checks must be payable in U.S. dollars drawn on a U.S. bank. Payments can also be made via wire transfer. Instructions for wire transfer are available on the eBill-ePay Web site.

Yale does *not* accept credit card 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 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 25. Additional details concerning the Yale Payment Plan are available at <http://student-accounts.yale.edu/ypp>.

FINANCIAL AID

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

The estimated budget for a single student for travel, books, and all living costs for the academic year 2016–2017 is \$20,365. 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 2016–2017 students are expected to meet \$43,000–\$45,000 (depending on their class year) of need with loans, typically relying on federally guaranteed loans to the maximum extent possible. The remainder of each award above the required loan portion is ordinarily met through supplemental loans and grants from the Law School. The Law School expects students who receive grants to help provide stewardship through letters, reports, or meetings with donors.

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

A handbook containing detailed information on financial aid policies is available from the Financial Aid Office, Yale Law School, PO Box 208215, New Haven CT 06520-8215 or www.law.yale.edu/admissions/cost-financial-aid. 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 2015, the Law School provided fellowships for 188 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 2016, students are eligible to receive up to \$7,500 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. In 2015 alone, COAP disbursed \$5.1 million in benefits to 455 graduates.

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

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

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

THE DEGREE OF DOCTOR OF PHILOSOPHY IN LAW (PH.D.)

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

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

Admissions

A J.S.D. applicant must:

1. Show promise of superior scholarship. Admission to candidacy for the J.S.D. degree 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. degree must ordinarily have been awarded within the five years preceding the student's J.S.D. application.
2. Submit:
 - (a) a completed application form from Yale Law School, plus a letter of application;
 - (b) a dissertation proposal;
 - (c) statements of contingent approval of three committee members willing to serve as supervisor and readers. The committee should be composed of at least two members of the Yale Law School faculty, one of whom must be the chair. A full-time faculty member of Yale University may serve as a second reader;
 - (d) letters of recommendation from two members of the Yale Law School faculty;
 - (e) a writing sample, which would ordinarily be a paper written as an LL.M. student.

The application and supporting materials should be submitted to the J.S.D. program by March 22, 2017. All J.S.D. admission decisions are typically announced in late April.

Students who have earned an LL.M. degree from another institution are admitted rarely and only under extraordinary circumstances. Interested students from outside the Law School should contact the director of graduate programs (203.432.1681) to discuss their plans.

An LL.M. applicant must:

1. If from the United States, have graduated with high rank from a law school that is a member of the Association of American Law Schools or approved by the American Bar Association. If from another country, have graduated with high rank from a law school or law faculty with standards substantially equivalent to those of U.S. law schools. As a general rule, admission is not available to persons who have already obtained the LL.M. degree or an equivalent degree from another law school in the United States.
2. Submit the following materials by December 1, 2016:
 - (a) a completed online application from Yale Law School along with the required essays;

- (b) a current 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) at least two and no more than four 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, 2016, unless the applicant's undergraduate education was completed in the United States, United Kingdom, Australia, New Zealand, Ireland, or Canada (in a school where English is the medium of instruction). Applicants who have at least a four-year degree from the United States or the countries listed above may request a waiver of the TOEFL. The admissions committee requires a minimum TOEFL score of 100 on the Internet-based test.
 4. Pay a nonrefundable application fee of \$75 (USD).

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

Expenses and Financial Aid

Tuition and estimated living expenses for graduate students in the LL.M. program in 2016–2017 are the same as for J.D. students (see Financing Law School, above). Tuition for resident J.S.D. candidates in 2016–2017 is 22,405. 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/msl);
 - (b) a current résumé or 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 (transcripts must be in English or accompanied by an English translation);
 - (e) at least three and no more than five letters of recommendation from persons having knowledge of the candidate's academic ability and professional promise (letters must be in English or accompanied by an English translation);
 - (f) three to five examples of professional work for those applying as journalists;
 - (g) TOEFL report, unless the applicant's undergraduate education was completed in the United States, United Kingdom, Australia, New Zealand, Ireland, or Canada (in a school where English is the medium of instruction). Applicants who have at least a four-year degree from the United States or the countries listed above may request a waiver of the TOEFL.
3. Pay a nonrefundable application fee of \$75 (USD).

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

The letter of application, supporting materials, and the nonrefundable application fee of \$75 payable to Yale Law School should be submitted to the M.S.L. Program, Yale Law School, PO Box 208215, New Haven CT 06520-8215, by January 10, 2017. 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 *Alliance for Diversity*, an umbrella organization for all affinity groups, focuses on presenting a united coalition on measures of diversity advocacy, such as more diverse faculty hiring; better diversity outcomes with regard to journal admissions, clerkships, and postgraduate career paths; and a stated focus on fostering diversity and inclusion as Yale Law School values. The alliance also serves a social function by organizing cross-affinity-group social events, to help build community spirit among students of color.

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

The *Asian Pacific American Law Students Association* (APALSA) 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 *Asylum Seeker Advocacy Project* (ASAP) uses its remote representation model—originally developed to represent families while detained—to represent families in immigration courts nationwide. ASAP focuses on regions with few or no legal aid lawyers, using innovative methods and harnessing the talent of law student volunteers to scale efforts and expand pro bono capacity.

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

The *Black Law Students Association* (BLSA), which is concerned with issues affecting members of the African diaspora, advances the interests of its members and the broader black community.

The *Capital Assistance Project* (CAP) 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 Law Students Association* (CLSA) promotes vigorous discussion of and growth in the Catholic faith at Yale Law School. The association meets regularly and sponsors social events, social justice projects, academic speakers, and devotional practices. The association also connects with other Catholic communities at Yale, including the St. Thomas More chaplaincy and Catholic student groups.

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

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

First Generation Professionals (FGP) seeks to provide a safe and welcoming space for Yale Law School students who are the first in their families to pursue a professional degree—primarily serving those who come from low-income, working class, or non-white-collar backgrounds—to discuss and assist each other with their concerns as they navigate the environment of Yale Law School. Additionally, FGP advocates for policies that better meet the needs of its members and seeks to foster a broader conversation about class at Yale Law School.

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 *International 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 international 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 *Latinx Law Students Association* (LLSA) promotes the academic, professional, and political interests of Latina/o students at Yale Law School.

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

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

The *Mental Health Alliance* is a newly formed student group that promotes mental health awareness, education, and advocacy at the Law School.

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

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

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

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

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

The *Petey Greene Program* envisions a world in which all incarcerated people have access to high-quality academic programs and all people recognize their stake in supporting education in correctional facilities. Tutors will work in classes that are equivalent to grades 1–4, grades 5–8, and grades 9–12. The ultimate aim is to prepare prisoners to achieve their GED.

The *Pro Bono Network* (PBN) 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 (PLEY) 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* (RebLaw) is an annual, student-run conference that brings together practitioners, law students, and community activists to discuss progressive approaches to law and social change.

The *Society of Committed and/or Older, Wiser Law Students* (SCOWLS), formerly ALSSO and OWLS, is a group that caters to the social, academic, and other needs of those who have serious commitments that fall outside class.

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

ThinkDifferent is an association of students who have learned to thrive with nontraditional learning styles or learning impairments. It is committed to providing a supportive, collaborative environment that helps students develop new and innovative ways to thrive in law school.

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

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

The *Yale Animal Law Society* (a.k.a. Student 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 *Yale Entertainment and Sports Law Association* (YESLA) is an organization for law students interested in pursuing careers in sports or entertainment law.

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

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

The *Yale Food Law Society* (FoodSoc) is a nonpartisan community that promotes the study of and engagement with food and agriculture law and policy. FoodSoc advocates an approach that is economically, environmentally, and socially sustainable. Food work brings together scholars, activists, policy makers, and professionals, and the society represents students directly interested in the food system as well as those interested in how food law touches and concerns their primary area(s) of interest in the law.

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

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

The *Yale International Law Students' Association* (iYLS) is an organization dedicated to providing resources for international students at YLS. The organization creates a space for students to come together to understand the specific challenges and opportunities of being a foreign law student in the United States.

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

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

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

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

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

and written pieces by guests of the Law & Technology Society as well as other scholars and professionals.

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

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

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

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

The *Yale Law & Technology Society* (TechSoc) is a nonpartisan organization that fosters Yale's growing community, debate, and scholarship at the intersection of law and technology.

The *Yale Law Christian Fellowship* (YLCF) 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 Journal* is one of the nation's leading legal periodicals. The *Journal* publishes articles, essays, and book reviews by legal faculty and other professionals, as well as student notes and comments. An editorial board of second- and third-year students manages and produces eight issues of the *Journal* per year. The *Journal's* online YLJ forum features original essays on timely and novel legal developments as well as responses to articles from the print *Journal*.

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

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

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

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

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

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

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

Yale Law Women (YLW) 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 Political Law Society* (YPLS) provides a nonpartisan forum for students interested in learning about the growing field of political law. YPLS sponsors speaker events, conferences, reading groups, and other programming on issues including voting rights, redistricting, campaign finance, lobbying, and governmental ethics. It also helps interested students who wish to form connections with election law organizations and consider careers in the field.

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

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

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

STUDENT PARTICIPATION IN ADMINISTRATION

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

1. There are eleven elected representatives of the student body—three from each J.D. class, one representing the LL.M. and M.S.L. classes, and one representing the J.S.D. class—entitled to be present at Faculty meetings and to participate fully in the deliberation of the Faculty during these meetings, although the student representatives do not vote.* Meetings of the Faculty typically are convened to address academic policy matters. Meetings of other governing bodies of the Law School—such as the Governing Board and the Expanded Governing Board, which consist of tenured, tenure-track, and clinical faculty and deans—are often devoted to faculty hiring matters, and student representatives do not participate in those meetings.
2. Student representatives are elected for a term of one academic year, commencing with the beginning of the fall term. Representatives for the second- and third-year classes are elected during the spring of the academic year preceding their term of office. Representatives for the first-year and graduate classes are elected at the beginning of the fall term of the academic year for which they will serve. Elections for all classes are held under the auspices of the student representatives in office at the time of the election.

3. The elected student representatives, and other students selected by appropriate procedures, participate in the work of standing committees of the Faculty and, where appropriate, in the work of ad hoc committees. The form and nature of such participation depend upon the character of the work of each committee. All elected student representatives serve on committees.
4. Yale Law School invites students to share any concerns they might have about the Law School's curriculum, particularly any issues that directly implicate the School's compliance with the ABA's Accreditation Standards. Students having such a concern should submit the concern, in writing, to the associate dean for student affairs, who will work with the appropriate administrator to address the issue. The associate dean for student affairs, or another associate dean, as appropriate, will keep a record of all submissions and their resolutions.

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

STUDENT FEEDBACK REGARDING ABA STANDARDS

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

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

The complaint should identify the ABA Standard(s) in question and describe the issue with enough specificity to enable the appropriate Law School associate dean, assistant dean, or other senior administrator to identify and, as appropriate, investigate and respond to the merits of the complaint. The complaint should include the student's University-provided yale.edu e-mail address, telephone number, and street/mailling address to allow further communication about the matter.

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

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

If the matter requires further investigation, then within fourteen (14) business days of the investigation's conclusion, the complaining student will receive either a substantive response to the complaint or information about what steps (if any) are being taken by the Law School to address the merits of the complaint.

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

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

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

Career Development Office

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

CDO's services include:

- Offering advice from attorney counselors specializing in the public interest and private sectors, as well as in judicial clerkships, fellowships, and law teaching.
- Sponsoring more than sixty-five programs each year, including panels, lectures, and informal discussions on various employment options, self-assessment, job search and interviewing skills, and quality of life issues.
- Hosting a recruitment program every fall for second- and third-year students. More than 150 legal employers from all parts of the country and abroad register to interview students for summer and permanent positions. Approximately twenty-five employers register to interview first-year students at CDO's spring interview program. Yale also cosponsors two public service recruitment events and one international graduate student interview event off-campus each year.
- Publishing guides and brochures on career development topics and specific employment sectors. CDO also manages an online job posting system where hundreds of employers post opportunities for Yale Law students and graduates, available on CDO's Web site at www.law.yale.edu/cdo.
- Coordinating with the Office of Alumni Affairs on YLS Career Connections, an online alumni mentor network to assist with career exploration. YLS Career Connections allows students and alumni access to more than 1,600 graduates who have offered to serve as career advisers. CDO also invites graduates to serve as mentors in residence, where they meet individually with students seeking information about particular careers.

Nearly all first- and second-year law students who seek summer legal employment are able to secure positions with law firms, government agencies, or public interest organizations. Through Summer Public Interest Fellowships, the Law School ensures that everyone who needs funding for summer public interest or government work—in the United States or abroad—receives it. Upon graduation, virtually all Yale Law students have accepted employment. These jobs include prestigious judicial clerkships; positions with private law firms, public interest organizations, or government agencies; and national and international public interest fellowships. Although New York, Washington, D.C., and California are the most popular destinations for Yale Law School graduates, members of the Class of 2015 accepted employment in twenty-eight different states. Through Yale Law School's generous Career Options Assistance Program (COAP), graduates have the ability to obtain loan forgiveness if they choose to work in lower-paying positions, regardless of the employment sector. See Career Options Assistance Program, in the chapter Admissions, Expenses, and Financial Aid, for further details.

