The information in this bulletin applies to the academic year 2014-2015 and is accurate and current, to the extent possible, as of July 2014. The university reserves the right to change programs of study, academic requirements, teaching staff, the calendar, and other matters described herein without prior notice, in accordance with established procedures.

Duke University does not tolerate harassment of any kind. Sexual harassment and sexual misconduct are forms of sex discrimination and prohibited by the university. Duke University has designated Dr. Benjamin Reese, vice-president for institutional equity, as the individual responsible for the coordination and administration of its nondiscrimination and harassment policies. The Office of Institutional Equity is located in Smith Warehouse, 114 S. Buchanan Blvd., Bay 8, Durham, NC 27708. Dr. Reese's office telephone number is (919) 684-8222 and his e-mail address is ben.reese@duke.edu.

Questions or comments about harassment or discrimination can be directed to the Office for Institutional Equity, (919) 684-8222. Additional information, including the complete text of the harassment policy and appropriate complaint procedures, may be found by contacting the Office for Institutional Equity or visiting its website at: www.duke.edu/web/equity/.

Duke University recognizes and utilizes electronic mail as a medium for official communications. The university provides all students with e-mail accounts as well as access to e-mail services from public clusters if students do not have personal computers of their own. All students are expected to access their e-mail accounts on a regular basis to check for and respond as necessary to such communications, just as they currently do with paper/postal service mail.

Information that the university is required to make available under the federal Clery Act is available by visiting the Records Division, Duke University Police Department, 502 Oregon Street, Durham, NC 27708, or by calling (919) 684-4602. See http://duke.edu/police/news_stats/clery/index.php for more details.

The Family Educational Rights & Privacy Act (FERPA), 20 U.S.C § 1232g; 34 CFR Part 99, is a federal law that guides the release of students’ education records, of which disciplinary records are a part. For additional information about FERPA, see http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html

Duke University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award baccalaureate, masters, doctorate, and professional degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097 or call (404) 679-4500 for questions about the accreditation of Duke University.

Inquiries about Duke Law School may be made by calling (919) 613-7020 or (919) 613-7006. Queries about admissions, financial aid or other aspects of Duke Law School's programs, may also be sent via e-mail to admissions@law.duke.edu. Please also see Duke Law School’s website at http://law.duke.edu.

August 2014
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The Mission of Duke University

The founding indenture of Duke University directed the members of the university to “develop our resources, increase our wisdom, and promote human happiness.”

To these ends, the mission of Duke University is to provide a superior liberal education to undergraduate students, attending not only to their intellectual growth but also to their development as adults committed to high ethical standards and full participation as leaders in their communities; to prepare future members of the learned professions for lives of skilled and ethical service by providing excellent graduate and professional education; to advance the frontiers of knowledge and contribute boldly to the international community of scholarship; to foster health and well-being through medical research and patient care; and to promote a sincere spirit of tolerance, a sense of the obligations and rewards of citizenship, and a commitment to learning, freedom, and truth.

By pursuing these objectives with vision and integrity, Duke University seeks to engage the mind, elevate the spirit, and stimulate the best effort of all who are associated with the university; to contribute in diverse ways to the local community, the state, the nation, and the world; and to attain and maintain a place of real leadership in all that we do.

— Adopted by the Board of Trustees on February 23, 2001
Academic Calendar 2014-2015

Summer 2014
JD/LLM-LE Summer Institute
Monday, May 12  First Day of Class
Friday, June 6  Last Day of Class

Master’s Program in Judicial Studies
Monday, May 19  First Day of Class
Monday, May 26  Memorial Day No Classes
Friday, June 13  Last Day of Class

First-Year JD Students (Summer Start)
Thursday-Friday, May 29–30  Orientation
Monday June 2  First Day of Class
Friday, July 4  Independence Day No Classes
Wednesday, July 23  Last Day of Class
Mon, July 28– Fri, August 1  Reading and Examination Period

Summer Institutes in Transnational Law (Hong Kong/Geneva)
Sunday, June 29  Orientation
Monday, June 30  First Day of Class, Term I
Friday, July 11  Last Day of Class, Term I
Monday July 14  First Day of Class, Term II
Friday, July 25  Last Day of Class, Term II
Sun-Tue, July 27–29  Reading and Examination Period

Summer Institute on Law, Language & Culture
Friday, July 18  Orientation
Monday, July 21  First Day of Class
Wednesday, August 14  Last Day of Class

Fall 2014
Mon-Thu, August 11-14  On-Campus Interviewing (Upper Level JD Students)
Fri-Tue, August 15-26  Professional Development & Callback Days (Upper Level JD Students)
Mon-Fri, August 18-22  Orientation (1L JD and International LLM Students)
Wednesday August 20  LARW begins for 1Ls
Wed-Fri, August 20-22  Orientation (Law & Entrepreneurship LLM Students)
Monday, August 25  First Day of Regular 1L Classes
Wednesday, August 27  Upper-Level Classes Begin
Monday, September 1  Labor Day All Classes Meet
Friday, September 5  Clinic Intensive Training
Mon-Fri, October 13-17  Fall Break No Classes. 1L Writing Week.
Wed-Fri, November 26-28  Thanksgiving Break
Wednesday, December 3  First-Year Classes End
Thur-Sun, December 4-7  First Year Reading Period
Monday, December 8  First Year Examination Period Begins
Friday, December 5  Upper-Level Classes End
Sat-Tue, December 6-9  Upper-Level Reading Period
Wednesday, December 10  Upper Level Examination Period Begins
Friday, December 19  Examination Period Ends
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Administration

General University Administration
Richard H. Brodhead, PhD, President
Sally Kornbluth, PhD, Provost
Tallman Trask III, MBA, PhD, Executive Vice President
Pamela J. Bernard, JD, Vice President and General Counsel
Kyle Cavanaugh, MBA, Vice President for Administration
Tracy Futhey, MS, Vice President, Information Technology and Chief Information Officer
Michael Merson, MD, Interim Vice President and Vice Provost, Global Strategy and Programs
Larry Moneta, EdD, Vice President, Student Affairs
John J. Noonan, MBA, Vice President, Facilities
Benjamin Reese, PsyD, Vice President, Office for Institutional Equity
Richard Riddell, PhD, Vice President and University Secretary
Michael J. Schoenfeld, MS, Vice President, Public Affairs and Government Relations
Robert Shepard, PhD, Vice President, Alumni Affairs and Development
Timothy Walsh, MBA, Vice President for Finance
Kevin M. White, PhD, Vice President and Director of Athletics
Phail Wynn, Jr., MBA, EdD, Vice President, Durham and Regional Affairs
Nancy C. Andrews, MD, PhD, Dean, School of Medicine
William Boulding, PhD, Dean, Fuqua School of Business
Marion E. Broome, PhD, RN, FAAN, Dean, School of Nursing
Kelly Brownell, PhD, Dean, Sanford School of Public Policy
Richard Hays, PhD, Dean, Divinity School
Thomas C. Katsouleas, PhD, Dean, Pratt School of Engineering
David F. Levi, JD, Dean, School of Law
Paula B. McClain, PhD, Dean, Graduate School
Stephen Nowicki, PhD, Dean and Vice Provost, Undergraduate Education
Laurie L. Patton, PhD, Dean of Arts and Sciences
Luke A. Powery, ThD, Dean of Duke Chapel
Alan Townsend, PhD, Dean, Nicholas School of the Environment
Nancy Allen, MD, Vice Provost, Faculty Diversity and Faculty Development
Lawrence Carin, PhD, Vice Provost for Research
Deborah Jakubs, PhD, Vice Provost for Library Affairs
Scott Lindroth, PhD, Vice Provost for the Arts
James S. Roberts, PhD, Executive Vice Provost for Finance and Administration
Susan Roth, PhD, Vice Provost for Interdisciplinary Studies
Keith Whitfield, PhD, Vice Provost for Academic Affairs
Neal F. Triplett, MBA, President & CEO, DUMAC

Law School Administration
David F. Levi, Dean
Guy-Uriel Charles, Senior Associate Dean, Faculty & Research
Richard A. Danner, Senior Associate Dean, Information Services
Tia N. Barnes, Assistant Dean, Academic Affairs
Kimberly A. Bart, Assistant Dean, Public Interest and Pro Bono
Suze Bear, Registrar and Director of Student Records
Jason B. Belk, Assistant Dean, Student Affairs
Stuart M. Benjamin, Associate Dean, Research
Katharine B. Buchanan, Assistant Dean, Alumni and Development
Jeffrey D. Coates, Associate Dean, Alumni and Development
James E. Coleman, Jr., Associate Dean, Special Projects and Priorities
Melanie J. Dunshee, Assistant Dean, Library Services
Bruce A. Elvin, Associate Dean and Director, Career and Professional Development Center
Elizabeth A. Gustafson, Associate Dean, Academic Affairs
Paul H. Haagen, Associate Dean, International Initiatives
William J. Hoye, Associate Dean, Admissions and Student Affairs
Amanda S. Lacoff, Dean’s Fellow
Jennifer D’A. Maher, Associate Dean, International Studies
Wayne V. Miller, Assistant Dean, Academic Technologies
Andrew Park, Executive Director, Communications and Events
Anne C. Sherman, Assistant Dean, Academic Advising
Crystal D. Taylor, Associate Dean, Finance, Administration and Planning
Altruism combined with realism; knowledge of fundamental principles and capacity to apply them; courage to insist on the right and patience to achieve it; understanding of the timidity of the weak; fearlessness of the domination of the powerful; sympathy for the mistakes of the indiscreet; caution of the craftiness of the unprincipled; enthusiasm for that which is fine and inspiring; reverence for that which is sacred; these are some of the attributes of great lawyers.