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

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

Lillian Goldman Law Library

IN MEMORY OF SOL GOLDMAN

The Lillian Goldman Law Library is located within the heart of the Yale Law School complex, providing the Law School community with ready access to one of the world's finest collections of printed legal materials, an expansive array of licensed digital resources, and an exceptional team of law librarians. The Law Library has been recognized with numerous awards from the American Association of Law Libraries, and the Yale Law Women awarded the library staff collectively the YLW Staff Excellence Award in 2014.

The library's collections, both print and digital, include an especially rich assortment of texts and treatises emphasizing law and the social sciences and humanities, reflecting Yale's traditionally broad approach to the study of law. The equally long-standing international interests of the Law School faculty and students are supported by a 250,000-volume foreign and international law collection, which is complemented by licensed digital resources selected in accordance with the geographical and subject interests of our faculty and students. The domestic law materials for countries other than the United States consist of primary and secondary sources for most European jurisdictions and many other countries around the world, collected both in English and the vernacular.

The library's collection of U.S. legal materials includes the reported state and federal court decisions, statutes and administrative rules, regulations, and decisions, both in digital format and in comprehensive historical print format. The library also maintains tens of thousands of active serial titles in digital and print formats and receives nearly every newly published scholarly monograph in law.

The library's rare book collection is among the best of any law library in the world and includes very strong holdings of English and U.S. legal history sources, including an unmatched collection of Blackstone editions. The rare book collection also has substantial holdings of European law and canon and Roman law, as well as extensive other resources from around the world.

The Law Library is also a publisher. The Yale Law Library Series in Legal History publishes award-winning books of general interest to the legal community, while the ever-expanding collection of oral histories of Yale Law School faculty can be found—alongside Law School faculty and student scholarship—on the library Web site's eYLS platform in the YLS Scholarship Repository. Also in eYLS are e-books and document collections that are collaborative efforts between faculty and librarians.

Members of the Law School community enjoy easy, integrated access to legal information in all formats. The library's online catalog, MORRIS, provides access to printed collections and includes all of the library's bibliographic records, with links to online versions of many of the same items. Yale Quicksearch allows users to search both the Law Library catalog and the University Library catalog (Orbis) simultaneously.

The library subscribes to full-text sources of digital legal information including major commercial services, such as Westlaw, Lexis, Bloomberg Law, and HeinOnline. These are supplemented by many other specialized domestic and foreign online resources. The library's Web site helps researchers navigate the vast array of print and online resources with tools such as legal research guides, instructional blog posts, and video tutorials.

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

The Law Library's professional staff of librarians offer innovative services, training, and support to library users in their efforts to find information. In addition, professional librarians offer a wide array of legal research courses, workshops, and training programs for students, faculty, and staff throughout the year. The library coordinates educational and entertaining programs, such as book talks and movie nights, with faculty and students, and it offers sessions with a therapy dog during highly stressful periods. The library is constantly reinventing space to accommodate student desire for both quiet study and collaborative work areas.

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

Life at Yale Law School

RULES OF DISCIPLINE

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

HOUSING

The Yale Housing Office has dormitory and apartment units available for graduate and professional students. Dormitories are single occupancy of varying sizes and prices. They are located across the campus, from Edward S. Harkness Memorial Hall, serving the medical campus, to the Hall of Graduate Studies and Helen Hadley Hall, serving the central/science campus. Unfurnished apartments consisting of efficiencies and one-, two-, and three-bedroom apartments for singles and families are also available. The office's Web site (<http://housing.yale.edu>) is the venue for graduate housing information and includes procedures, facility descriptions, floor plans, and rates. Applications for the new academic year are available beginning April 1 and can be submitted directly from the Web site.

The Yale Housing Office also manages the Off Campus Living listing service (<http://offcampusliving.yale.edu>; 203.432.9756), which is the exclusive Yale service for providing off-campus rental and sales listings. This secure system allows members of the Yale community to search rental listings, review landlord/property ratings, and search for a roommate in the New Haven area. On-campus housing is limited, and members of the community should consider off-campus options. Yale University discourages the use of Craigslist and other third-party nonsecure Web sites for off-campus housing searches.

The Yale Housing Office is located in Helen Hadley Hall (HHH) at 420 Temple Street. It is open from 9 a.m. to 4 p.m., Monday through Friday; 203.432.2167.

DINING HALL

The Law School Dining Hall has an extensive menu, including a coffee bar, hot and cold foods, premade selections, salads, and an expanded recycling station. The Law School offers a meal plan, or items may be purchased with cash or credit/debit cards, or charged to a bursar account. The Law School Dining Hall also provides catering services for the Law School community. The dining hall is closed on Saturday and Sunday.

INFORMATION TECHNOLOGY

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

CHILD CARE

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

SECURITY IN THE LAW SCHOOL

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

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

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

CLASS CANCELLATIONS

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

SPECIAL EVENTS

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

Yale University Resources and Services

A GLOBAL UNIVERSITY

Yale continues to evolve as a global university, educating leaders and advancing the frontiers of knowledge across the entire world. The University's engagement beyond the United States dates from its earliest years. Yale has drawn students from abroad for nearly two centuries, and international topics have been represented in its curriculum for the past hundred years and more.

This year, Yale welcomed the largest number of international students and scholars in its history. The current enrollment of approximately 2,500 international students from more than 115 countries comprises 20 percent of the student body. Yale is committed to attracting the best and brightest from around the world by offering generous international financial aid packages, conducting programs that introduce and acclimate international students to Yale, and fostering a vibrant campus community. The number of international scholars (visiting faculty, researchers, and postdoctoral fellows) has also grown to nearly 2,500 each year.

Yale's globalization is guided by three overarching goals: prepare students for leadership and service in an increasingly interdependent world, attract the most talented students and scholars to Yale from around the world, and position Yale as a global university of consequence. These efforts are coordinated by several University-wide organizations, in addition to the work being done within the individual schools and programs.

The Whitney and Betty MacMillan Center for International and Area Studies (<http://macmillan.yale.edu>) is the University's focal point for teaching and research on international affairs, societies, and cultures.

The Jackson Institute for Global Affairs (<http://jackson.yale.edu>) seeks to institutionalize the teaching of global affairs throughout the University and to inspire and prepare Yale students for global citizenship and leadership.

The Office of International Affairs (<http://world.yale.edu/oia>) provides administrative support for the international activities of all schools, departments, 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.

The Office of International Students and Scholars (<http://oiss.yale.edu>) hosts orientation programs and social activities for the University's international community and is a resource for international students and scholars on immigration matters and other aspects of acclimating to life at Yale.

The Yale World Fellows Program (<http://worldfellows.yale.edu>) 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.

The Association of Yale Alumni (<http://aya.yale.edu>) provides a channel for communication between the alumni and the University and supports alumni organizations and programs around the world.

Additional information may be found on the "Yale and the World" Web site (<http://world.yale.edu>), including resources for those conducting international activities abroad and links to international initiatives across the University.

CULTURAL, RELIGIOUS, AND ATHLETIC RESOURCES

There are many ways to keep up-to-date about campus news and events. These include the YaleNews Web site, which features stories, videos, and slide-shows about Yale people and programs (<http://news.yale.edu>); the interactive Yale Calendar of Events (<http://events.yale.edu/opa>); and the University's social media channels on Facebook, Twitter, Instagram, Tumblr, LinkedIn, and YouTube.

The collections of the Yale Peabody Museum of Natural History, which celebrates the 150th anniversary of its founding in 2016, comprise more than thirteen million specimens and artifacts in ten curatorial divisions: anthropology, botany, entomology, historical scientific instruments, invertebrate paleontology, invertebrate zoology, mineralogy and meteoritics, paleobotany, vertebrate paleontology, and vertebrate zoology. About 5,000 objects are on public display, and the collections are invaluable to researchers at Yale and around the globe, offering a remarkable record of Earth, its life, and its cultures.

The Yale University Art Gallery is the oldest college art museum in the United States, having been founded in 1832 when the patriot-artist John Trumbull gave more than one hundred of his paintings to Yale College. Since then its collections have grown to more than 200,000 objects ranging in date from ancient times to the present. In addition to its world-renowned collections of American paintings and decorative arts, the gallery is noted for outstanding collections of Greek and Roman art, including artifacts from the ancient Roman city of Dura-Europos; collections of early Italian paintings; the Société Anonyme Collection of twentieth-century European and American art; modern and contemporary art and design; Asian art; African art; art of the ancient Americas; and Indo-Pacific art. In December 2012 the gallery completed a comprehensive expansion and renovation project. The expanded museum unites all three buildings—the landmark Louis Kahn building (1953), the Old Yale Art Gallery (1928), and Street Hall (1866)—into a cohesive whole with a rooftop addition by Ennead Architects (2012). The gallery is both a collecting and an educational institution, and all activities are aimed at providing an invaluable resource and experience for Yale faculty, staff, and students, as well as for the general public. For more information, please visit <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, rare books, and manuscripts outside the United Kingdom. Presented to the University by Paul Mellon (Yale College, Class of 1929), it is housed in a landmark building designed by architect Louis I. Kahn. The center reopened in spring 2016 with newly installed galleries and updated facilities, upon completion of the third phase of its building conservation project. For more information, feature stories, videos, and news of ongoing and upcoming programs and events, please visit <http://britishart.yale.edu>.

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

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

by the Yale Choral Artists. The Yale Summer School of Music/Norfolk Chamber Music Festival presents the New Music Workshop Chamber Choir and Conducting Workshop, along with its six-week Chamber Music Session. Many of these concerts stream live on the School's Web site (<http://music.yale.edu>), the Norfolk Web site (<http://norfolk.yale.edu>), and the Collection of Musical Instruments Web site (<http://collection.yale.edu>). Additionally, the School presents the Iseman Broadcasts of the Metropolitan Opera Live in HD free to members of the Yale community. Undergraduate organizations include the Yale Concert Band, 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 many other special events.

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

The Graduate and Professional Student Senate (GPSS or "Yale Senate") is composed of student-elected representatives from each of the thirteen graduate and professional schools. Any student enrolled in these schools is eligible to run for a senate seat during fall elections. Senate meetings occur on alternating Thursdays and are open to the entire graduate and professional school community, as well as representatives from the Yale administration. The senate advocates for student concerns and advancement by serving as a liaison between students and Yale administration, faculty, and officers. It also facilitates social interaction among graduate and professional students, works with local groups and initiatives to provide opportunities for students to give back to the community, and provides funding for student groups and organizations. The senate supervises the Graduate and Professional Student Center at Yale (GPSCY), at 204 York Street, which provides meeting space for student organizations and is home to Gryphon's Pub. For more information, please visit <http://gpss.yale.edu>.

The McDougal Graduate Student Center in the Hall of Graduate Studies provides space, endowed funding, 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 Graduate Student Life Office and the Office of Diversity and Equal Opportunity. Cooperating partners who share McDougal Center spaces and funding are the Office of Career Strategy (<http://ocs.yale.edu>) and the Yale Center for Teaching and Learning's Teaching Center and Graduate Writing Center, which provide individual advising, programs, and resources to assist Graduate School students and alumni/ae (<http://ctl.yale.edu>). 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 graduate students with children. The McDougal Center facilities welcome 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 lactation room, and an ITS print station. The McDougal Center is open weekdays, weeknights, and weekends during the academic year, with reduced hours during recesses and summer. For more information or to sign up for various e-mail notes, please see <http://gsas.yale.edu/life-yale/mcdougal-graduate-student-center>; tel., 203.432.BLUE; e-mail, mcdougal.center@yale.edu.

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

The Payne Whitney Gymnasium is one of the most elaborate and extensive indoor athletic facilities in the world. This complex includes the 3,100-seat John J. Lee Amphitheater, the site for many indoor varsity sports contests; the Robert J. H. 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, stand-up paddleboards, and kayaks. Adjacent to the lake, a shaded picnic grove and gazebo are available to visitors. In another area of the property, hiking trails surround a wildlife marsh. The OEC runs seven days a week from the third week of June through Labor Day. For more information, call 203.432.2492 or visit <http://sportsandrecreation.yale.edu>.

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

HEALTH SERVICES

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

Eligibility for Services

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

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

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

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

Health Coverage Enrollment

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

YALE HEALTH HOSPITALIZATION/SPECIALTY COVERAGE

For a detailed explanation of this plan, which includes coverage for prescriptions, see the *Yale Health Student Handbook*, available online at <http://yalehealth.yale.edu/understand-your-coverage>.

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

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

Revoking the waiver Students who waive Yale Health Hospitalization/Specialty Coverage but later wish to be covered must complete and send a form voiding their waiver to the Member Services Department by September 15 for the full year or fall term, or by January 31 for the spring term only. Students who wish to revoke their waiver during the

term may do so, provided they show proof of loss of the alternate insurance plan and enroll within thirty days of the loss of this coverage. Yale Health fees will not be prorated.

YALE HEALTH STUDENT TWO-PERSON AND FAMILY PLANS

A student may enroll his or her lawfully married spouse or civil union partner and/or legally dependent child(ren) under the age of twenty-six in one of two student dependent plans: the Two-Person Plan or the Student Family Plan. These plans include services described in both Yale Health Basic Coverage and Yale Health Hospitalization/Specialty Coverage. Coverage is not automatic, and enrollment is by application. Applications are available from the Member Services Department or can be downloaded from the Web site (<http://yalehealth.yale.edu>) and must be renewed annually. Applications must be received by September 15 for full-year or fall-term coverage, or by January 31 for spring-term coverage only.

YALE HEALTH STUDENT AFFILIATE COVERAGE

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

Eligibility Changes

Withdrawal A student who withdraws from the University during the first fifteen days of the term will be refunded the fee paid for Yale Health Hospitalization/Specialty Coverage. The student will not be eligible for any Yale Health benefits, and the student's Yale Health membership will be terminated retroactive to the beginning of the term. The medical record will be reviewed, and any services rendered and/or claims paid will be billed to the student on a fee-for-service basis. Assistance with identifying and locating alternative sources of medical care may be available from the Care Management Department at Yale Health. At all other times, a student who withdraws from the University will be covered by Yale Health for thirty days following the date of withdrawal. Fees will not be prorated or refunded. Students who withdraw are not eligible to enroll in Yale Health Student Affiliate Coverage. Regardless of enrollment in Yale Health Hospitalization/Specialty Coverage, students who withdraw will have access to services available under Yale Health Basic Coverage (including Student Health, Athletic Medicine, Mental Health & Counseling, and Care Management) during these thirty days to the extent necessary for a coordinated transition of care.

Leaves of absence Students who are granted a leave of absence are eligible to purchase Yale Health Student Affiliate Coverage during the term(s) of the leave. If the leave occurs during the term, Yale Health Hospitalization/Specialty Coverage will end on the date the leave is granted, and students may enroll in Yale Health Student Affiliate Coverage. Students must enroll in Affiliate Coverage prior to the beginning of the term during which the leave is taken or within thirty days of the start of the leave. Fees paid for Yale Health

Hospitalization/Specialty Coverage will be applied toward the cost of Affiliate Coverage. Coverage is not automatic, and enrollment forms are available at the Member Services Department or can be downloaded from the Web site (<http://yalehealth.yale.edu>). Fees will not be prorated or refunded.

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

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

Required Immunizations

Please access the Incoming Student Vaccination Form for graduate and professional students at <http://yalehealth.yale.edu/forms>. Connecticut state law requires that this form be completed and signed, for each student, by a physician, nurse practitioner, or physician's assistant. The deadline date for submission may be found on the form.

Measles, mumps, rubella, and varicella All students who were born after January 1, 1957, are required to provide proof of immunization against measles (rubeola), mumps, German measles (rubella), and varicella. Connecticut state law requires two doses of measles vaccine, two doses of mumps vaccine, two doses of rubella vaccine, and two doses of varicella 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. If dates of vaccination are not available, titer results (blood test) demonstrating immunity may be substituted for proof of vaccination. The cost for all vaccinations and/or titers rests with the student, as these vaccinations are considered to be a pre-entrance requirement by the Connecticut State Department of Public Health. 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, 2016.

Quadrivalent meningitis All students living in on-campus dormitory facilities must be vaccinated against meningitis. The only vaccines that will be accepted in satisfaction of the meningitis vaccination requirement are ACWY Vax, Menveo, Nimenrix, Menactra, Mencevax, and Menomune. The vaccine must have been received after January 1, 2012. 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, 2016. The cost for all vaccinations and/or titers rests with the student, as these vaccinations are considered to be a pre-entrance requirement by the Connecticut State Department of Public Health. Please note that the State of Connecticut does not require this vaccine for students who intend to reside off campus.

TB screening The University strongly recommends tuberculosis screening for all incoming students who have lived or traveled outside of the United States.

RESOURCE OFFICE ON DISABILITIES

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

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

RESOURCES ON SEXUAL MISCONDUCT

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

Sexual misconduct incorporates a range of behaviors including sexual assault, sexual harassment, intimate partner violence, stalking, voyeurism, and any other conduct of a sexual nature that is nonconsensual, or has the purpose or effect of threatening, intimidating, or coercing a person. Violations of Yale's Policy on Teacher-Student Consensual Relations also constitute sexual misconduct. Sexual activity requires consent, which is defined as positive, unambiguous, and voluntary agreement to engage in specific sexual activity throughout a sexual encounter.

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, many forms of sexual misconduct are prohibited by Connecticut and federal law and may lead to civil liability or criminal prosecution. Yale provides a range of services, resources, and mechanisms for victims of sexual misconduct. The options for undergraduate, graduate, and professional school students are described at <http://smr.yale.edu>.

SHARE: Information, Advocacy, and Support

55 Lock Street, Lower Level

Office hours: 9 a.m.–5 p.m., M–F

24/7 hotline: 203.432.2000

<http://sharecenter.yale.edu>

SHARE, the Sexual Harassment and Assault Response and Education Center, has trained counselors available 24/7, including holidays. SHARE is available to members of the Yale community who wish to discuss any experience of sexual misconduct involving themselves or someone they care about. SHARE services are confidential and can be anonymous if desired. SHARE can provide professional help with medical and health issues (including accompanying students to the hospital), as well as advice and assistance with contacting police and/or initiating a formal or informal complaint, and it offers ongoing counseling and support. SHARE works closely with the University-Wide Committee on Sexual Misconduct, the Title IX coordinators, the Yale Police Department, and other campus resources.

If you wish to make use of SHARE's services, you can call the SHARE number (203.432.2000) at any time for a phone consultation or to set up an in-person appointment. You may also drop in on weekdays during regular business hours. Some legal and medical options are time-sensitive, so if you have been assaulted, we encourage you to call SHARE and/or the Yale Police as soon as possible. Counselors can talk with you over the telephone or meet you in person at Acute Care in the Yale Health Center or at the Yale-New Haven Emergency Room. If it is not an acute situation and you would like to contact the SHARE staff during regular business hours, you can contact Carole Goldberg, the director of SHARE (203.432.0310, carole.goldberg@yale.edu), Jennifer Czincz, assistant director (203.432.2610, jennifer.czincz@yale.edu), Amy Myers (203.436.8217, amy.myers@yale.edu), or John Criscuolo (203.494.6247, john.criscuolo@yale.edu).

Title IX Coordinators

203.432.4446

Office hours: 9 a.m.–5 p.m., M–F

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

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

Yale College, the Graduate School of Arts and Sciences, and the professional schools have each designated a senior administrator or faculty member to serve as a deputy Title IX coordinator, reporting to Stephanie Spangler, Deputy Provost for Health Affairs and Academic Integrity and the University Title IX Coordinator. Coordinators respond to and address specific complaints, provide information on and coordinate with the available resources, track and monitor incidents to identify patterns or systemic issues, deliver prevention and educational programming, and address issues relating to gender-based discrimination and sexual misconduct within their respective schools. Coordinators are

knowledgeable about, and will provide information on, all options for complaint resolution, and can initiate institutional action when necessary. Discussions with a Title IX coordinator are confidential; at times, the coordinator may need to consult with other administrators or take action in the interest of safety. The coordinators also work closely with the SHARE Center, the University-Wide Committee on Sexual Misconduct, and the Yale Police Department.

University-Wide Committee on Sexual Misconduct

203.432.4449

Office hours: 9 a.m.–5 p.m., M–F

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

The University-Wide Committee on Sexual Misconduct (UWC) is an internal disciplinary board for complaints of sexual misconduct available to students, faculty, and staff across the University, as described in the committee's procedures. The UWC provides an accessible, representative, and trained body to fairly and expeditiously address formal complaints of sexual misconduct. UWC members can answer inquiries about procedures and the University definition of sexual misconduct. The UWC is comprised of faculty, administrative, and student representatives from across the University. In UWC cases, investigations are conducted by professional, independent fact finders.

Yale Police Department

101 Ashmun Street

24/7 hotline: 203.432.4400

<http://publicsafety.yale.edu/police/sensitive-crimes-support>

The Yale Police Department (YPD) operates 24/7 and is comprised of highly trained, professional officers. The YPD can provide information on available victims' assistance services and also has the capacity to perform full criminal investigations. If you wish to speak with Sergeant Marnie Robbins Hoffman, the Sensitive Crimes & Support coordinator, she can be reached at 203.432.9547 during business hours or via e-mail at marnie.robbs@yale.edu. Informational sessions are available with the Sensitive Crimes & Support coordinator to discuss safety planning, available options, etc. The YPD works closely with the New Haven State's Attorney, the SHARE Center, the University's Title IX coordinators, and various other departments within the University. Talking to the YPD does not commit you to submitting evidence or pressing charges; with few exceptions, all decisions about how to proceed are up to you.

OFFICE OF INTERNATIONAL STUDENTS AND SCHOLARS

The Office of International Students and Scholars (OISS) coordinates services and support for Yale's 5,000 international students, faculty, staff, and their dependents. OISS staff offers assistance with issues related to employment, immigration, and personal and cultural adjustment, as well as serves as a source of general information about living at Yale and in New Haven. As Yale University's representative for immigration concerns,

OISS provides assistance to students, faculty, and staff on how to obtain and maintain legal nonimmigrant status in the United States. All international students and scholars must register with OISS as soon as they arrive at Yale; see <http://oiss.yale.edu/coming>.

OISS programs, like the Community Friends hosting program, daily English conversation groups, U.S. culture workshops and discussions, bus trips, and social events, provide an opportunity to meet members of Yale's international community and become acquainted with the many resources of Yale University and New Haven. Spouses and partners of Yale students and scholars will want to get involved with the International Spouses and Partners at Yale (ISPY), which organizes a variety of programs.

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

OISS is housed in the International Center for Yale Students and Scholars, which serves as a welcoming venue for students and scholars who want to peruse resource materials, check their e-mail, and meet up with a friend or colleague. Open until 9 p.m. on weekdays during the academic year, the center—located at 421 Temple Street, across the street from Helen Hadley Hall—also provides meeting space for student groups and a venue for events organized by both student groups and University departments. For more information about reserving space at the center, go to <http://oiss.yale.edu/about/the-international-center/international-center-room-reservations>. For information about the center, visit <http://oiss.yale.edu/about/international-center>.

Law School Students

DEGREES CONFERRED

Juris Doctor, October 3, 2015

Alexander Maxwell Djerassi
Luke J. O'Brien
Joel Daniel Schumacher

Doctor of the Science of Law, October 3, 2015

Markus W. Gehring
Farshad Ghodoosi

Master of Laws, December 5, 2015

Samantha Godwin

Doctor of the Science of Law, December 5, 2015

Patricia I. McMahon

Juris Doctor, February 13, 2016

Walker Phillip Lysandas Brumskine II
Vishal Chanani
Jordan Chandler Hirsch
Nipun Gupta Kant
Andrew McLain Kau
William Peyton Sullivan

Doctor of the Science of Law, February 13, 2016

Yilu Zuo

Juris Doctor, June 1, 2016

Jessica Catherine Agatstein
Oluwatosin Bolanle Agbabiaka
Abdirashid Aidid
Molly Jeanne Alarcon
Hilary Eva Albrecht
Yutian An
Ashley Hubbard Anderson
Emad Hanzala Atiq
Hana Bajramovic
Robert John Baker
Benjamin Zoltan Bergmann
Reginald Dwayne Betts
Robert Matthew Black
John August Boeglin

Noah Benjamin Bokat-Lindell
Jesse Aaron Boretsky
Hal Robert Boyd
Allan Standish Bradley
Megan Christine Braun
Charles Cowperthwaite Bridge
Alexandra Zoe Brodsky
Rakim Hassan Daquan Brooks
Marvin Christopher Brown IV
Kristen A. Bushnell
Moeun Cha
Zachary W. Chalett
Aurelia Chaudhury
Jeffrey Weihao Chen
Michelle Minju Young Cho
Jade Alexandria Chong-Smith
Marisa Susan Choy
David Handelsman Christie
Michael Andrew Clemente
Marcella Elizabeth Coburn
Akunna Ezinwa Cook
Lucas Wayne Eugene Croslow
Nicholas Steven Crown
Conchita Cruz
Brian Michael Czarnecki
Jaclyn Delligatti
Katherine Elizabeth Demby
Elizabeth Burnat Deutsch
Joshua Michael Divine
Lara Domínguez
Graham Patrick Downey
Jonathan Eric Endean
Sarah Edwards Esty
William Dylan Fay
Martha Elizabeth Ferson
Berit Grace Fitzsimmons
Rebecca Wall Forrestal
Jesselyn Kate Friley
Bernard Charles Funk
Lucas Robert George
Nicholas Johan Tore Gerschman