Justin Miller
Dean, 1930-34
History of Duke University

Duke University traces its roots to 1838 in nearby Randolph County, where local Methodist and Quaker communities joined forces to found a school that they named Union Institute. After a brief period as Normal College (1851-59), the school changed its name to Trinity College in 1859 and became a liberal arts college affiliated with the Methodist Church. The college moved to the growing city of Durham in 1892 when Washington Duke provided financial assistance and another local businessman, Julian S. Carr, donated land. In December 1924, James B. Duke created a family philanthropic foundation, The Duke Endowment. One of The Duke Endowment’s key provisions provided funding for the expansion of Trinity College into Duke University.

As a result of the Duke gift, Trinity underwent both academic and physical expansion. The original Durham campus became known as East Campus and was rebuilt in stately Georgian architecture. West Campus, Gothic in style and dominated by the soaring tower of the Duke Chapel, opened in 1930. East Campus then served as the home of the Woman’s College of Duke University until 1972, when the men’s and women’s colleges merged into the Trinity College of Arts & Sciences. Today, East Campus houses all first-year undergraduate students.

Duke has a long history of educating women. Three young women, the Giles sisters, received Trinity College degrees in 1878, and women entered the college as regular students in 1892. Washington Duke’s gift to the school’s endowment in 1896 was based on the condition that the college would treat women “on an equal footing with men” by establishing an on-campus residence for them. Today, about equal numbers of undergraduate women and men attend the Trinity College of Arts & Sciences.
Engineering courses were first taught intermittently in the nineteenth century starting in 1882. Engineering became a permanent department in 1910, an undergraduate College of Engineering in 1939, and a School of Engineering in 1966 after the addition of graduate courses. The school was renamed the Edmund T. Pratt Jr. School of Engineering in 1999.

Academic expansion of the university throughout its history has included the establishment of other new graduate and professional schools, as well. The first divinity (BD) degree was awarded in 1927, the first PhD in 1928, and the first MD in 1932. The School of Law, founded in 1904, was reorganized in 1930. The following year, the undergraduate School of Nursing was established, transforming in 1985 to a graduate school. The School of Forestry, which was founded in 1938, became the School of Forestry and Environmental Studies in 1974 and was renamed the Nicholas School of the Environment in 1995. The business school was established in 1969 and renamed The Fuqua School of Business in 1980. In 2009, the Sanford School of Public Policy became Duke University's tenth school.

Modern times have seen Duke emerge as a major center of learning far removed from its origins in a one-room schoolhouse. Its reach is now global, with international campuses, including one in Kunshan, China, and many students who study and do service abroad. Duke schools and departments are consistently ranked among the nation's very best, and several have achieved international prominence. The university frequently wins attention for its research achievements and academic innovations, and its faculty often is called upon to provide leaders for academic and professional organizations. Duke continues to work hard to honor James B. Duke's charge to attain "a place of real leadership in the educational world."

Today, Duke embraces a diverse community of learners, including approximately 6,500 undergraduates and 7,500 graduate and professional students from a multiplicity of backgrounds. Its motto, Eruditio et Religio, reflects the university's fundamental belief in the union of knowledge and faith, the advancement of learning, and the defense of scholarship. Duke University has encouraged generations of students to understand and appreciate the world they live in, their opportunities, and their responsibilities. For more historical information, visit [http://library.duke.edu/rubenstein/uarchives](http://library.duke.edu/rubenstein/uarchives).

**Duke University School of Law**

The mission of the Duke Law School is to (1) prepare students for responsible and productive lives in the legal profession by providing the most rigorous possible education within a collaborative, supportive, and diverse environment, and (2) provide national and international leadership in improving the law and legal institutions through research and public service.

In carrying out this mission, the faculty recognizes that the most effective legal education entails more than teaching legal rules, which are countless and subject to frequent change and reinterpretation. The best lawyers are those whose intellectual discipline, creative problem-solving skills, critical thinking, and sound judgment can be adapted to new fields and unanticipated circumstances. In addition to analytical skills, lawyers require a strong ethical compass, leadership abilities, strong professional skills, and a commitment to engaging in the world and using their training to make it better. Duke Law School helps students develop all of these capacities in a context that is both collegial and intellectually demanding.

The faculty also recognizes that research and service should relate to the improvement, and better public understanding, of law and legal institutions. It is committed to diverse research approaches, methodologies, and points of view, and to interdisciplinary collaboration.

**Leadership in Interdisciplinary Research and Teaching**

Duke Law is a national leader in interdisciplinary legal education. Many faculty members have joint appointments, close research, or teaching arrangements with other schools and departments at Duke, including The Fuqua School of Business, the Sanford School of Public Policy, the Nicholas School of the Environment, the School of Medicine, the Pratt School of Engineering, Duke Divinity School, women's studies, and the political science and history departments in the Trinity College of Arts & Sciences. Faculty from a number of these and other schools and departments have secondary appointments at the law school.

Duke Law School has been a pioneer in dual-degree programs. Nearly 20 percent of its JD students also enroll in another degree program at Duke (including the school’s own LLM program in International and Comparative Law and its new LLM in Law and Entrepreneurship)—among the highest of any top law school.
An important reason for the cross-disciplinary strength at Duke Law School is the commitment of central university resources for interdisciplinary research, teaching, and faculty appointments. The proximity of the law school building to other schools and departments, such as the Sanford School of Public Policy and The Fuqua School of Business, aids interdisciplinary collaboration.

An Integrated Approach to Community and Leadership

Many law schools claim to have strong communities, but Duke’s claim to this distinction is supported by substantial outside recognition. Duke Law School has become a national model in its cultivation of a strong and diverse community, one deliberately designed to build and reinforce specific leadership skills and professional values. A distinctive tool in this regard is a highly visible statement of principles for developing student lawyering skills beyond the classroom known as the “Duke Blueprint to LEAD (Lawyer Education and Development).” The Duke Law Blueprint sets goals for students that emphasize teamwork, problem-solving, positive vision, stress reduction, ethical reflection, managing constructive change, and negotiating individual success within a commitment to the success of a larger organization or institution. Blueprint values are reinforced in every aspect of student life, from first-year student orientation, to career and professional development panels, leadership retreats, and student-faculty collaborations in both curricular and extra-curricular projects.

Duke’s excellence in promoting leadership and professionalism through its integrated approach to student life has been recognized by a number of national awards from the American Bar Association. These include the Gambrell Award in 2005 for the best law school program in professionalism, the 2004 award for the best law school student government, and the 2005 award for the top student bar association president. More recently, the ABA cited the school’s student culture as among the strongest in the nation.

This collegial environment is due in large part to the close interactions between faculty and students. Faculty are highly accessible and collaborate with students on scholarship, conferences, pro bono work, and community service projects. Students report high satisfaction with the quality of the community and their relationships with one another and with the faculty.

Law in the Service of Society

Duke Law faculty scholars routinely integrate their theoretical knowledge and their teaching with finding solutions to real problems facing lawyers, judges, and public institutions. Many Duke faculty came to the academy with extensive practical experience in government, private practice, or public interest positions. They are often engaged in such activities as Supreme Court advocacy, testimony at congressional hearings, and media commentary. Faculty are involved in law reform initiatives on matters as diverse as financial and securities regulation, federal sentencing, innovation in health care delivery and productivity, improving the operation of international courts and the coordination and sharing of international environmental data, and review of wrongful criminal convictions.