Sherif Girgis
 Sarah Anne Golabek Goldman
 Margaret Vivian Goodlander
 Carter Eldon Greenbaum
 Noah Shalom Greenfield
 Corey William Guilmette
 Alon Guy Gur
 Emmanuel Charles Hampton
 Jaclyn Anne Harris
 Grace Elizabeth Hart
 Daniel Jacob Hessel
 Grace E. Heusner
 Clark Lassiter Hildabrand
 Tyler Wellington Hill
 Michael P. Hogan
 Tamar Holoshitz
 Alexander Justin Holtzman
 Kathryn Lynn Huddleston
 Elizabeth Ann Ingriselli
 Dani Zachary Isaacsohn
 Sundeep Iyer
 Keith Michael Jamieson
 Paul Jeffrey
 Jayoung Jeon
 Jaunita John
 Kathryn Elizabeth Jones
 Tanya S. Kapoor
 Andrea Scoseria Katz
 Alexander Kazam
 Leora Metzenbaum Kelman
 Beezly James Kiernan
 Yunsieg P. Kim
 Demetre A. Klebaner
 Robert Conrad Klipper
 Monika Nikita Kothari
 Stephanie Clara Krent
 Christina Rosa Krushen
 Jonathan Alexander Langlinais
 Montae Joseph Langston
 David Bohmer Lebow
 Christopher Seong Jae Lee
 Rebecca Mulvina Lee
 Carly R. Levenson
 Steven Andrew Levy
 Karen Ruo Li

Jeremy Michael Liss
 Kathryn T. Loomis
 Carmen Xiao Wei Lu
 Amanda C. Lynch
 Andrew Ambrose Lyons–Berg
 Luke T. Maher
 Nicholas James Maida
 Adam Zeldes Margulies
 Joseph O’Meara Masterman
 Sarah Sarafina Midzik
 Dila Dahlia Mignouna
 Daniel Lee Miller
 Jacob Miller
 Alexa Teichert Milton
 Jie Min
 Hava Arin Levenson Mirell
 Nicolas Molina, Jr.
 Christine Holly Monahan
 Tasnim Motala
 Divya Musinipally
 Thomas Maxwell Nardini
 Aaron Edgar Nathan
 Vivaan Nehru
 Mitchell David Nobel
 Daniela De Lima Nogueira
 Joshua James Nuni
 Erika Britt Nyborg–burch
 Jane Beth Ostrager
 Samuel Frank Page
 Christopher Carmen Pagliarella
 Albert Young Pak
 Mekela Panchalie Panditharatne
 Lourdes M. Pantin
 John Rafael Peña Perez
 Ben Vincent Picozzi
 Rosa Po
 Philip Douglas Poole
 Dwight Bernard Nippert Pope
 Jevon Rene Potts
 Lauren Akin Pratt
 Patricia Stephanie Radkowski
 Daniel Eric Rauch
 Ranjana M. Reddy
 Swapna Cherukupalli Reddy
 Mara Redlich Revkin

Abigail Hannah Rich
 Brian Alan Richman
 Michael Joseph Roccaforte
 Scott Jared Rog
 Marina Bowen Romani
 Tomás Tolford Johnson Rúa
 Emily E. Rush
 Adam M. Saltzman
 Avinash Nitin Samarth
 Michael Paris Shapiro
 Zachary B. Shapiro
 Geoffrey Cameron Shaw
 Daniel Cullen Sheehan
 Jane Shim
 Michael Joseph Showalter
 Liang Shu
 Zayn Siddique
 Bradley Geoff Silverman
 David Michael Simins
 Claire M. Simonich
 Julia Margaret Solórzano
 Carl William Spilly
 Seguin Layton Strohmeier
 Benjamin Brink Sweeney
 Julius P. Taranto
 Dorothy Goldstein Tegeler
 Dvora Chana Toren
 Jessica W. Tsang
 Peter John Tucci
 Peter Tzeng
 Sarahi Marilyn Uribe
 Daniel Reinhold Sascha Viehoff
 Kimberly Faith Wachtler
 Benjamin Lees Wallace
 Alice Aixin Wang
 Jonas Qing Wang
 Amanda Caitlin Weingarten
 Rebecca E. Wexler
 Graham Wheeler White
 Jahi Asher Wise
 Benjamin Michael Woodring
 Megan Suzanne Wright
 Kathryn Lily Wynbrandt
 Victor Haohan Yu

Jennifer Jaeseon Yun
 Wen Grace Zhang
 Danyang Zhao
 Jimmy Jiajia Zhuang
 Michael Benjamin Zucker

Master of Laws, June 1, 2016

Gilad Abiri
 Johannes Stefan Buchheim
 Chintan Dhananjaya Chandrachud
 Ignacio Nicolás Cofone
 Marjorie Gabriela Espinoza Plua
 Sergio Giuliano
 Eugenio Gomez Chico Barbara
 Shixue Hu
 Ying Hu
 Ashkhen Kazaryan
 Hiu Chi Janny Leung
 Johanna Aleria Pedro Lorenzo
 Yi Lu
 Ashish Mitter
 Naama Omri
 Seda Palanduz
 Yael Plitmann
 Juliana Pondé Fonseca
 Ingmar Rogier
 Paul Samyn
 Stefan Frederic Thönissen
 Raeesa Vakil
 Ana Beatriz Vanzoff Robalinho
 Cavalcanti
 Benedict Emmanuel Vischer

Master of Studies in Law, June 1, 2016

Roseanne Colletti Harris
 Kang Li

**Doctor of the Science of Law,
June 1, 2016**

Leora Dahan Katz
 Lucas Mac-Clure
 Gunnar Norden

SUMMARY OF ENROLLMENT, 2015–2016

Juris Doctor Candidates	
Class of 2016	187
Class of 2017	201
Class of 2018	200
Joint Degree	26
<i>Total Juris Doctor</i>	<i>614</i>
Doctor of the Science of Law	15
Master of Laws	23
Master of Studies in Law	2
Visiting Researchers	2
<i>Total enrollment</i>	<i>656</i>

INSTITUTIONS REPRESENTED, FALL 2015

One student from each institution unless otherwise indicated.

Albert-Ludwigs-Universität Freiburg [Germany] (2)	Clemson University
Amherst College (18)	College of the Holy Cross
Arizona State University (2)	College of William and Mary (3)
Ateneo de Manila University [Philippines]	Columbia University (30)
Auburn University	Connecticut College
Barnard College [Columbia University] (6)	Cornell University (9)
Baylor University	Dartmouth College (19)
Boston College (2)	Davidson College (3)
Bowdoin College	Dickinson College (2)
Brandeis University	Duke University (13)
Brigham Young University (4)	East China Normal University [People's Republic of China]
Brown University (22)	Emory University (4)
Bryn Mawr College (2)	Florida State University
Carleton College [Minnesota] (2)	Fordham University (2)
China University of Political Science and Laws [People's Republic of China] (3)	Furman University
City University of New York [City College]	Galatasaray Üniversitesi [Turkey]
City University of New York [Hunter College]	George Washington University (4)
Claremont McKenna College (3)	Georgetown University (9)
Clark University	Gonzaga University
	Government Law College [India]
	Hamilton College (3)
	Harvard University (65)
	Haverford College (2)
	Hebrew University of Jerusalem [Israel]

- Hillsdale College
 Howard University (4)
 Indiana University (2)
 Instituto Tecnológico Autónomo de México [Mexico] (2)
 Johns Hopkins University
 Katholieke Universiteit Leuven [Belgium]
 Kenyon College (4)
 King's College [New York]
 King's College [United Kingdom]
 London School of Economics and Political Science [United Kingdom]
 Loyola University [Louisiana]
 Macalester College (2)
 Massachusetts Institute of Technology (2)
 McGill University [Canada] (2)
 McMaster University [Canada]
 Michigan State University (2)
 Middlebury College (6)
 Morehouse College (2)
 Moscow M.V. Lomonosov State University [Russia]
 Mount Holyoke College
 NALSAR University of Law [India] (2)
 National University of Singapore [Singapore]
 New York University (10)
 Northwestern University (7)
 Oberlin College (2)
 Ohio State University (2)
 Patrick Henry College (2)
 Peking University [People's Republic of China] (4)
 Pepperdine University (2)
 Pomona College (5)
 Pontifícia Universidade Católica de São Paulo [Brazil]
 Presbyterian College
 Princeton University (37)
 Queen's University [Canada]
 Reed College
 Rice University (5)
 Rollins College
 Rutgers, State University of New Jersey (4)
 Saint Louis University [Missouri]
 Sarah Lawrence College
 Seattle University
 Stanford University (16)
 Sun Yat-Sen University [People's Republic of China]
 Swarthmore College (6)
 Syracuse University
 Tel-Aviv University [Israel] (4)
 Texas A&M University
 Thammasat University [Thailand]
 Tianjin University [People's Republic of China]
 Tsinghua University [People's Republic of China]
 Tufts University
 United States Air Force Academy (2)
 United States Military Academy (5)
 United States Naval Academy
 Union College
 Universidad Austral [Argentina]
 Universidad de Los Andes [Colombia]
 Universidad de San Andrés [Argentina]
 Universidad San Francisco de Quito [Ecuador]
 Universidade de Brasília [Brazil]
 Universidade Federal do Parana [Brazil] (2)
 Université Basel [Switzerland]
 Universiteit van Amsterdam [Netherlands]
 University of Alabama (2)
 University of Alberta [Canada] (2)
 University of Arizona (2)
 University of Arkansas
 University of California at Berkeley (16)
 University of California at Irvine
 University of California at Los Angeles (6)

University of California at San Diego (2)	University of Southern California (5)
University of California at Santa Barbara	University of St. Andrews [United Kingdom]
University of Chicago (10)	University of Sydney [Australia]
University of Colorado	University of Texas at Austin (5)
University of Connecticut	University of Texas at Dallas
University of Florida (4)	University of the Philippines [Philippines]
University of Georgia (2)	University of the South
University of Hong Kong [Hong Kong] (3)	University of Toronto [Canada] (6)
University of Houston	University of Virginia (6)
University of Idaho	University of Washington (2)
University of Illinois	University of Wisconsin at Madison (2)
University of Louisville	University of Wyoming
University of Maryland (3)	Vanderbilt University (4)
University of Massachusetts	Vassar College (2)
University of Michigan at Ann Arbor (6)	Virginia Polytechnic Institute and State University (2)
University of Nebraska	Wake Forest University
University of North Carolina at Chapel Hill (6)	Washington and Lee University (2)
University of Northern Colorado	Washington University [Missouri] (7)
University of Notre Dame [Indiana] (4)	Wesleyan University (7)
University of Oregon	Whitworth College
University of Oxford [United Kingdom] (2)	Williams College (13)
University of Pennsylvania (17)	Yale University (69)
University of Rochester	Yeshiva University (2)
University of South Carolina	

Total institutions, 160

GEOGRAPHICAL DISTRIBUTION, FALL 2015

One student from each state or country unless otherwise indicated.

United States

Alabama (4)	Idaho (4)
Alaska	Illinois (19)
Arizona (2)	Indiana (4)
Arkansas (3)	Kansas
California (78)	Kentucky (3)
Colorado (2)	Louisiana (2)
Connecticut (118)	Maine
Delaware (2)	Maryland (25)
District of Columbia (10)	Massachusetts (23)
Florida (12)	Michigan (15)
Georgia (12)	Minnesota (2)
Hawaii	Missouri

Nebraska
 Nevada
 New Hampshire (3)
 New Jersey (40)
 New Mexico
 New York (89)
 North Carolina (14)
 North Dakota (2)
 Ohio (12)
 Oregon (5)
 Pennsylvania (10)
 Puerto Rico
 Rhode Island (3)
 South Dakota
 Tennessee (7)
 Texas (25)
 Utah (2)
 Vermont (5)
 Virginia (19)
 Washington (11)
 Wisconsin (8)
 Wyoming

Total states, 46

Foreign Countries

Argentina (2)
 Australia (2)
 Bangladesh
 Belgium
 Brazil (3)
 Canada (12)
 China (17)
 Colombia
 Dominica
 Ecuador
 Germany (3)
 India (4)
 Israel (3)
 Italy
 Japan
 Malaysia
 Mexico (2)
 Nepal
 Netherlands
 Philippines (2)
 Republic of Korea (5)
 Russia
 Singapore (2)
 Thailand
 Turkey

Total countries, 25

Alumni and Endowment Funds

ALUMNI

Yale Law School alumni serve as distinguished practitioners, public servants, academics, judges, and business entrepreneurs all over the world. Renowned in their professional lives, the more than 13,000 alumni play a vital role in the global Yale Law School community. They renew social ties, network with one another, and offer their knowledge of legal scholarship and practice at Law School gatherings in a variety of places in the United States and abroad throughout the year. Graduates also serve as practitioners-in-residence and mentors in the School's centers and programs, and attend and participate in the many lectures and conferences occurring at their alma mater.

The Yale Law School Association consists of all graduates. It was founded to strengthen the ties both among graduates and between graduates and the Law School. In many cities across the United States and abroad, Yale Law School local associations provide social, intellectual, and professional opportunities for graduates. Whether it is a group of alumni in Pasadena attending a discussion about community policing with Professor Tom Tyler; an alumni panel discussion in Washington, D.C., Chicago, or New York City on the Supreme Court's preceding term; an informal discussion about family law, gay rights, and religion in Miami led by Professor William Eskridge, Jr. '78; or the D.C. annual dinner with Senator Cory Booker '97, Yale Law School alumni maintain important connections with each other, with current students, with admitted students, and with their alma mater. For a listing of upcoming alumni events and further information about YLS alumni, visit www.law.yale.edu/alumni; e-mail alumni.law@yale.edu; or telephone 203.432.1690.