Duke law faculty have served as project reporters for the American Law Institute (ALI), on ALI advisory committees, and in leadership positions on influential bodies such as the Advisory Committee on Rules of Civil Procedure for the Judicial Conference of the United States, the Federal Courts Study Committee, the Advisory Committee on Criminal Rules, and panels of the National Academy of Science. Several have served in key public service posts with government agencies such as the Department of Justice and the US Patent and Trademark Office and within the armed services. At Duke a premium is placed on advancing theoretical and empirical knowledge that improves legal institutions and is accessible and useful outside academia.

To that end, the school stresses experiential learning. The Duke in DC program combines a full-time externship in Washington, DC, with a rigorous course focused on topics relating to legislative policy and government regulation. Other programs also emphasize the development of lawyering skills, including domestic and international externships, top-quality moot court programs, and a legal writing program that is among the strongest in the nation. Duke Law School’s clinics offer invaluable real-world experiences to students and critical legal aid to the community. Students are able to deepen their practical knowledge, strengthen their problem-solving and lawyering skills, and begin to develop professional identities through the Duke Legal Clinics, which include the AIDS Legal Project, the Appellate Litigation Clinic, the Children’s Law Clinic, the Community Enterprise Clinic, the Environmental Law and Policy Clinic, the Guantanamo Defense Clinic, the International Human Rights Clinic, the Start-Up Ventures Clinic, and the Wrongful Convictions Clinic. The Civil Justice Clinic, a partnership with Legal Aid of North Carolina, will be launched in the fall 2014 semester. Advanced clinic students frequently engage in policy research and advocacy.
Technology Leadership

Duke Law School is recognized for its commitment to technological innovation. All regular classrooms and the library are equipped with cutting-edge technologies, supplemented by building-wide wireless connections. Duke Law faculty experiment with multimedia teaching materials, including an innovative documentary series on Supreme Court cases and a video casebook for the first-year contracts course. These efforts have positioned the law school to develop new initiatives in continuing legal education for alumni and others, as well as products with potential uses in undergraduate education. Duke Law School is also a leader in its commitment to electronic publishing programs and open access to legal scholarship.

Internationalization

Duke is home to one of the strongest international and comparative law programs in the country. Its full-time faculty includes experts in public international law, international trade law, global capital markets, international intellectual property law, international investments, sovereign debt, comparative corporate governance, US foreign relations law, global environmental law, international criminal law, and global health. The program is highly regarded both for its broad scope and high level of activity.

Through this highly interdisciplinary program, the international and comparative law faculty routinely engage in scholarly collaboration, faculty workshops, and conferences with schools and departments across campus. Students studying international and comparative law also routinely take classes outside the law school. Much of Duke’s distinction in this field can be credited to the interdisciplinary character of the university overall.

Duke’s strength in international and comparative law is further reflected in the extensive variety of degree programs it offers. Its JD/LLM program gives US law students an opportunity to earn a specialized degree in international law. Duke also has a competitive program for foreign students seeking an LLM degree in US law, as well as an SJD program for foreign students who wish to earn a US doctorate in law. Unlike some schools, Duke fully integrates its international students in the curricular and extracurricular life of the school. Its summer institutes in transnational law in Hong Kong and Geneva are among the best summer programs offered by any law school. Additional activities and resources for students include a student-edited journal dedicated to international and comparative law (the Duke Journal of Comparative and International Law), an active student International Law Society, the International Human Rights Clinic, and a clinic assisting military defense teams representing detainees at Guantanamo Bay. The law school, through its Center for International and Comparative Law, also regularly brings in speakers to address topics relating to international and comparative law and sponsors conferences focused on this area of study. Recent seminars focusing on international human rights topics have included field research in Israel, Ghana, Haiti, and Brazil.
Law School Faculty

Presented here are faculty holding academic appointments in the Duke Law School.

Matthew Adler is the Richard A. Horvitz Professor of Law and Professor of Economics, Philosophy and Public Policy. He is also the founding director of the Duke Center for Law, Economics and Public Policy. His substantive areas of expertise include administrative law and constitutional law. His scholarship is interdisciplinary, drawing from both welfare economics and normative ethics, and currently focuses on cost-benefit analysis, happiness and public policy, and risk regulation.

Adler is the author of numerous articles and several books, including New Foundations of Cost-Benefit Analysis (Harvard, 2006) (coauthored with Eric Posner); and Well-Being and Fair Distribution: Beyond Cost-Benefit Analysis, which systematically discusses how to integrate considerations of fair distribution into policy analysis (Oxford, 2012). Adler is an editor of Legal Theory, the leading journal in the area of law and philosophy. He is the editor (with Marc Fleurbaey) of the forthcoming Oxford Handbook of Well-Being and Public Policy.

Prior to joining the Duke Law faculty in July 2012 Adler was the Leon Meltzer Professor of Law at the University of Pennsylvania School of Law. He has been a visiting professor at Bar-Ilan University, Columbia University, Duke University, the University of Chicago, and the University of Virginia. He was recognized by University of Pennsylvania law students in 2001 and 2006 with the Harvey Levin Memorial Award for Excellence in Teaching. In 2007, he received the University of Pennsylvania's Lindback Award for Distinguished Teaching and in 2010 the A. Leo Levin Award for Excellence in an Introductory Course.
Adler holds a BA and JD from Yale University, where he was a member of the Yale Law Journal. He also received an MLitt in modern history from St. Antony’s College at Oxford University, where he was a Marshall Scholar. He clerked for Judge Harry Edwards of the US Court of Appeals for the DC Circuit in 1991-1992 and for US Supreme Court Justice Sandra Day O’Connor during the 1992-1993 term. Adler practiced litigation at Paul, Weiss, Rifkind, Wharton & Garrison in New York prior to joining the University of Pennsylvania law faculty in 1995.

Katharine T. Bartlett, A. Kenneth Pye Professor of Law, served as dean of Duke Law School from 2000 to 2007. She teaches family law, employment discrimination law, gender and law, and contracts, and publishes widely in the fields of family law, gender theory, employment law, theories of social change, and legal education. She has the leading casebook (with Deborah Rhode) in the area of gender law.

Bartlett served as a reporter for the American Law Institute’s Principles of the Law of Family Dissolution (2002), for which she was responsible for the provisions relating to child custody. For her work on this project, she was named R. Ammi Cutter Chair in 1998.

Bartlett earned her degrees at Wheaton College, Harvard University, and the University of California at Berkeley. Before coming to Duke University, she was a law clerk on the California Supreme Court and a legal services attorney in Oakland, California. She has been a visiting professor at University of California, Los Angeles and at Boston University, a scholar in residence at New York University School of Law and Columbia Law School, and a fellow at the National Humanities Center in Research Triangle Park, supported by the Rockefeller Foundation.

Bartlett has received numerous honors over the years. In 1994, she won the University Scholar/Teacher of the Year Award at Duke University. She was awarded Equal Justice Works’ Dean John R. Kramer Award (“Dean of the Year”) for “leadership in public service in legal education” in 2006, and received an honorary doctorate from Wheaton College in 2008.

Lawrence G. Baxter is the William B. McGuire Professor of the Practice of Law, where he also directs the Global Financial Markets Center. He focuses his teaching and scholarly research on the evolving regulatory environment for financial services and beyond. He also has published extensively in the areas of United States federal and state administrative law; domestic and global banking and regulation; comparative law; jurisprudence; criminal law (United States and Australia); legal writing; constitutional law (non-US) and professional training and responsibility. He blogs about regulation, law, and public policy at http://www.theparetocommons.com.

Baxter rejoined the Duke Law faculty in 2009 as a visiting professor of the practice of law; he previously was on the governing faculty from 1986 to 1995. He began his academic career at the University of Natal in South Africa, where he held tenure from 1978 to 1984. In 1995, Baxter joined Wachovia Bank in Charlotte, North Carolina, serving first as special counsel for strategic development and later as corporate executive vice president, founding Wachovia’s Emerging Businesses and Insurance Group and eBusiness Group. He served as chief eCommerce officer for Wachovia Corporation from 2001 to 2006.

Baxter returned to Duke Law to lead an interdisciplinary program on modernizing the regulatory state, with initial focus on the regulation of financial services organizations in the wake of the financial crisis. He has taught courses on regulatory reform in the Duke in DC program and courses on global banking regulation in a post-crash economy for upper-year and joint-degree students and in the Duke in Hong Kong program. Baxter has also taught a course on the “Too Big To Fail” issue in Duke Law’s DC Summer Institute.

At Wachovia, Baxter led the creation and implementation of two state-of-the-art online banking platforms and a landmark online financial services outsourcing partnership. Under his leadership, Wachovia was rated as the benchmark online financial services provider, ranking first in 2005 and 2006 in customer satisfaction for prospective and existing customers by all major ranking organizations and receiving recognition for the best designed financial services website. Since leaving Wachovia in 2006, Baxter has acted as a consultant and adviser to members of the online security industry and various Internet startup businesses in the care-giving, entertainment, social networking, and recruiting sectors.

During his academic career, Baxter has consulted with federal government agencies and promoted meaningful reforms to policies relating to financial institution supervision, enforcement and seizure, developing processes that were implemented at the congressional and regulatory level. He developed new teaching programs in United States domestic and global banking regulation, reshaped an entire area of law in a country in crisis (South Africa), and authored numerous scholarly and industry works on regulation, financial services, and technology.

Baxter received his LLB and BComm, Business from the University of Natal, where he also received a PhD in Law and Government Regulation. He received his Diploma in Legal Studies and LLM at the University of Cambridge.
Sara Sun Beale, Charles L. B. Lowndes Professor of Law, teaches first-year criminal law and upper-class courses in criminal justice policy and federal criminal law. Her principal academic interests include the federal government’s role in the criminal justice system, the laws defining federal crimes, and various issues of criminal procedure, including prosecutorial discretion. She is also interested in studying the factors that shape public attitudes regarding crime and how those attitudes ultimately translate into legislative changes in criminal laws and procedures.


Beale has been active in law reform efforts related to the federal government’s role in criminal justice matters. Since her appointment by Chief Justice Rehnquist in 2004, she has served as the reporter for the Advisory Committee on Criminal Rules, which drafts the Federal Rules of Criminal Procedure. Beale previously served as an associate reporter for the Workload Subcommittee of the Federal Courts Study Committee (where much of her work focused on the Sentencing Guidelines) and as the reporter for a three branch federal-state working group convened by Attorney General Janet Reno to consider the principles that should govern the federalization of criminal law. Beale also served as a member of an American Bar Association task force studying the federalization of criminal law. She has argued before the Supreme Court on six occasions, representing the United States and as appointed counsel for an indigent defendant.

A member of the board of the International Society for the Reform of Criminal Law, Beale has lectured or taught in Australia, Belgium, Canada, Ireland, Japan, New Zealand, the Philippines, Scotland, Spain, and Switzerland. Beale received her BA degree in English and her JD degree, magna cum laude, from the University of Michigan. She clerked for Judge Wade H. McCree Jr. on the 6th US Circuit Court of Appeals, and served in the Office of Legal Counsel and the Office of the Solicitor General in the US Department of Justice before coming to Duke University in 1979.

Stuart M. Benjamin is the Douglas B. Maggs Professor of Law, Associate Dean for Research, and CoDirector of the Center for Innovation Policy at Duke Law School. He specializes in telecommunications law, the First Amendment, and administrative law. From 2009 to 2011, he was the first Distinguished Scholar at the Federal Communications Commission.

Benjamin is a coauthor of Telecommunications Law and Policy (1st ed. 2001, 2nd ed. 2006, 3rd ed. 2012), has written numerous law review articles, and has testified before House and Senate committees as a legal expert on a range of topics.

From 2001 to 2003 Benjamin was the Rex G. & Edna Baker Professor in Constitutional Law at the University of Texas School of Law, and from 1997 to 2001 he was an associate professor of law at the University of San Diego School of Law.

Before he began teaching law, Benjamin clerked for Judge William C. Canby of the United States Court of Appeals for the Ninth Circuit and for Supreme Court Justice David H. Souter; worked as an attorney-advisor in the Office of Legal Counsel in the US Department of Justice; worked as an associate with Professor Laurence Tribe; and served as staff attorney for the Legal Resources Centre in Port Elizabeth, South Africa. He received his BA and JD from Yale University.

Donald H. Beskind, Professor of the Practice of Law, devoted more than 30 years in practice to representing plaintiffs in civil cases and defendants in criminal cases before returning to the Duke Law faculty full-time as a professor of the practice of law in 2010. While in private practice between 1981 and 2010 at two North Carolina law firms, he directed and taught in Duke Law School's trial practice program and also periodically taught Evidence. He served as a John S. Bradway Fellow at Duke Law from 1975 to 1977, at the conclusion of which he received his LLM. He then joined the faculty, first as an assistant professor and then as associate professor and director of the Clinical Legal Studies Program.

In 1981, Beskind returned to private practice, cofounding Beskind, Rudolf & Maher where he practiced until 1993. In 1993, he joined what became Twiggs, Beskind, Strickland & Rabenau, and practiced with that firm until 2012. Beskind now serves as cocounsel in cases with various national and local firms and as a mediator and arbitrator in complex cases.

Beskind is a fellow of the International Society of Barristers, its administrative secretary and the editor of its Quarterly journal. He is also a fellow of the American College of Trial Lawyers. He has served on the board of
governors of both national and North Carolina trial lawyer organizations, and has chaired the committees on continuing legal education for both. He was a founding board member of North Carolina Prisoner’s Legal Services and served as its president. Beskind lectures on evidentiary and trial skills topics across the United States, and has run trial training programs at major United States law firms and has trained solicitors and barristers in the United Kingdom.

Beskind is the coauthor of South Carolina Evidentiary Foundations (2d ed. Lexis/Nexis, 2008); Problems in Trial Advocacy (NITA, 2013); and numerous case files used for professional training including BMI v. Minicom (Advanced, Pretrial and Basic Skills editions – NITA) and State v. Burn (NITA).

A native of Westport, Connecticut, Beskind received his AB in sociology from the George Washington University, his JD, with honors, from the University of Connecticut, and his LLM from Duke Law School.


He returned to his hometown of Durham to join the Duke Law faculty in 2009, and received the law school's Distinguished Teaching Award in 2012. Before coming to Duke University, he clerked for Guido Calabresi of the US Court of Appeals for the Second Circuit and Rosemary Barkett of the US Court of Appeals for the Eleventh Circuit. He also practiced in the appellate group of O'Melveny & Myers, where he assisted the merits briefing for the District of Columbia in District of Columbia v. Heller.

Blocher received his BA, magna cum laude and Phi Beta Kappa, from Rice University, and studied law and economic development as a Fulbright Scholar in Ghana and as a Gates Scholar at Cambridge University, where he received an MPhil in Land Economy. He received his JD from Yale Law School, where he served as comments editor of the Yale Law Journal, symposium editor of the Yale Law & Policy Review, notes editor of the Yale Human Rights & Development Law Journal, participated in or directed several clinics, and was cochair of the Legal Services Organization.

James Boyle is William Neal Reynolds Professor of Law and cofounder of the Center for the Study of the Public Domain at Duke Law School. He joined the faculty in July 2000. He has also taught at American University, Yale University, Harvard University, and the University of Pennsylvania Law School. He is the author of The Public Domain: Enclosing the Commons of the Mind, Shamans, Software and Spleens: Law and Construction of the Information Society, and The Shakespeare Chronicles, a novel about the search for the true author of Shakespeare’s works. He is the coauthor of Bound By Law (Duke University Press, 2008), an educational comic book on fair use, and is the editor of Critical Legal Studies (Dartmouth/NYU Press, 1994), Collected Papers on the Public Domain (Law & Contemporary Problems, 2003), and the coeditor of Cultural Environmentalism @ 10 (with Larry Lessig). In 2003 he won the World Technology Award for Law for his work on the “intellectual ecology” of the public domain, and on the new “enclosure movement” that threatens it; (a disappointing amount of which was foretold in his 1996 New York Times article on the subject). His essays include The Second Enclosure Movement, a study of the economic rhetoric of price discrimination in digital commerce, and a Manifesto on WIPO. His shorter pieces include Missing the Point on Microsoft, a speech to the Federalist Society called Conservatives and Intellectual Property, and numerous newspaper articles on law, technology and culture. His book reviews on social theory and the environment, the naturalistic fallacy in environmentalism, and on competing approaches to copyright have appeared in the Times Literary Supplement. He currently writes as an online columnist for the Financial Times' New Economy Policy Forum. Professor Boyle teaches Intellectual Property, the Constitution in Cyberspace, Law and Literature, Jurisprudence and Torts. He was one of the original board members of Creative Commons, which works to facilitate the free availability of art, scholarship, and cultural materials by developing innovative, machine-readable licenses that individuals and institutions can attach to their work. Professor Boyle served as a board member from 2002 until 2009, the last year as chairman of the board. He was also a cofounder of Science Commons, which aims to expand the Creative Commons mission into the realm of scientific and technical data, and of ccLearn, which works to promote the development of open educational resources. Professor Boyle is a member of the academic advisory board of Public Knowledge. In 2006 he received the Duke Bar Association Distinguished Teaching Award.
Curtis A. Bradley is William Van Alstyne Professor of Law and Professor of Public Policy Studies. His scholarly expertise spans the areas of international law in the United States legal system, the constitutional law of foreign affairs, and federal jurisdiction, and his courses include International law, Foreign Relations Law, and Federal Courts. He was the founding codirector of Duke Law School’s Center for International and Comparative Law and serves on the executive board of Duke's Center on Law, Ethics, and National Security. Recently, he was appointed to serve as a Reporter on the American Law Institute's new Restatement project on The Foreign Relations Law of the United States.