Overseeing and supporting the YLS Association is its approximately 165-member Executive Committee, which meets twice a year in New Haven to energize members and remind them why Yale Law School is such a special place. The most recent gathering in 2016 included class visits; a dinner matching alumni and students who have common interests; a business luncheon followed by presentations on two of the Law School's newest centers, the Justice Collaboratory and the Kamel Center; a Happy Hour with students; and a festive dinner. This program strengthens the Yale Law School community worldwide by connecting alumni with each other, with current and admitted students, and with the School. Meetings take place twice a year at the Law School, led by the present officers: chair, Victoria A. Cundiff '80; president, Christine M. Adams '94; vice presidents, Kristina Scurry Baehr '08, Ari Q. Fitzgerald '90, Richard Himelfarb '65, Kevin Keenan '02, Laurie J. Miller '81; treasurer, Eric Shumsky '99; and secretary, Frank Jimenez '91.

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

All graduates of the Law School are invited to annual Alumni Weekends, which take place at the Law School in the fall for three days of events, including talks, panel discussions, class events, and 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. Current student organizations and affinity groups have the opportunity to connect with returning alumni. 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. There is no single overarching theme for Alumni Weekend 2016. The panels will address hot topics that include reproductive rights and religion, community policing, and national security.

ENDOWMENT FUNDS

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

Professorships

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

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

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

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

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

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

The George W. and Sadella D. Crawford Professorial Lectureship (1997) A fund supporting either a professorship, a fellowship, or a lectureship. Established through a generous bequest from Dr. Charlotte Crawford Watkins, Ph.D. 1937, of Washington, D.C.,

professor of English at Howard University, in memory of her father, George W. Crawford (LL.B. 1903), 1877–1972, a child of former slaves who became a founding signatory of the NAACP and a trustee of Talladega College. He was in addition one of Connecticut's leading attorneys, serving as corporation counsel for the City of New Haven and judge on the New Haven Probate Court.

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

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

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

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

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

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

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

Martin R. Flug '55 Faculty Support Fund (2016) Established by a gift from Martin R. Flug, LL.B. 1955, to support the teaching and research activities of current and visiting academic faculty.

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

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

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

any branch of the common, civil, municipal or ecclesiastical law – the law of nature – the law of nations – political economy – or general politics, the professor to select his own subject.”

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

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

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

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

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

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

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

Harvey L. Karp Fund (1987) Established by a gift from the Harvey L. Karp Foundation to support the Law School’s existing Visiting Lecturers program.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Anne Urowsky Fund (2008) Established by a gift from Richard J. Urowsky, B.A. 1967, J.D. 1972, in honor of his mother, Anne Urowsky, to support the Anne Urowsky Professor in Law at Yale Law School.

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

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

General Purpose and Research Funds

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Sol and Lillian Goldman Deanship at Yale Law School (2004) Established by a gift from the Sol Goldman Charitable Trust and the Lillian Goldman Charitable Trust to support the deanship. The sitting dean shall be known as the Sol & Lillian Goldman Professor of Law.

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

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

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

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

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

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

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

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

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

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

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

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

Donald Schapiro (B.A. '45, J.D. '49) Faculty Fund (2014) Established by a gift from Linda Schapiro and friends, in memory of Donald Schapiro, B.A. 1945, J.D. 1949, to support the faculty at Yale Law School.

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

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

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

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

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

Streicker Fund for Student Research (1997) Endowment fund established by John H. Streicker, J.D. 1967, to provide support for student research or educational projects involving travel, with priority given to projects with international travel requirements, and to those of sufficient duration to allow the recipient the opportunity to become

immersed in some portion of the cultural, legal, or governmental system of the destination country or region.

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

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

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

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

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

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

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

The William B. Wolf, Jr. Fund on Women and the Law (2002) Established by Susan M. Wolf, J.D. 1980, her husband, Professor Gene Borgida, and their family in honor of her father, William B. Wolf, Jr., LL.B. 1951, to support research, scholarship, and programs on women and the law.

*Financial Aid: Scholarship, Loan, Loan Deferral,
and Forgiveness Funds*

Roger S. and Virginia Aaron Scholarship Fund (1999) Gift from the Aaron family, during the thirtieth reunion year of Roger S. Aaron, chairman of the Yale Law School Fund Board 1998–99.

Carolyn E. Agger Endowment for Women in Law (1997) A fund established through the generous bequest of Carolyn E. Agger, LL.B. 1938, of Washington, D.C., a partner in the law firm of Arnold & Porter. Income from the fund is used to fund student scholarships and grants for up to three years to assist graduates who pursue postgraduate legal studies or who engage in low-paying legal careers.

Davis and Bessie Albert Scholarship Fund (2008) Established by a bequest from the estate of Harry M. Albert, LL.B. 1935, in memory of his parents, with a preference for residents of Waterbury, Connecticut, the State of Connecticut, or for graduates of Suffield Academy, Suffield, Conn.

Marion G. and Fred W. Aley Scholarship (1983) A gift from Marion G. Aley, LL.B. 1925.

R. Bruce Allensworth Scholarship Fund (2008) Established by R. Bruce Allensworth, J.D. 1978, on the occasion of his thirtieth Law School reunion, for Yale Law School students, preferably J.D. candidates.

John Page Austin '39 LL.B. Scholarship in Law (2011) Established by a gift from William G. Green, B.A. 1966, in honor of John Page Austin, LL.B. 1939, who spent more than fifty years at the California firm of Morrison & Foerster LLP and helped mentor generations of young attorneys.

James T. Babb Scholarship (1963) Gift in honor of James T. Babb, B.A. 1924, M.A. Hon. 1945, librarian of Yale University, established by the Steele-Reese Foundation. For scholarships and fellowships with preference to students from the state of Idaho.

Hugh H. Barber Memorial Scholarship (1972) Gift from Ronald Barber, in memory of his brother, Hugh H. Barber, LL.B. 1921.

Curtis H. Barnette Scholarship Fund (1999) Established by a gift from Curtis H. Barnette, LL.B. 1962. To be awarded based on the integrity, leadership, and academic and service performance of a student. Preference to graduates of West Virginia University, Morgantown, West Virginia, or Liberty High School, Bethlehem, Pennsylvania, or other West Virginia or Lehigh Valley, Pennsylvania, colleges.

Thomas D. Barr '58 Scholarship Fund (2008) Established by Cornelia H. Barr honoring her husband, Thomas D. Barr, LL.B. 1958, with a preference for students interested in litigation.

Joseph W. Beatman Fellowship Fund (1967) Gift from the Beatman Foundation, Inc. [Frances Levinson (Mrs. Joseph W.) Beatman]. For fellowships, preference to be given to those graduate students preparing for teaching careers in American law schools.

Edward R. Becker '57 Scholarship (2009) Established by gifts from the Becker family, former law clerks, and friends of the Honorable Edward R. Becker, LL.B. 1957, with a preference for students from the greater Philadelphia area.

William John Beecher Scholarship (1924) Marguerite K. Beecher and Florence Beecher Budd in memory of their father, William John Beecher, LL.B. 1880.

William S. Beinecke Scholarship Fund (1964) Gift from William S. Beinecke, B.A. 1936, the income to be used for scholarships for outstanding representatives of minority groups.

Murray Berrie Fund (1982) Established by Murray L. Berrie and his family for American graduate students interested in constitutional law and civil liberties.

Samuel R. Betts Scholarship (1929) Samuel R. Betts, B.A. 1875; continued after his death in 1930 from income of a general bequest for the benefit of the Law School.

William Bingham Scholarship (1955) William Bingham II, of Bethel, Maine. Awarded to candidates (in the order mentioned) from the town of Bethel, from other towns in Oxford County, or from elsewhere in the state of Maine.

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

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

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

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

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

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

Edgar H. Brenner '54 Scholarship Fund (2011) Established by a grant from the Stella and Charles Guttman Foundation in honor of Edgar H. Brenner, J.D. 1954, member of the Board of the Foundation for forty-nine years, serving as President from 1995 to 2001.

Guido Calabresi '58 Scholarship Fund (2012) Established by a gift from the Lillian Goldman Charitable Trust to honor Guido Calabresi, B.S. 1953, LL.B. 1958, M.A.H. 1962, United States Circuit Judge and Dean and Sterling Professor at Yale Law School, with a preference for students who are immigrants or are the children of immigrants to the United States.

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

Robert Fisk Cavanagh '56, '59 J.D. Scholarship (2009) Established in memory of Bob Cavanagh, for Yale Law School students who share the spirit of local civic commitment that he exemplified over the course of his fifty-year professional life.

Chan-Loo Scholarship Fund (2003) Gift from the estate of Sau Ung Loo Chan, J.D. 1928, in honor of her parents, Joe Loo and Choy Shee Loo, to assist students from Hawaii.

Charles E. Clark Fund (1963) Gifts in honor of Judge Charles E. Clark, B.A. 1911, LL.B. 1913, dean of the Law School from 1929 to 1939, from alumni and friends. The income to be allocated by the dean either to scholarships or to the purchase of books for the Yale law library.

Chauncey I. Clark Scholarships (1961) Bequest of Lottie V. J. Clark in memory of her husband, Chauncey I. Clark, LL.B. 1908, for many years a leading member of the New York Admiralty Bar.

Class of 1988 Scholarships Fund (1993) Established by a gift from the members of the Class of 1988 for scholarships in the Law School.

Abraham J. and Jeannette Cohen Scholarship (1983) Established by George M. Cohen, LL.B. 1960, in memory of his parents, Abraham and Jeannette Cohen.

George M. Cohen Scholarship (1997) Established in memory of George M. Cohen, LL.B. 1960, by family, friends, classmates, and his partners at Cleary, Gottlieb, Steen & Hamilton, New York City.

Peter P. Coladarsi Scholarship Fund (1992) Gifts from family members and friends in memory of Peter P. Coladarsi, LL.B. 1953, a distinguished Chicago practitioner, to provide financial assistance to Yale Law School students and graduates for scholarships, summer internships, and loan forgiveness.

Robert E. Cone Scholarship (1966) Established by Mrs. Harold M. Cone as a memorial to her son, Robert E. Cone. To be awarded periodically to members of the student body who demonstrate a special interest in the field of civil liberties and civil rights and who are in financial need.

Joseph L. Connor Scholarship Fund (1968) Gift from the Estate of Joseph L. Connor, LL.B. 1909.

James Cogswell Converse Scholarship Fund (1990) Established through the bequest of Edith D. Converse, to support scholarships in memory of James Cogswell Converse, Yale College Class of 1897.

E. Virgil Conway Scholarship Fund (2003) Established by E. Virgil Conway, LL.B. 1956, to be awarded annually as a scholarship.

Walter Wheeler Cook Scholarship (1958) Gift in honor of Professor Walter Wheeler Cook, B.A., M.A., LL.D., member of the faculty from 1916 to 1928, from the May Treat Morrison Foundation of San Francisco, California.

Corbey Court Scholarship (1968) Gift from the Townsend Trust Association.

Arthur Linton Corbin Scholarship (1958) Gift in honor of Professor Arthur L. Corbin, LL.B. 1899, LL.D. 1951, member of the faculty from 1903 to 1943, from the May Treat Morrison Foundation of San Francisco, California.

David L. Corbin Scholarship (1962) Established by friends in memory of David L. Corbin, B.A. 1932, LL.B. 1935.

Oscar Cox Memorial Scholarship (1967) Established by his family in memory of Oscar Cox, B.A. 1927, LL.B. 1929, for the purpose of providing scholarship assistance to talented students with preference to Law School applicants of Italian, Belgian, or French nationality.

Lloyd N. Cutler Scholarship Fund (1992) Established by the law firm of Wilmer, Cutler and Pickering in honor of Lloyd N. Cutler, LL.B. 1939, to support tuition scholarships based on financial need, academic excellence, and demonstrated commitment to public service.

Czaja Family Scholarship Fund (2014) Established by Richard F. Czaja, B.A. 1971, J.D. 1974, to provide financial assistance to Yale Law School students and graduates with demonstrated financial need for scholarships, summer internships, and loan forgiveness.

William B. Davenport Fund (1953) Established by Professor Shepherd Stevens, B.F.A. 1922, in memory of his uncle, William B. Davenport, B.A. 1867, M.A. Hon. 1877.

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

David S. Day Scholarship Fund (1975) Bequest of Natalie C. Day in memory of her husband, David S. Day, B.A. 1902, LL.B. 1904. Preference to students from Fairfield County, Connecticut.

Arthur H. Dean Scholarship Fund (1974) Gift of certain partners of Arthur H. Dean in the law firm of Sullivan & Cromwell, created with a preference that the aid be awarded as gifts, but with the right of the dean of the Law School, at the dean's discretion, to use the fund for loans.

Debevoise & Plimpton Scholarship Fund (1977) Established by gifts from Oscar M. Ruebhausen, LL.B. 1937, and members of the firm.

John B. Dempsey Scholarship (1963) Gift from Squire, Sanders & Dempsey, of Cleveland, Ohio, in memory of John B. Dempsey, B.A. 1911, M.A. 1915.

Peter H. Dominick Scholarship Fund (1983) Bequest of Peter Dominick, LL.B. 1940, for students in the Law School whose legal residence is in Colorado or who are graduates of a university or college in Colorado.