Bradley graduated magna cum laude from Harvard Law School in 1988. He then clerked for Judge David Ebel of the 10th US Circuit Court of Appeals and Justice Byron White of the US Supreme Court. After his clerkships, Bradley practiced law for several years at Covington & Burling in Washington, DC. He began teaching in 1995 at the University of Colorado School of Law, and he received tenure there in 1999. In 2000, he joined the faculty at the University of Virginia School of Law as a full professor. In 2004, he served as counselor on international law in the Legal Adviser's Office of the US State Department. He is currently a member of the Secretary of State’s Advisory Committee on International Law. Bradley joined the Duke Law faculty in 2005.

Bradley is a vice-president of the American Society of International Law, a member of the Board of Editors of the American Journal of International Law, and a member of the International Law Association's Study Group on the Principles on the Application of International Law by Domestic Courts.


Kathryn Webb Bradley is Professor of the Practice of Law, and also the director of Legal Ethics, and the administrator for the Capstone Project at Duke Law School. She teaches in the areas of legal ethics and family law. Bradley received her BA, magna cum laude, with Honors in Latin, and became a member of Phi Beta Kappa upon graduating from Wake Forest University in 1979. She earned her JD degree in 1988 from the University of Maryland School of Law, where she ranked first in her class and was admitted to membership in the Order of the Coif. She then served as a law clerk to Judge Frederic N. Smalkin of the US District Court for the District of Maryland and Justice Byron R. White of the US Supreme Court. She joined the firm of Hogan & Hartson in 1991, was made partner in 1998, and became of counsel in 2000. Bradley worked in the firm’s Washington, Baltimore, and Denver offices as a member of the Litigation Department. Her areas of practice, at trial and appellate levels, included federal and state constitutional law, higher education law, health care fraud and abuse, and general commercial law.

Bradley taught Legal Research and Writing at the University of Virginia from 2000 until 2005 when she joined the Duke Law faculty. She previously had been an adjunct instructor of Legal Writing, Constitutional Law, and Federal Jurisdiction at the University of Maryland School of Law. Between college and law school, she was a secondary school teacher in Virginia Beach, Virginia, and Winston-Salem, North Carolina. Bradley holds membership in the American Bar Association and the Fourth Circuit Judicial Conference. She is admitted to practice in North Carolina, Virginia, Maryland, Colorado, the District of Columbia, and various federal courts.

Rachel Brewster is Professor of Law, at Duke University. Her scholarly research and teaching focus on the areas of international economic law and international relations theory. She came to Duke Law in July 2012 from Harvard University where she was an assistant professor of law and affiliate faculty member of The Weatherhead Center for International Affairs. Brewster serves as codirector of Duke University’s Center for International and Comparative Law.

Prior to joining the Harvard Law faculty in 2006, Brewster served as a Bigelow Fellow at the University of Chicago Law School and clerked for Judge Phyllis A. Kravitch of the US Court of Appeals for the Eleventh Circuit. She served as legal counsel in the Office of the US Trade Representative in 2008.


Brewster received her BA and JD from the University of Virginia, where she was articles editor for the Virginia Law Review. She holds a PhD in political science from the University of North Carolina at Chapel Hill, where she received the John Patrick Hagan Award for Excellence in Undergraduate Teaching.

Samuel W. Buell, Professor of Law, focuses his research and teaching focus on criminal law and on the regulatory state, particularly regulation of corporations and financial markets. His current work explores the conceptual structure of white collar offenses, the problem of behaviors that evolve to avoid legal control, and the treatment of the corporation and the white collar offender in the criminal justice system. Buell's recent publications have appeared in Law & Contemporary Problems, Duke Law Journal, UCLA Law Review, NYU Law Review, Stanford Law Review, Cardozo Law Review, and Indiana Law Journal. He is a member of the American Law Institute and has testified before the United States Senate and the United States Sentencing Commission on matters involving the definition and punishment of corporate crimes.

Buell joined the Duke Law faculty as a professor in 2010, after serving as an associate professor at Washington University School of Law in St. Louis and a visiting assistant professor at the University of Texas School of Law. Prior to his academic career, he worked as a federal prosecutor in New York, Boston, Washington, and Houston. He twice received the Attorney General’s Award for Exceptional Service, the Department of Justice’s highest honor, and was a lead prosecutor for the Department’s Enron Task Force. Buell clerked for the Honorable Jack B. Weinstein of the US District Court for the Eastern District of New York and practiced as an associate with Covington & Burling in Washington, DC. He graduated summa cum laude from New York University School of Law and magna cum laude from Brown University.

Guy-Uriel Charles, Charles S. Rhyne Professor of Law and Senior Associate Dean for Faculty & Research, is the founding director of the Duke Law Center on Law, Race and Politics. He is an expert in and frequent public commentator on constitutional law, election law, campaign finance, redistricting, politics, and race. He joined Duke Law’s faculty in 2009; he previously was the Russell M. and Elizabeth M. Bennett Professor of Law at the University of Minnesota Law School.


Charles received his JD from the University of Michigan Law School and clerked for Judge Damon J. Keith of the United States Court of Appeals for the Sixth Circuit. While at the University of Michigan, he was the founder and first editor-in-chief of the Michigan Journal of Race & Law. From 1995-2000, he was a graduate student in political science at the University of Michigan.

Charles joined the University of Minnesota Law School faculty in 2000 and later served as interim codean there. He was named the Stanford University School of Law. He is an expert in and frequent public commentator on constitutional law, election law, campaign finance, redistricting, politics, and race. He joined Duke Law’s faculty in 2009; he previously was the Russell M. and Elizabeth M. Bennett Professor of Law at the University of Minnesota Law School.

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Charles received his JD from the University of Michigan Law School and clerked for Judge Damon J. Keith of the United States Court of Appeals for the Sixth Circuit. While at the University of Michigan, he was the founder and first editor-in-chief of the Michigan Journal of Race & Law. From 1995-2000, he was a graduate student in political science at the University of Michigan.
In her previous life (as Doriane Lambelet), Coleman competed internationally over 800 meters. She was the US National Collegiate Indoor Champion in 1982 and the Swiss National Champion in 1982 and 1983. Over her athletic career she competed for the Swiss and US National Teams, Athletics West, the Santa Monica and Atoms Track Clubs, and Lausanne Sports.

James E. Coleman Jr., John S. Bradway Professor of Law, serves as codirector of the Wrongful Convictions Clinic and director of the Center for Criminal Justice and Professional Responsibility at Duke Law School. He also served, from 2007 to 2013, as codirector of the Appellate Litigation Clinic, and is a faculty adviser to the Innocence Project at Duke Law. Coleman teaches classes relating to criminal law, wrongful convictions, and legal ethics.

A native of Charlotte, North Carolina, Coleman received his AB in 1970 from Harvard University and his JD in 1974 from Columbia University. His experience includes a judicial clerkship for the US District Court for the Eastern District of Michigan, a range of government experience, a year in private practice in New York, and 15 years in private practice in Washington, DC, the last 12 as a partner in a large law firm. In private practice, he specialized in federal court and administrative litigation; he also represented criminal defendants in capital collateral proceedings.

In 1976, Coleman joined the Legal Services Corporation, where he served for two years as an assistant general counsel. In 1978, he conducted an investigation of two members of Congress as chief counsel for the US House of Representatives' Committee on Standards of Official Conduct. In 1980, he served as a deputy general counsel for the US Department of Education.

On sabbatical from his law firm, Coleman was a visitor at Duke Law School for the fall semester of 1989, where he taught a seminar on capital punishment. He joined the faculty full-time in 1991 and taught criminal law, research and writing, and a seminar on capital punishment. He returned to private practice in 1993, but continued to teach a seminar on capital punishment as a senior visiting lecturer. He rejoined the faculty full-time in 1996, and added a capital punishment clinic to the courses he taught. He is an active member of the American Bar Association. He has been chair of the ABA Section of Individual Rights and Responsibilities (1999-2000) and of the ABA Death Penalty Moratorium Implementation Project (2001-2006).

Coleman served as the Law School's senior associate dean for academic affairs from 2002-2005.

James D. Cox, specializes in the areas of corporate and securities law. In addition to his texts, Financial Information, Accounting and the Law; Corporations and Other Business Organizations: Cases and Materials (with Eisenberg) and Securities Regulations Cases and Materials (with Hillman & Langevoort) and his multi-volume treatise Cox and Hazen on Corporations, he has published extensively in the areas of market regulation and corporate governance, and has testified before the US House and Senate on insider trading, class actions, and market reform issues.

Cox's memberships have included the American Law Institute, the ABA Committee on Corporate Laws, the NYSE Legal Advisory Committee, the NASD Legal Advisory Board, and the Fulbright Law Discipline Review Committee. In 2009, he was appointed to the Bipartisan Policy Center's credit rating agency task force and most recently was a member of the Center's Capital Market Task Force. Since 2009, he has been a member of the Standing Advisory Group for the Public Company Accounting Oversight Board. In 2001, he was awarded an Honorary Doctorate of Mercature from the University of Southern Denmark for his work in international securities law. Cox and Hazen on Corporations won the Association of American Publishers National Book Award for Best New Professional/Scholarly Legal Book for 1995. He served as a member of the corporate law drafting committees in California (1977-80) and North Carolina (1984-93).

Cox joined the Duke Law faculty in 1979 after teaching at the law schools of Boston University, the University of San Francisco, the University of California, Hastings College of the Law, and Stanford University. During the 1988-89 academic year he was a Senior Fulbright Research Fellow at the University of Sydney. He earned his BS from Arizona State University and law degrees at the University of California, Hastings College of the Law (JD) and Harvard Law School (LLM).

Richard A. Danner is Senior Associate Dean for Information Services and Archibald C. and Frances Fulk Rufty Research Professor of Law. His primary academic interests are in legislation, legal education, and legal research and bibliography. In addition to his administrative responsibilities, he has taught a course on Legislation, focusing on statutory interpretation, and legal research and writing.

Danner has written on the impacts of information technology on legal education and the profession of law librarianship, and on the effects of electronic publication on scholarly communication in law. His current research is focused on the role played by forms and structures of legal information on the history and development of US law. He
is the author of Strategic Planning: A Law Library Management Tool for the ’90s and Beyond (2d ed. 1997) and Legal Research in Wisconsin (1980), and contributions to journals in law and librarianship. He is the editor of Toward a Renaissance in Law Librarianship (1997); coeditor (with Bernal) of Introduction to Foreign Legal Systems (1994); compiler of the International Journal of Legal Information Cumulative Index 1960-2002 (2003); coeditor (with Houdek) of Legal Information and the Development of American Law (2008); and coeditor (with Winterton) of the IALL International Handbook of Legal Information Management (2012), which received the 2012 Joseph L. Andrews Legal Literature Award.

Danner has been active in the affairs of the American Association of Law Libraries and the International Association of Law Libraries. He was president of AALL in 1989-90, has chaired several AALL special committees and task forces, and edited AALL’s Law Library Journal from 1984-94. He was first vice-president of the IALL from 2004-10. He has served on many site visits to other law schools on behalf of the American Bar Association Section of Legal Education and Admissions to the Bar, and the Association of American Law Schools. He served on the executive committee of the AALS from 2002-04.

John M. de Figueiredo is the Edward and Ellen Marie Schwarzman Professor of Law and Professor of Strategy and Economics at the Fuqua School of Business. He is also currently the president-elect of the International Society of New Institutional Economics (ISNIE) and serves on the executive board of the Strategy Research Initiative. In the 2012-2013 academic year, he was on sabbatical as a member at the Institute for Advanced Study in Princeton, NJ.

De Figueiredo studies competitive strategy, political and legal strategy, law and economics, and the management of innovation. His research in competitive strategy focuses on using dynamic models to explain how large and small firms gain competitive advantage through innovation, organization, and market position in segmented markets. His research in law and economics and “non-market” strategy explores how firms use political influence, regulatory lobbying, and strategic litigation to enhance competitive performance. He has published many scholarly articles in a wide range of leading economics, political science, law, and management journals. These papers have examined the telecommunications, computing, internet, health care, and other high technology sectors.

Prior to joining Duke University in 2010, he was on the faculties of the UCLA Anderson School of Management, UCLA School of Law, and the Sloan School of Management at the Massachusetts Institute of Technology (MIT). He has also held positions at the Woodrow Wilson School at Princeton University, Harvard Law School, and INSEAD. In addition, he is a research associate at the National Bureau of Economic Research.

De Figueiredo holds a PhD in business and public policy from the University of California, Berkeley; an MSc in economics from the London School of Economics; and an AB in economics from Harvard University.

De Figueiredo has taught in a variety of different programs for business students, law students, and executives. He has taught courses on business strategy, technology strategy, political and regulatory strategy, managing the media and activists, and global strategy. In law, he also teaches analytical methods and advanced administrative law. De Figueiredo also leads classes on corporate governance, organizational change, and executive problem solving for senior executives and boards of directors. He won an MBA teaching award while at MIT and won four MBA teaching awards while at UCLA.

Prior to joining academia, Professor de Figueiredo was a strategic management consultant at Monitor Company for a number of years, where he served on a team of consultants that started the company’s Spanish practice and Madrid office.

Elisabeth D. de Fontenay is Associate Professor of Law. Her primary research interests are in the fields of corporate law, corporate finance, and financial institutions. She joined the Duke Law faculty in 2013 after serving as a Climenko Fellow and lecturer on law at Harvard Law School. At Duke Law, she teaches Corporate Finance and Business Associations, and received the Law School’s Distinguished Teaching Award in 2014.

Her broad research agenda focuses on how market actors behave in the less-regulated spaces of the financial markets. In a recent paper entitled “Private Equity Firms as Gatekeepers” (published in the Review of Banking & Financial Law), de Fontenay contends that private equity firms create value not just through better corporate governance, but also by acting as gatekeepers in the debt markets. Her most recent article, “Do the Securities Laws Matter? The Rise of the Leveraged Loan Market” (forthcoming in the Journal of Corporation Law), argues that the dramatic convergence of regulated and unregulated products in the corporate debt markets suggests that the securities laws are having little effect in that space.

De Fontenay received her BA, summa cum laude, in economics from Princeton University, where she was a two-time All-American rugby player. She received her JD, magna cum laude, from Harvard Law School, where she was an
editor of the *Journal on Legislation* and provided tax preparation assistance to lower-income citizens. After graduating from law school, de Fontenay practiced as a corporate associate at Ropes & Gray in Boston, where she specialized in mergers and acquisitions, debt financing, and private investment funds.

**Walter Dellinger III**, *Douglas B. Maggs Professor Emeritus of Law*, served as acting solicitor general for the 1996-97 term of the US Supreme Court. He argued nine cases before the court, the most by any solicitor general in more than twenty years. His arguments included cases dealing with physician-assisted suicide, the line item veto, the cable television act, the Brady Act, the Religious Freedom Restoration Act and the constitutionality of remedial services for parochial school children.

After serving in early 1993 in the White House as an advisor to the president on constitutional issues, Dellinger was nominated by the president to be assistant attorney general and head of the Office of Legal Counsel (OLC) and was confirmed by the Senate for that position in October 1993. During his three years as assistant attorney general he served as the department's principal legal advisor to the attorney general and the president. As head of OLC, Dellinger issued opinions on a wide variety of issues, including the president's authority to deploy United States forces in Haiti and Bosnia; whether the president may decline to enforce statutes he believes are unconstitutional; affirmative action; religious activity in public schools; whether the Uruguay Round GATT Agreements required treaty ratification, and a major review of separation of powers questions. He provided extensive legal advice on loan guarantees for Mexico, on national debt ceiling issues, and on issues arising out of the shutdown of the federal government. Dellinger returned to the Duke Law faculty in 1997.

Dellinger has published articles on constitutional issues for scholarly journals including the *Harvard Law Review*, the *Yale Law Journal*, the *Duke Law Journal* and has written articles for the *New York Times*, the *Washington Post*, *Newsweek*, the *New Republic*, and the *London Times*. He spent 1988-89 as a fellow at the National Humanities Center. He has lectured at numerous American universities and at Leiden, Utrecht, and Tilburg Universities in the Netherlands, at the University of Florence and the University of Siena in Italy, at the University of Copenhagen, Denmark, at Nuremberg University in Germany, at the National University of Mexico, at the Catholic University in Leuven, Belgium and at conferences in Rio de Janeiro and Rome. He has addressed the Judicial Conferences of the DC Circuit, the Fifth Circuit, the Second Circuit and the Fourth Circuit, the American Bar Association, the Association of American Law Schools, the Organization of American Historians, the American Political Science Association, the Modern Language Association, the Federalist Society and other groups. He has been a member of the board of editors of *The American Prospect* and a member of the executive committee of the Yale Law School Association.