Harry Durant Award (1959) Bequest of Harry R. Durant, LL.B. 1894, to provide annual scholarship awards to a Connecticut student or students attending the Law School, on the basis of character, courage, and skill.

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

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

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

J. Fuller Feder Scholarship Fund (2009) Established by a bequest from Joseph F. McCrindle, LL.B. 1948, in memory of his grandfather, to assist students with tuition and other school-related expenses.

Irving Fishman, Philip Goldhammer, and Louis Fishman Memorial Scholarship Fund (1997) Established by Jean and Richard Fishman, J.D. 1977, in memory of their fathers and uncle and by the estate of Louis Fishman for the purpose of helping students in need of financial aid.

Samuel S. and Evelyn R. Flug Memorial Scholarship Fund (1987) Established by Martin Flug, J.D. 1955, in memory of his father and mother, Samuel S. and Evelyn R. Flug.

Frederick D. and Lillian S. Forsch Scholarship Fund (1998) Established by a bequest of Frederick D. Forsch, LL.B. 1940, for scholarships in the Law School.

Richard I. Galland Fellowship Fund (1987) Gift from Richard I. Galland, B.A. 1937, J.D. 1940.

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

Annie G. K. Garland Memorial Scholarships (1930) William J. Garland in memory of his wife. Preference to be given to Yale College graduates who have established strong records.

Lillian Goldman Perpetual Scholarship Fund (1994) Established by Lillian Goldman of New York City, a distinguished businesswoman, philanthropist, and friend of Yale Law School. The income provides scholarships for students in financial need who have a demonstrated interest in women's rights, with a preference for women students.

Horace W. Goldsmith Foundation Fund I (2003) Established by the Horace W. Goldsmith Foundation to support the Career Options Assistance Program.

Elliott Goldstein Scholarship (1988) Established by gifts from Elliott Goldstein, LL.B. 1939, and his partners in the firm of Powell, Goldstein, Frazer & Murphy. Preference for a student who excels in the field of corporate law.

Justin M. Golenbock Memorial Fund (1984) Gift from the law firm of Golenbock and Barell, and family and friends of Justin M. Golenbock, LL.B. 1946. To assist graduates in public interest careers.

James Raymond Goodrich Memorial Scholarships (1923) Charles Stillman, B.A. 1882, in memory of his uncle, James Raymond Goodrich, B.A. 1853. Assigned to students in the graduate and professional schools of the University who have high scholarship records and give promise of leadership.

Allison and Najeeb E. Halaby Scholarship (1996) Established by gifts from Jane Allison Halaby and Najeeb E. Halaby, LL.B. 1940, for a deserving law student interested in the American political system.

Joey Hanzich 2010 Fund (2007) Established by Yale Law School and gifts from relatives and friends in memory of Joey Hanzich, a member of the Class of 2010, to provide financial aid to students committed to public service and the common good; may also be used to support activities related to health care law and policy.

Carroll C. Hincks Memorial Fund (1967) Gifts in honor of Judge Carroll C. Hincks, B.A. 1911, LL.B. 1914, LL.D. 1952, from his law clerks and friends.

Robert Hixon Scholarship Fund (1964) Established by Marguerite S. Hixon in memory of her husband, Robert Hixon, B.A. 1901.

Harold and Lillian Hoffman Scholarship (2002) Established by a gift from Harold M. Hoffman, LL.B. 1952, and Lillian Hoffman, in memory of Hyman Hoffman. Preference in award is to be given to CUNY graduates with demonstrated financial need.

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

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

Hundt Family Law Fellowship Fund (2014) Established by a gift from Reed E. Hundt '69 B.A., '74 J.D., to provide financial assistance to Yale Law School students and graduates with an interest in pursuing public service employment. The fund may support scholarships, summer internships, and graduates participating in the Career Options Assistance Program.

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.

Katsutaro Kataoka Scholarship Fund (2016) Established by an anonymous bequest to Yale Law School for scholarships for J.D. students with preference for students of Hispanic or Haitian origin, more particularly students of Mexican, Central American, or Caribbean origin. In the event that there are no candidates who meet these preferences, preference should be given to students who are citizens of and residents in underdeveloped countries.

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

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

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

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

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

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

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

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

Ruth and Benjamin Layton Memorial Scholarship (1987) Established by Robert Layton, LL.B. 1954, in memory of his parents. Preference for students interested in international law.

Raphael Lemkin Scholarship Fund (1989) Gifts from an anonymous alumnus and friend to honor the memory of Raphael Lemkin, visiting lecturer in law at Yale Law School from 1948 to 1951, whose scholarship and advocacy inspired the United Nations in 1948 to adopt the Genocide Convention.

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

Herbert R. Limburg Scholarship (1936) Anonymous gift in memory of Herbert R. Limburg, a member of the Yale College Class of 1896.

Littauer Public Interest Careers Assistance Fund (1988) Established by gifts from the Lucius N. Littauer Foundation to assist graduates in public interest careers.

J. B. Long Ranch Scholarship (1991) A gift from the estate of Fred A. Johnston, LL.B. 1954, in the name of the Montana ranch homesteaded in 1885 by Mr. Johnston's ancestors, which under his ownership became a model of natural resources management and animal husbandry. Preference is given to residents of Montana.

Ernest G. Lorenzen Memorial Scholarship (1955) Gift from Joseph H. Colman, B.A. 1918, LL.B. 1921, in memory of Professor Lorenzen, M.A. Hon. 1917, a member of the faculty from 1917 to 1951.

The Elias and Essie Mag Fund (1975) Established by many descendants of Elias and Essie Mag, seven of whom graduated from the Yale Law School. To be awarded as scholarship funds.

Nathan E. Mag Scholarship Fund (1982) Bequest of Arthur Mag, Ph.B. 1918, LL.B. 1920, in memory of his father, Nathan E. Mag, for scholarships, with a preference for students who have an interest or involvement in social justice.

Paul and Lisa Mandell Scholarship Fund (2011) Established by a gift from Paul Mandell, J.D. 1998, to support one or more J.D. candidates at Yale Law School, with a preference for students from the University of Maryland at College Park.

Charles F. Martin '35 Scholarship Fund (1992) Established by gift from Mrs. Dorcas M. Little, sister of Charles F. Martin, B.A. 1932, J.D. 1935, to support financially needy students pursuing corporate law interests. Preference is given to residents of the state of

Connecticut, who, assuming satisfactory academic performance and continuing financial need, may receive continuing grants for up to three years of law study.

Walter A. Marting Scholarship (1975) Gift from Walter A. Marting, LL.B. 1937, and the Hanna Mining Company, Cleveland, Ohio.

Myres S. McDougal Fellowship (1982) Gift in honor of Professor Myres S. McDougal, J.S.D. 1931, member of the faculty from 1935 to 1976, from Dr. Anton-Hermann Chroust; fellowship to be awarded to a law student designated by the dean.

Warner Thornton McGuinn Scholarship Fund (1990) Organized by Akosua Barthwell Evans, J.D. 1990, and established by gifts from alumni and friends of Yale Law School in memory of Warner Thornton McGuinn, LL.B. 1887, a well-known Baltimore lawyer and civil rights leader, and an early African American graduate of the School.

Edward A. and Marion D. McKirdy Scholarship Fund (2007) Established by a gift from Edward D. McKirdy, J.D. 1962, in memory of his parents, to provide scholarships for students with demonstrated financial need.

Ivan S. Meitus Memorial Scholarship (2001) Gift in memory of Ivan S. Meitus, LL.B. 1959, from a trust established by his family, for Jewish law students at Yale Law School.

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

Laura Ariane “Laurie” Miller ’88 Scholarship Fund (2015) Established by Laura Ariane Miller, J.D. 1988, to provide financial assistance to one or more J.D. candidates at Yale Law School with a preference for students who were employed in government service prior to attending Yale Law School.

Rory O. Millson Scholarship Fund (2012) Established by a gift from Rory O. Millson, B.A. 1973, J.D. 1977, on the occasion of his 35th Reunion, to support J.D. candidates at Yale Law School.

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

Yasuharu Nagashima Scholarship Fund (2016) Established by an anonymous bequest to Yale Law School for scholarships for J.D. students with preference for students of Hispanic or Haitian origin, more particularly students of Mexican, Central American, or Caribbean origin. In the event that there are no candidates who meet these preferences, preference should be given to students who are citizens of and residents in underdeveloped countries.

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

Quigg Newton, B.A. ’33, J.D. ’36, M.A.H. ’51 Scholarship Fund in Yale Law School (2001) Gift of Quigg Newton, J.D. 1936; mayor of Denver, Colorado, 1947–55; and president of the University of Colorado, 1957–63; also the donor of a scholarship in Yale College.

Robert J. Nordhaus Indian Law Scholarship (1986) Established in honor of Robert J. Nordhaus, Ph.B. 1931, J.D. 1935, by his son Robert R. Nordhaus; the firm of Nordhaus, Haltom, Taylor & Taradash; the firm of Van Ness, Feldman, Sutcliffe & Curtis; and other friends of Mr. Nordhaus. Preference to Native American students.

Walter W. Oberreit Memorial Scholarship (2001) Established in honor of Walter W. Oberreit '58 by the partners of the firm of Cleary, Gottlieb, Steen & Hamilton, to provide financial assistance for meritorious LL.M. candidates from Europe.

Marvin L. Olshan Scholarship Fund (1972) Gift from Marvin L. Olshan, J.D. 1952.

Jacob H. and Kathryn Grear Oxman Scholarship Fund (1994) Established by David C. Oxman, J.D. 1969, in memory of his parents, to provide scholarships for students from the state of New Jersey and the state of Arkansas.

Eliza Townsend Parker Scholarship (1911) Bequest from Joseph Parker of New Haven in memory of his sister. Preference to students wishing to pursue graduate work with a view to becoming teachers of law.

Richard Martin Paskus Memorial Scholarship (1939) Mrs. Martin Paskus in memory of her son, Richard Martin Paskus, B.A. 1928. Preference, if practicable, to students entering from New York City.

James C.N. Paul Scholarship Fund (2012) James C.N. Paul was the founding dean of Ethiopia's first law school, and he and many colleagues established a donor-advised fund at the Tides Foundation to support legal education there and in Eritrea. On his death, the funds were transferred to Yale Law School to support one or more LL.M. or J.S.D. candidates at Yale Law School seeking to advance a law teaching career in Ethiopia or Eritrea. If no such students from these countries are available in a given year, then the Law School may use income from the fund to support programmatic or student activities related to human rights or social justice issues in Ethiopia, Eritrea, or other parts of sub-Saharan Africa.

Frederick L. Perry Scholarship (1946) Gift from Frederick L. Perry, LL.B. 1897, LL.M. 1909, and Mrs. Perry.

Glenn M. Reiter Scholarship Fund (2006) Established by a gift from Glenn M. Reiter, Yale College Class of 1973 (B.A.) and Yale Law School Class of 1976 (J.D.), on the occasion of his thirtieth Law School reunion.

Henry Ralph Ringe Scholarship (1959) Established by bequest from H. Ralph Ringe, LL.B. 1909. For citizens of a Latin American country.

Barbara Paul Robinson Scholarship Fund (2010) Established by a gift from Ms. Robinson, LL.B. 1965, on the occasion of her forty-fifth reunion, with a preference for women students.

Eric S. and Sally Spears Robinson Fund (2007) Established by a gift from Eric S. Robinson, J.D. 1982, and Sally Spears Robinson, J.D. 1982, in honor of their twenty-fifth reunion, to support Yale Law School graduates participating in the Career Options Assistance Program.

Walter Bigelow Rosen Scholarship Fund (1991) Gift from Mrs. Anne Bigelow Stern in memory of her brother, Walter Bigelow Rosen, LL.B. 1941, who died in World War II in the service of the Royal Canadian Air Force. Awards are made with a preference for minority students and students with unusually strong financial needs.

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

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

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

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

Derald H. Ruttenberg (LL.B. 1940) Scholarship Fund (1965) Established by a gift from Derald H. Ruttenberg, LL.B. 1940, for scholarships or graduate fellowships.

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

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

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

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

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

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

Earl Wallace Shapiro Scholarship Fund (2015) Established by a gift from Brenda Shapiro in memory of her husband, Earl Wallace Shapiro, J.D. 1964, to provide financial assistance to Yale Law School students and graduates for scholarships, summer internships, and loan forgiveness.

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.

Professor John G. Simon Scholarship Fund (2014) Established by Seth M. Hendon, J.D. 1991, and Kathryn Dove-Hendon, to provide financial assistance to Yale Law School students and graduates with demonstrated financial need for scholarships and loan forgiveness.

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

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

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

Senator Arlen Specter '56 Scholarship (2007) For talented and deserving students at Yale Law School.

Benjamin F. Stapleton, Jr. Scholarship (1994) Established by Benjamin F. Stapleton III, LL.B. 1969, in memory of his father, Benjamin F. Stapleton, Jr., LL.B. 1942, to support Yale Law School students who also study at the Yale School of Forestry & Environmental Studies. In the event that no student is eligible in any given year, scholarships are awarded to Law School students from the Rocky Mountain States.