Before joining the government, Dellinger briefed and argued cases for a variety of clients, including Owens-Illinois, Inc., the State of Alaska, hospital associations and members of Congress on issues ranging from the right of hospitals to sue state officials for reimbursement, to Alaska's taxation of oil revenues, to limits on punitive damages and other mass tort issues.

He has testified more than twenty-five times before committees of the Congress, including the Senate Budget Committee, the Senate Committee on Labor and Human Resources, the Senate Appropriations Committee, and the House and Senate Judiciary Committees. Dellinger is a graduate with honors in political science from the University of North Carolina where he was awarded the John J. Parker Medal for Leadership and the Frank Porter Graham Award as Outstanding Senior. He graduated from Yale Law School, where he was an editor of the *Yale Law Journal*. For the 1968-69 term of the US Supreme Court he served as law clerk to Justice Hugo L. Black.

**Deborah A. DeMott**, *David F. Cavers Professor of Law*, focuses her scholarship and teaching on the law of agency, business organizations, fiduciary obligation, and art law. She served as sole Reporter for the American Law Institute's Restatement (Third) of Agency, published in 2006.


A native of DuBois, Pennsylvania, DeMott received her BA from Swarthmore College in 1970 and her JD in 1973 from New York University where she served as articles editor of the *New York University Law Review*. Before joining the Duke Law faculty in 1975, she held a federal clerkship and practiced with a large law firm, both in New York City. She received Duke University's Scholar/Teacher of the Year Award in 1989.

From 2000 to 2002, DeMott held a secondary appointment as centennial visiting professor in the Law Department of the London School of Economics. She has also taught at the Central European University in Budapest, and at the Universities of Sydney, Melbourne, Texas, Colorado, San Diego, the Hastings College of Law of the
University of California, and at Osgoode Hall Law School, York University, Toronto. In 1986 she was a Fulbright senior scholar at Sydney and Monash Universities in Australia. In spring 1996, Professor DeMott held the Hurst C. Huber visiting chair at the University of Florida College of Law. In spring 1998, she was the scholar in residence at the Frances Lewis Law Center, Washington and Lee University School of Law. In spring 1999, she was in residence at the University of Auckland as the New Zealand Legal Research Foundation visiting fellow.

**Diane Dimond** is Clinical Professor of Law. She teaches the first-year course in Legal Analysis, Research, & Writing and an upper-level seminar in Negotiation.

Professor Dimond received her BA, summa cum laude, in political science and French from the University of Iowa in 1973, and her JD, cum laude, from the Harvard Law School in 1977. She began her practice of law in New York City at a major Wall Street firm in the litigation department, and after six years, moved to North Carolina, where she continued her practice in litigation, first as an associate and later as a partner, in a large North Carolina firm. Her major practice area was in commercial litigation, including employment-related litigation and advice, defense of securities fraud actions, trade secrets/intellectual property suits, nuclear power plant construction litigation, personal injury insurance defense, and representation of both corporate clients and foreign governmental bodies in transnational disputes. She has had extensive experience in pre-trial discovery and motion practice, lay and expert witness preparation, appellate brief writing, computerized document management, and settlement negotiations. While most of the matters she handled were filed in state and federal courts, she has also represented clients in a number of arbitration proceedings. After almost 17 years of practice, she joined the Duke Law faculty to teach full time in 1994, and was appointed as clinical professor of law in January 2001. In 2004, she won the Duke Bar Association's Distinguished Teaching Award.

She is a member of the bars of the states of New York and North Carolina, as well as a number of federal district and appellate courts.

**Maj. Gen. Charles J. Dunlap, Jr. USAF (Ret.), Professor of the Practice of Law and Executive Director, Center on Law, Ethics and National Security,** the former deputy judge advocate general of the United States Air Force, joined the Duke Law faculty in July 2010. His teaching and scholarly writing focus on national security, international law, civil-military relations, cyberwar, airpower, counter-insurgency, military justice, and ethical issues related to the practice of national security law.

Dunlap retired from the Air Force in June 2010, having attained the rank of major general during a 34-year career in the Judge Advocate Corps. In his capacity as deputy judge advocate general from May 2006 to March 2010, he assisted the judge advocate general in the professional supervision of more than 2,200 judge advocates, 350 civilian lawyers, 1,400 enlisted paralegals, and 500 civilians around the world. In addition to overseeing an array of military justice, operational, international, and civil law functions, he provided legal advice to the Air Staff and commanders at all levels.

In the course of his career, Dunlap has been involved in various high-profile interagency and policy matters, highlighted by his testimony before the US House of Representatives concerning the Military Commissions Act of 2006.

Dunlap previously served as staff judge advocate at Headquarters Air Combat Command at Langley Air Force Base in Virginia and at Headquarters Air Education and Training Command at Randolph Air Force Base in Texas, among other leadership posts. His other assignments include the faculty of the Air Force Judge Advocate General School where he taught various civil and criminal law topics. An experienced trial lawyer, he also spent two years as a military trial judge for a 22-state circuit. He served tours in the United Kingdom and Korea, and he deployed for operations in the Middle East and Africa, including those in support of the wars in Afghanistan and Iraq. He also led military-to-military delegations to Colombia, Uruguay, and the Czech Republic.

A prolific author and accomplished public speaker, Dunlap’s commentary on a wide variety of national security topics has been published in leading newspapers and military journals. His 2001 essay written for Harvard University’s Carr Center on “lawfare,” a concept he defines as “the use or misuse of law as a substitute for traditional military means to accomplish an operational objective,” has been highly influential among military scholars and in the broader legal academy.

Dunlap’s legal scholarship also has been published in the *Stanford Law Review*, the *Yale Journal of International Affairs*, the *Wake Forest Law Review*, the *Fletcher Forum of World Affairs*, the *University of Nebraska Law Review*, the *Texas Tech Law Review*, and the *Tennessee Law Review*, among others. He is the author of “The Origins of the American Military Coup of 2012”, originally published in 1992, which was selected for the 40th Anniversary Edition of
Parameters (Winter 2010-2011). He is also the author of “Airpower” in Understanding Counterinsurgency (Thomas Rid and Thomas Keaney, eds., Routledge, 2010), and his essay “The Military Industrial Complex” appeared in the Summer 2011 issue of Daedalus.

His article on international humanitarian law was published in 2012 in the German Red Cross in their Journal of International Law of Peace and Armed Conflict, and he has a forthcoming essay in the European Journal of International Law. His chapter on military law appeared in The Modern American Military (David Kennedy, ed., Oxford University Press, 2013), and his commentary on “Means of Warfare: New Challenges of the 21st Century” will be published in the 2014 edition of the Russian Yearbook of International Law.

Dunlap has written a number of articles on cyberwar including “Perspectives for Cyber Strategists on Law for Cyberwar” which appeared in the Spring 2011 issue of Strategic Studies Quarterly and his piece, “Some Reflections on the Intersection of Law and Ethics in Cyber War,” was published in the January-February 2013 issue of Air & Space Power Journal.

His article, “Ethical Issues of the Practice of National Security Law,” was published by the Ohio Northern University Law Review in 2012, and republished by the American Bar Association’s Standing Committee on Law & National Security for their annual conference in 2013.

Nita A. Farahany, Professor of Law and Professor of Philosophy, is a leading scholar on the ethical, legal, and social implications of biosciences and emerging technologies, particularly those related to neuroscience and behavioral genetics. She is the director of Duke Science & Society, as well as the Duke MA in Bioethics & Science Policy.

In 2010, Farahany was appointed by President Obama to the Presidential Commission for the Study of Bioethical Issues, and continues to serve as a member. Her recent scholarship includes “Searching Secrets,” 160 U. Pennsylvania Law Review 1239 (2012) which explores the descriptive potential of intellectual property law as a metaphor to describe current Fourth Amendment search and seizure law and predict how the Fourth Amendment will apply to emerging technology. A related article, “Incriminating Thoughts,” 64 Stanford Law Review 351 (2012) demonstrates through modern neuroscience applications the need to redefine the taxonomy of evidence subject to the privilege against self-incrimination. She also is the editor of The Impact of Behavioral Sciences on Criminal Law (Oxford University Press), a book of essays from experts in science, law, philosophy, and policy.

Farahany presents her work widely including to audiences at the Judicial Conferences for the Second and Ninth Circuits, the National Judicial College, the American Association for the Advancement of Science, National Academies of Science Workshops, the American Academy of Forensic Sciences, the National Association of Criminal Defense lawyers, the American Society for Political and Legal Philosophy, and by testifying before Congress. She is an elected member of the American Law Institute, chair of the Criminal Justice Section of the Association of American Law Schools, on the board of the International Neuroethics Society, and the recipient of the 2013 Paul M. Bator award given annually to an outstanding legal academic under 40.