Neal Steinman Scholarship Fund (1995) Created through the generosity of family, friends, and members of the Philadelphia law firm of Blank, Rome, Comisky & McCauley, to memorialize Neal Steinman, J.D. 1971, an adviser to governments and their underserved constituencies. Preference is given to first-generation professionals.

Roy H. Steyer Memorial Scholarship Fund (1997) Established in memory of Roy H. Steyer, LL.B. 1941, by family, friends, and members of the law firm of Sullivan & Cromwell. For needy students, with a preference to representatives of minority groups.

Gregory Stone Scholarship (2007) Established by a gift from Gregory P. Stone, J.D. 1977, in honor of his thirtieth reunion, for scholarships in the Law School.

Thomas Walter Swan Scholarship (1958) Gift in honor of Thomas W. Swan, B.A., LL.B., M.A., LL.D., dean from 1916 to 1927, from the May Treat Morrison Foundation of San Francisco, California.

Jack B. Tate Memorial Fund (1968) Established by his friends in memory of Jack B. Tate, LL.B. 1926, M.A. Hon. 1954, associate dean and professor of law from 1954 to 1968. Augmented substantially in 1997 by a bequest from Peter S. Kramaric, LL.B. 1960.

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

David Torrance Scholarship (1926) Gift of Margaret Torrance Holmes in memory of her father, the Honorable David Torrance, M.A. Hon. 1883, Chief Justice of the Supreme Court of Errors of Connecticut, and professor of evidence in the Law School.

Townsend Trust Association (Corbey Court) Scholarship (1936) Gift from Richard C. Hunt, LL.B. 1908.

Max and Edward Traurig Fund (1973) Gift of Max Traurig, B.A. 1920, LL.B. 1923, and Edward Traurig, B.A. 1924, LL.B. 1926, for scholarships or loans to students in the Law School. Preference where possible to students from the Waterbury, Connecticut, area.

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

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

Richard Urowsky Scholarship Fund (2014) Established by a bequest of Richard J. Urowsky, B.A. 1967, J.D. 1972, to provide financial assistance to Yale Law School students and graduates with demonstrated financial need for scholarships, summer internships, and loan forgiveness.

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

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

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

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

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

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

Allen Townsend Winmill Scholarship (1999) Established by a gift from Dorothy Ball Winmill Pope in memory of her husband, Allen Townsend Winmill, LL.B. 1940.

Judge Ralph K. Winter, Jr. '60 Scholarship Fund (2013) Established by a gift from Christopher L. DeLong, J.D. 1993, to provide financial assistance to Yale Law School students and graduates, including but not limited to scholarships, summer internships, and loan forgiveness.

Peter E. Yaeger Memorial Scholarship Fund (1986) Established in memory of Peter E. Yaeger, LL.B. 1971, by his family and friends.

George C. Zachary '55 Memorial Scholarship Fund (1999) Created by a gift from Helen Zarakovitis in memory of her brother, George C. Zachary. Preference is given to orphans or students with unusually significant financial need.

Eugene M. Zuckert Class of 1937 Scholarship (1998) Gift from Eugene M. Zuckert, LL.B. 1937, and augmented by a gift from his widow, Harriet J. Zuckert.

Library Endowments

Sherman Baldwin Memorial (1943) A gift in honor of Sherman Baldwin, LL.B. 1922, from John A. Hooper, LL.B. 1891.

Simeon E. Baldwin Memorial (1942) A gift in memory of Professor Simeon E. Baldwin, B.A. 1861, from John A. Hooper, LL.B. 1891.

Albert H. Barclay Memorial (1942) A gift in memory of Albert H. Barclay, LL.B. 1895, from John A. Hooper, LL.B. 1891.

Judah Philip Benjamin (1925) A gift in memory of Judah Philip Benjamin, Yale College Class of 1829, from "A New York Lawyer."

Charles Raymond Bentley Memorial (1940) A gift in memory of Charles Raymond Bentley, B.A. 1910, from Janet E. (Mrs. C. R.) Bentley.

Edwin F. Blair Memorial (1943) A gift in honor of Edwin F. Blair, LL.B. 1928, from John A. Hooper, LL.B. 1891.

Gary and Brian Bookman Literature and Arts Journal Fund (1993) To support the acquisition and collections care of library materials, with a preference for material across all media relating to arts and literature, established by Robert Bookman, J.D. 1972, in honor of his sons.

Edward Grant Buckland Memorial (1942) A gift in memory of Professor Edward Grant Buckland, LL.B. 1889, from John A. Hooper, LL.B. 1891.

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.

The Macklin Fleming (B.A. 1934, LL.B. 1937) Fund (1981) A gift from Macklin Fleming, LL.B. 1937, to support Yale Law School's Law Library. Income from the endowment is used to purchase books, new equipment, and technology, and to support personnel.

Ford Motor Company (1965) A gift for the acquisition of books for the foreign and international collection in the law library.

The Milton R. Friedman LL.B. 1928 Real Property Fund (1998) The real estate collection of the Yale Law School library is supported by this endowment in memory of Milton R. Friedman, LL.B. 1928, given by his family in the year of the seventieth anniversary of his graduation.

Charles E. Frohman Memorial (1984) A gift from an anonymous donor in memory of Charles E. Frohman, LL.B. 1926, for the purchase of books for the Ohio Collection.

Harold N. Gast Memorial (1985) A bequest of Harold N. Gast, LL.B. 1933.

Horace W. Goldsmith Foundation (1984) A gift from the Horace W. Goldsmith Foundation.

Max F. Goldstein Memorial (1985) A gift in memory of Max F. Goldstein, LL.B. 1909, from Elliott Goldstein, LL.B. 1939.

Arthur Goodhart Memorial (1940) Gifts from Mr. and Mrs. Philip J. Goodhart.

Jacob P. Goodhart Memorial (1941) A gift in memory of Jacob P. Goodhart, LL.B. 1887, from Clara S. (Mrs. J. P.) Goodhart.

Ashbel G. Gulliver Memorial (1942) A gift in honor of Professor Ashbel G. Gulliver, LL.B. 1922, from John A. Hooper, LL.B. 1891.

William B. Gumbart Memorial (1943) A gift in honor of William B. Gumbart, LL.B. 1915, from John A. Hooper, LL.B. 1891.

W. Averell Harriman Fund (1963) A gift from W. Averell Harriman, B.A. 1913, LL.D. 1964, for the purchase of books on the subject of international law.

Frederick C. Hicks (1957) A bequest from Frederick C. Hicks, M.A. Hon. 1928.

Frederick C. Hicks Memorial (1942) A gift in honor of Frederick C. Hicks, M.A. Hon. 1928, from John A. Hooper, LL.B. 1891.

John A. Hooper (1940) A gift from John A. Hooper, LL.B. 1891.

Richard C. Hunt Memorial (1943) A gift in memory of Richard C. Hunt, LL.B. 1908, from John A. Hooper, LL.B. 1891.

Mary E. Ives (1908) A bequest from Mary E. Ives.

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.

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.

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.

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.

James R. Stewart Memorial (1943) A gift in honor of James R. Stewart, LL.B. 1934, from John A. Hooper, LL.B. 1891.

Thomas W. Swan Memorial (1942) A gift in honor of Dean Thomas W. Swan, B.A. 1900, from John A. Hooper, LL.B. 1891.

Taft Memorial (1941) Gifts in memory of Professor William Howard Taft, B.A. 1878.

Charles P. Taft (1943) A gift in honor of Charles P. Taft, LL.B. 1921, from John A. Hooper, LL.B. 1891.

Charles Phelps Taft Memorial (1985) A gift in memory of Charles Phelps Taft, LL.B. 1921, from Peter R. Taft, LL.B. 1961, for the purchase of books for the municipal law and local government collection.

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

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

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

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

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

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

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

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

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

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

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

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

Lectures and Fellowships

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

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

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

Marvin A. Chirelstein Colloquium (2007) Established by a gift from Mark S. Campisano, J.D. 1980, to support a colloquium to be administered through the Center for the Study of Corporate Law.

Curtis-Wizner Fellowship Fund (2009) Established by gifts from Yale Law School alumni on celebrating Forty Years of Clinical Education at Yale Law School. The fund honors the program's founders, Dennis E. Curtis, LL.B. 1966, Clinical Professor Emeritus of Law and Professorial Lecturer in Law, and Stephen Wizner, William O. Douglas Clinical Professor of Law and Supervising Attorney. To support the activities of the fellowship.

Ralph Gregory Elliot First Amendment Lectureship (1990) Funded by a gift from Ralph Gregory Elliot, B.A. 1958, LL.B. 1961, a practitioner and law school teacher in the field of First Amendment law, to provide for a lecture or lectures, preferably on an annual basis, on some aspect of the First Amendment to the U.S. Constitution.

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

Heyman Federal Public Interest Fellowship Fund (1996) Established by a gift from the Samuel J. and Ronnie F. Heyman Philanthropic Fund. To provide support for recent Yale

Law School graduates to work closely with high-level leaders in the federal government for one year, either through an existing position or through a “special assistantship.”

Arthur Liman Undergraduate Summer Fellowship Program (2004) Established by a gift from Douglas Liman, in honor of Arthur L. Liman, LL.B. 1957, to nurture the spirit of public service and to support student summer employment.

Christopher Magorian Fund for Environmental Law and Policy (1989) Established by family, classmates, friends, and the law firm for which he worked, in memory of Christopher C. Magorian, J.D. 1985. The fund supports lectures, colloquia, and other scholarly presentations in the field of environmental law and policy.

Judge Jon O. Newman Lectureship (2008) Established by former law clerks and friends of Judge Jon O. Newman, LL.B. 1956, on the occasion of his fiftieth Yale Law School reunion. The purpose of the fund is to support an annual lecture in global justice, or public international, human rights, or comparative law, by a distinguished individual who is not a citizen of, and does not reside in, the United States.

Robert H. Preiskel and Leon Silverman Program on the Practicing Lawyer and the Public Interest (1989) A fund established by the law firm of Fried, Frank, Harris, Shriver & Jacobson in honor of Robert H. Preiskel, LL.B. 1948, and Leon Silverman, LL.B. 1948, to sponsor lectures and other events celebrating private lawyers’ contributions to the public interest.

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

Irving S. Ribicoff Emerging Scholars Fund (1996) Established by a gift from Belle Ribicoff, wife of Irving S. Ribicoff, LL.B. 1939, to support the teaching and research activities associated with the Ribicoff Emerging Scholars Fellowship.

Sherrill Lectures (1927) This fund was established by a gift from General Charles Hitchcock Sherrill, B.A. 1889, LL.B. 1891. The income from this fund is made available to provide lectures on international law and relations.

Storrs Lectures (1889) Through the gift of the Misses Eliza T. and Mary A. Robinson in memory of their great-uncle, the Honorable William L. Storrs, B.A. 1814, at one time Chief Justice of the Supreme Court of Errors of Connecticut and professor in the Law School, a fund was established to provide for a course of lectures dealing with fundamental problems of law and jurisprudence. These lectures are given by an American or foreign jurist or scholar who is not ordinarily a member of the regular faculty of the Law School.

James A. Thomas Lectures (1989) Established in honor of Dean James A. Thomas, LL.B. 1964, and his many years of service to the Law School, to provide for a lecture by

a scholar whose work addresses the concerns of communities or groups currently marginalized within the legal academy or society at large.

Vivien Wei-Ying U Fund for Human Rights (1998) Established by a gift from Vivien Wei-Ying and Hoi Sang U, B.A. 1968, for the support of a Senior Fellow at the Schell Center.

Judge Ralph K. Winter Lectureship on Corporate Law and Governance Fund (2002) To support lectures on corporate law and governance and related topics, and a prize for the best student paper in law and economics.

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

Prizes

*Non-endowed prize

Neale M. Albert Fund (2011) Established by gifts from clients in honor of Neale M. Albert, LL.B. 1961, for a prize awarded to the best student paper on the subject of art law, as determined by the Law School faculty. Excess income from the fund shall be used to support any activity at the Law School in the areas of intellectual property, artists' rights, or copyright laws.

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

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

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

***Nathan Burkan Memorial Competition Prize** (1938) To be awarded annually to one or two students who prepare the best paper(s) on the subject of copyright law.

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

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

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

The Barry S. Cohen, J.D. 1950, Prize and Financial Aid Endowment (2000) Established by Barry S. Cohen, J.D. 1950, for a prize to be 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. The fund also provides financial assistance to Yale Law School students and graduates including scholarships, summer internships, and loan forgiveness.

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

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

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

***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.

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

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

William T. Ketcham, Jr. Prize (2007) Established by a bequest of William T. Ketcham, Jr., B.A. 1941, LL.B. 1948, to be used annually for a prize for such student scholarship in the field of private international law as the dean in his sole discretion shall determine.

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

Joseph Parker Prize (1899) Bequest of Eliza Townsend Parker of New Haven, in memory of her father. For the best paper on a subject connected with legal history or Roman law.

Israel H. Peres Prize (1933) Hardwig Peres in memory of his brother, Israel H. Peres, B.A. 1889, LL.B. 1891, a chancellor of the Tenth Chancery Division of Tennessee. For the best student contribution to *The Yale Law Journal*. If no award is made, income of fund is used for purchase of books for the law library.

Clifford L. Porter Prize (1980) Cahill Gordon & Reindel in memory of Clifford L. Porter. Awarded annually for outstanding student performance in taxation. Excess income from the fund may be used to support summer public interest fellowships.

Edward D. Robbins Memorial Prize (1932) Mrs. Robbins in memory of her husband, Edward D. Robbins, B.A. 1874, LL.B. 1879. For a member of the third-year class who

has written an outstanding contribution to a Law School journal other than *The Yale Law Journal*.

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

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

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

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

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

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

Judge Ralph K. Winter Lectureship on Corporate Law and Governance Fund (2002) To support lectures on corporate law and governance and related topics, and a prize for the best student paper in law and economics.

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).

Guido and Steven G. Calabresi Constitutional Law Fund (2016) Established by a gift from Steven G. Calabresi '80 B.A., '83 J.D., to support an annual event at the Law School which celebrates "Constitution Day" (September 17th), in order to foster appreciation for and understanding of the U.S. Constitution.

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.

Daniel N. Epstein Affordable Housing Fund (2016) Established by a gift from Daniel N. Epstein, J.D. 1962, to promote the study of affordable housing law and policy, with preference for clinical, simulation, and transactional courses that focus on community-based housing and development, litigation, legislative advocacy for affordable housing, and affordable housing financing.

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.

The Herbert J. Hansell International Law Fund (2015) Established by a gift from Herbert J. Hansell, LL.B. 1949, to promote understanding of and innovative approaches to legal issues of global importance with the intent of creating new generations of international lawyers by, among other activities, supporting student opportunities for hands-on engagement in public international law; bringing the world of international law and foreign relations to Yale; strengthening faculty scholarship on international law, foreign affairs, and national security law; and disseminating solutions to global legal challenges to policy makers and media. The fund supports teaching, scholarship, research, experiential learning opportunities, fellowships, and programs in the area of international law, foreign affairs, and national security law.

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.

Abdallah S. Kamel Endowment for the Study of Islamic Law and Civilization (2015) Established by a gift from Abdallah S. Kamel to support activities that foster deeper understanding of Islamic law and civilization at the Law School, including lectures, travel, research fellowships for scholars in residence at the Law School, visiting professorships for distinguished scholars teaching a course or courses relating to Islamic law and civilization at the Law School, student fellowships for advanced study, and related expenses associated with activities supported by the fund.

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.

Kirkland & Ellis Fund for the Study of Private Law (2015) Established by gifts from Kirkland & Ellis LLP, Yale Law School alumni, and other members of the firm, to support the study of private law.

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.

Kwang Lim Koh and Hesung Chun Koh Family Fund at Yale Law School (2016) Established by gifts from friends and colleagues, in honor of Kwang Lim Koh and Hesung Chun Koh. The fund supports research by members of the Yale Law School community on Korean, East Asian, and international law, and provides financial assistance to Yale Law School students, graduates, and visiting scholars, including but not limited to scholarships, summer internships, and loan forgiveness. Preference shall be given first to Korean, and then to other East Asian or Asian American students and summer public interest fellows or COAP recipients working at organizations or on research topics or legal projects that promote East-West or international understanding.

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 Center for Public Interest Law Fund (2016) Established by a gift from the Liman Foundation to support the activities and administration of the Arthur Liman Public Interest Program.

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.

Allard K. Lowenstein Fund (1996) Established by gifts honoring Allard K. Lowenstein, LL.B. 1954, from his family, faculty, colleagues, and friends, to support the work of the Allard K. Lowenstein International Human Rights Law Project and the Allard K. Lowenstein International Human Rights Law Clinic.

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

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

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

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

Lizabeth Moody and Alan Buchmann Fund (2007) Established by a gift from Lizabeth Moody, LL.B. 1959, for the study of law and religion.

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

David 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.

Orville H. Schell, Jr. Center Fund (1988) Established by gifts honoring Orville H. Schell, Jr., B.A. 1930, from the John Merck Fund, his family, colleagues, and friends, to create the Orville H. Schell, Jr. Center for International Human Rights Law at Yale Law School. The purpose of the center is to train and equip a new generation of lawyers, in Orville's mold, to carry on the work of human rights advocacy that was so important to him and that has become vital to our nation and our world.

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

S. Kinnie Smith, Jr. Fund for Law and the Environment (2008) Established by a gift from S. Kinnie Smith, Jr., B.A. 1953, to support programs at Yale Law School that relate to the intersection of law and the environment.

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

Larry and Joyce Stupski Public Interest Support Fund (1997) Created by a gift from Larry Stupski, J.D. 1971, and Joyce Stupski, husband and wife, to provide endowed support of entrepreneurial public interest activities of Yale Law School students and graduates. Preference is given to nonadversarial activities that promote public education.

Thomas Thacher Fund (1923) Gift in honor of Thomas Thacher, B.A. 1871, from his son, Judge Thomas D. Thacher, B.A. 1904, Sarah McC. G. Thacher, and daughter-in-law, Eunice B. B. Thacher.

Mark David Turkel Memorial Fund (1986) Established in memory of Mark David Turkel, J.D. 1973, by his family and friends. To supplement the salary of a student working for a public interest organization during the summer.

Morris Tyler Moot Court Fund (1994) An endowment established by members of the family of Morris Tyler, LL.B. 1929, a leading lawyer and public citizen of New Haven, to fund the Yale Law School Moot Court program in perpetuity.

Bert W. Wasserman Workshop in Law and Finance (2007) Established by a gift from Craig Wasserman, B.A. 1982, M.A. 1982, J.D. 1986, in honor of his father, to support a series of corporate law workshops administered through the Center for the Study of Corporate Law at Yale Law School.

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

Weil, Gotshal & Manges Corporate Law Roundtable Series at Yale Law School (2005) Established by a gift from the law firm of Weil, Gotshal & Manges to support roundtable discussions on various issues of corporate law.

The T. Girard Wharton Summer Internship (1979) Gift of the partners and friends of T. Girard Wharton, LL.B. 1928, income to provide students with summer work opportunities in legal aid offices, legal assistance programs, and public interest law firms.

The Yale Law Journal Fund (1926) Contributions from editors and former editors for the benefit of *The Yale Law Journal*.

The Work of Yale University

The work of Yale University is carried on in the following schools:

Yale College Est. 1701. Courses in humanities, social sciences, natural sciences, mathematical and computer sciences, and engineering. Bachelor of Arts (B.A.), Bachelor of Science (B.S.).

For additional information, please visit <http://admissions.yale.edu>, e-mail student.questions@yale.edu, or call 203.432.9300. Postal correspondence should be directed to Office of Undergraduate Admissions, Yale University, PO Box 208234, New Haven CT 06520-8234.

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

For additional information, please visit <http://gsas.yale.edu>, e-mail graduate.admissions@yale.edu, or call the Office of Graduate Admissions at 203.432.2771. Postal correspondence should be directed to Office of Graduate Admissions, Yale Graduate School of Arts and Sciences, PO Box 208323, New Haven CT 06520-8323.

School of Medicine Est. 1810. Courses for college graduates and students who have completed requisite training in approved institutions. Doctor of Medicine (M.D.). Post-graduate study in the basic sciences and clinical subjects. Five-year combined program leading to Doctor of Medicine and Master of Health Science (M.D./M.H.S.). Combined program with the Graduate School of Arts and Sciences leading to Doctor of Medicine and Doctor of Philosophy (M.D./Ph.D.). Master of Medical Science (M.M.Sc.) from the Physician Associate Program.

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

Divinity School Est. 1822. Courses for college graduates. Master of Divinity (M.Div.), Master of Arts in Religion (M.A.R.). Individuals with an M.Div. degree may apply for the program leading to the degree of Master of Sacred Theology (S.T.M.).

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

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

Graduate Programs: Master of Laws (LL.M.), Doctor of the Science of Law (J.S.D.), Master of Studies in Law (M.S.L.). Doctor of Philosophy (Ph.D.) awarded by the Graduate School of Arts and Sciences. For additional information, please visit www.law.yale.edu, e-mail gradpro.law@yale.edu, or call the Graduate Programs Office at

203.432.1696. Postal correspondence should be directed to Graduate Programs, Yale Law School, PO Box 208215, New Haven CT 06520-8215.

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

For additional information, please visit <http://seas.yale.edu>, e-mail grad.engineering@yale.edu, or call 203.432.4252. Postal correspondence should be directed to Office of Graduate Studies, Yale School of Engineering & Applied Science, PO Box 208267, New Haven CT 06520-8267.

School of Art Est. 1869. Professional courses for college and art school graduates. Master of Fine Arts (M.F.A.).

For additional information, please visit <http://art.yale.edu>, e-mail artschool.info@yale.edu, or call the Office of Academic Affairs at 203.432.2600. Postal correspondence should be directed to Office of Academic Affairs, Yale School of Art, PO Box 208339, New Haven CT 06520-8339.

School of Music Est. 1894. Graduate professional studies in performance, composition, and conducting. Certificate in Performance, Master of Music (M.M.), Master of Musical Arts (M.M.A.), Artist Diploma (A.D.), Doctor of Musical Arts (D.M.A.).

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

School of Forestry & Environmental Studies Est. 1900. Courses for college graduates. Master of Forestry (M.F.), Master of Forest Science (M.F.S.), Master of Environmental Science (M.E.Sc.), Master of Environmental Management (M.E.M.). Doctor of Philosophy (Ph.D.) awarded by the Graduate School of Arts and Sciences.

For additional information, please visit <http://environment.yale.edu>, e-mail fesinfo@yale.edu, or call the Office of Admissions at 800.825.0330. Postal correspondence should be directed to Office of Admissions, Yale School of Forestry & Environmental Studies, 195 Prospect Street, New Haven CT 06511.

School of Public Health Est. 1915. Courses for college graduates. Master of Public Health (M.P.H.). Master of Science (M.S.) and Doctor of Philosophy (Ph.D.) awarded by the Graduate School of Arts and Sciences.

For additional information, please visit <http://publichealth.yale.edu>, e-mail ysph.admissions@yale.edu, or call the Admissions Office at 203.785.2844.

School of Architecture Est. 1916. Courses for college graduates. Professional degree: Master of Architecture (M.Arch.); nonprofessional degree: Master of Environmental Design (M.E.D.). Doctor of Philosophy (Ph.D.) awarded by the Graduate School of Arts and Sciences.

For additional information, please visit <http://architecture.yale.edu>, e-mail gradarch.admissions@yale.edu, or call 203.432.2296. Postal correspondence should be directed to the Yale School of Architecture, PO Box 208242, New Haven CT 06520-8242.

School of Nursing Est. 1923. Courses for college graduates. Master of Science in Nursing (M.S.N.), Post Master's Certificate, Doctor of Nursing Practice (D.N.P.). Doctor of Philosophy (Ph.D.) awarded by the Graduate School of Arts and Sciences.

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

School of Drama Est. 1925. Courses for college graduates and certificate students. Master of Fine Arts (M.F.A.), Certificate in Drama, One-year Technical Internship (Certificate), Doctor of Fine Arts (D.F.A.).

For additional information, please visit <http://drama.yale.edu>, e-mail ysd.admissions@yale.edu, or call the Registrar/Admissions Office at 203.432.1507. Postal correspondence should be directed to Yale School of Drama, PO Box 208325, New Haven CT 06520-8325.

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

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

YALE UNIVERSITY CAMPUS SOUTH & YALE MEDICAL CENTER



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

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

Inquiries concerning these policies may be referred to Valarie Stanley, Director of the Office for Equal Opportunity Programs, 221 Whitney Avenue, 3rd Floor, 203.432.0849. For additional information, see www.yale.edu/equalopportunity.

Title IX of the Education Amendments of 1972 protects people from sex discrimination in educational programs and activities at institutions that receive federal financial assistance. Questions regarding Title IX may be referred to the University's Title IX Coordinator, Stephanie Spangler, at 203.432.4446 or at titleix@yale.edu, or to the U.S. Department of Education, Office for Civil Rights, 8th Floor, 5 Post Office Square, Boston MA 02109-3921; tel. 617.289.0111, fax 617.289.0150, TDD 800.877.8339, or ocr.boston@ed.gov.

In accordance with federal and state law, the University maintains information on security policies and procedures and prepares an annual campus security and fire safety report containing three years' worth of campus crime statistics and security policy statements, fire safety information, and a description of where students, faculty, and staff should go to report crimes. The fire safety section of the annual report contains information on current fire safety practices and any fires that occurred within on-campus student housing facilities. Upon request to the Office of the Deputy Vice President for Human Resources and Administration, PO Box 208322, 2 Whitney Avenue, Suite 810, New Haven CT 06520-8322, 203.432.8049, the University will provide this information to any applicant for admission, or prospective students and employees may visit <http://publicsafety.yale.edu>.

In accordance with federal law, the University prepares an annual report on participation rates, financial support, and other information regarding men's and women's intercollegiate athletic programs. Upon request to the Director of Athletics, PO Box 208216, New Haven CT 06520-8216, 203.432.1414, the University will provide its annual report to any student or prospective student. The Equity in Athletics Disclosure Act (EADA) report is also available online at <http://ope.ed.gov/athletics>.

BULLETIN OF YALE UNIVERSITY
New Haven CT 06520-8227

Periodicals postage paid
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