She received her AB in genetics, cell, and developmental biology at Dartmouth College, a JD and MA from Duke University, as well as a PhD in philosophy; her dissertation was entitled “Rediscovering Criminal Responsibility through Behavioral Genetics.” Farahany also holds an ALM in biology from Harvard University. In 2004-2005, Farahany clerked for Judge Judith W. Rogers of the US Court of Appeals for the DC Circuit, after which she joined the faculty at Vanderbilt University. In 2011, Farahany was the Leah Kaplan Visiting Professor of Human Rights at Stanford Law School.

Joel L. Fleishman, Professor of Law and Public Policy Sciences. AB 1955, JD 1959, MA (Drama) 1959, University of North Carolina; LLM 1960, Yale University. Professor Fleishman is a native of Fayetteville, North Carolina. He began his career in 1960 as assistant to the director of the Walter E. Meyer Research Institute of Law at Yale University. From 1961 to 1965, he served as legal assistant to the governor of North Carolina. He then returned to Yale, first as director of the Yale Summer High School, and then as associate provost for Urban Studies and Programs. In 1969, he became associate chairman of the Center for the Study of the City and Its Environment and associate director of the Institute of Social Science at Yale. In 1971, he came to Duke as a member of the law faculty and as director of the Institute of Policy Sciences and Public Affairs, now the Sanford School of Public Policy, in which position he served until 1983. He is now professor of law and public policy, and director of the Heyman Center on Ethics, Public Policy and the Professions. He also directs the Duke Foundation Research Program. His principal writings deal with legal regulation and financing of political activities as well as the regulation of not-for-profit organizations. His book, The Foundation: A Great American Secret — How Private Money is Changing the World, was published in January 2007 by Public Affairs Books. He is now serving as cochair of Independent Sector’s Committee on the Self-Regulation of Nonprofit Organizations.
Andrew H. Foster is Clinical Professor of Law and Director of Experiential Education and Clinical Programs. He also serves as director of Duke Law School’s Community Enterprise Clinic, and teaches non-clinical courses in community development law and other substantive areas.

Prior to joining the Duke Law faculty in 2002, Foster practiced with Womble Carlyle Sandridge & Rice, where he cofounded the firm’s community development law team. He now maintains a limited private practice that is concentrated in the areas of nonprofit, affordable housing, and community development law. He represents developers, financial institutions, local governments and local, statewide, regional, and national nonprofits on a wide range of community revitalization projects.

Before becoming a lawyer, Foster held leadership positions with several nonprofit community development organizations based in North Carolina. These include the Southern Rural Development Initiative, the North Carolina Justice and Community Development Center, the Community Reinvestment Association of North Carolina, and the North Carolina Association of Community Development Corporations. In all of these positions, he worked with community-based organizations, leading private sector institutions and public policymakers to develop and implement community economic development strategies in order to increase economic opportunities for the residents of low-wealth communities in North Carolina and throughout the Southeast.

Foster is licensed to practice in North Carolina. He is a member of the American Bar Association, as well as the ABA’s Business Law Section and Forum on Affordable Housing and Community Development Law. He has held leadership positions with the North Carolina Bar Association and is active in its Business Law Section. Foster also is active in the membership of several academic associations, including the Association of American Law Schools and the Clinical Legal Educators Association. He is currently serving a two-year term on the AALS Committee on Clinical Legal Education and is on the board of directors of the Community Affordable Housing Equity Corporation.

Foster received his BA in political science, summa cum laude, from Rutgers University in 1991 and his JD in 2000 from the University of North Carolina at Chapel Hill, where he was a Chancellor’s Scholar and graduated Order of the Coif.

Sara Sternberg Greene, Associate Professor of Law, is an interdisciplinary scholar whose interests span bankruptcy, commercial law, contracts, tax, poverty, and health law. Broadly concerned in her scholarship with the relationship between law and inequality, Greene uses qualitative and quantitative empirical research to examine and, ultimately, optimize, the impact of financial laws on low- and moderate-income families.

Greene’s recent article, “The Broken Safety Net: A Study of Earned Income Tax Credit Recipients and a Proposal for Repair,” 88 NYU Law Review 515 (2013), is based on a novel study of 194 individuals with whom she and other researchers on her team conducted in-depth interviews regarding the EITC. She proposes a simple change to the tax credit’s distribution scheme that would help recipients manage financial shocks and ultimately accumulate savings. Another recent article, “‘Robbing Peter to Pay Paul.’ Cultural Explanations for How Lower Income Families Manage Debt,” coauthored with Laura Tach, examines the debt-management strategies of low-income families and was recently published in the journal Social Problems. Among several bankruptcy-related projects Greene has ongoing, one utilizes data from the comprehensive 2007 Consumer Bankruptcy Project to predict consumer success in emerging from Chapter 13 bankruptcy, with a view to identifying ways to improve the system.

Greene received her BA, magna cum laude, in 2002 from Yale University and her JD in 2005 from Yale Law School, where she received the Stephen J. Massey Prize for excellence in advocacy and served as notes editor for the Yale Law Review and articles editor for the Yale Law and Policy Review. She also served as chair of the student board of directors for the Jerome N. Frank Legal Services Organization and as student director and intern in the Housing and Community Development Clinic. After clerking for Judge Richard Cudahy on the United States Court of Appeals for the Seventh Circuit, Greene focused on housing law matters at Klein Hornig, in Boston before beginning a PhD program. She received her PhD in social policy and sociology from Harvard University in 2014.

Lisa Kern Griffin, Professor of Law, focuses her scholarship and teaching on evidence, constitutional criminal procedure, and federal criminal justice policy. Her latest article, “Stories in Adjudication” (forthcoming in The Georgetown Law Journal) won the AALS Criminal Justice Section’s award for best paper by a junior scholar. She also recently authored “Criminal Lying, Prosecutorial Power, and Social Meaning,” which was published in the California Law Review, and “Compelled Cooperation and the New Corporate Criminal Procedure,” which appeared in the New York University Law Review. Some of Professor Griffin’s other publications concern political corruption prosecutions, the Supreme Court’s Confrontation Clause jurisprudence, and the construction of mens rea in white collar cases. Her current projects explore the relationship between interpretations of the Fifth and Sixth Amendments in terms of the treatment of accuracy as an animating principle, and the status and significance of silence at various stages of the criminal justice process.
Professor Griffin joined the Duke Law faculty in 2008 and was the recipient of the 2011 Distinguished Teaching Award. She is a member of the American Law Institute and has testified before the US Congress on proposed revisions to the mail and wire fraud statutes. Prior to coming to Duke University, Professor Griffin taught at the UCLA School of Law. She graduated from Stanford Law School, where she served as president of the Stanford Law Review and was elected to the Order of the Coif. After law school, she clerked for Judge Dorothy W. Nelson of the US Court of Appeals for the Ninth Circuit and Justice Sandra Day O’Connor of the US Supreme Court. Professor Griffin also spent five years as a federal prosecutor in the Chicago US Attorney's Office.

**Mitu Gulati**, is Professor of Law. His research interests are currently in the historic evolution of concepts of sovereign immunity and the role that law can play as a symbol. He has authored articles in the *Journal of Legal Studies, the Review of Finance and Law and Social Inquiry.*

**Paul H. Haagen**, Professor of Law and Senior Associate Dean for International Initiatives. BA 1972, Haverford College; BA 1974, MA 1976, University of Oxford; MA 1976, PhD 1986, Princeton University; JD 1982, Yale University. Professor Haagen was born in Lancaster, Pennsylvania and raised in Connecticut. After graduating from college, he studied history first at Oxford as a Rhodes Scholar, and later at Princeton. He was an editor of *Yale Studies in World Public Order* and editor-in-chief of the *Yale Law and Policy Review.* Since law school, he has clerked on the US Court of Appeals and then practiced law in Philadelphia for two years before coming to Duke University in 1985. Professor Haagen has been a visiting faculty member on the law faculties of the Georg August University in Goettingen, Germany (2005), the Johannes Kepler University in Linz, Austria (2002) and the Escuela Libre de Derecho in Mexico City (1998). He was chair of the Academic Council of Duke University from 2005-2007, and senior associate dean for academic affairs of Duke Law School (1991-93, 2009-12). He is codirector of the Center for Sports Law and Policy. His principal academic interests are contracts, the social history of law and law and sports.

**Laurence R. Helfer**, Harry R. Chadwick, Sr. Professor of Law, is an expert in the areas of international law and institutions, international adjudication, human rights (including LGBT rights), and international intellectual property law and policy. He is codirector of Duke Law School’s Center for International and Comparative Law and a senior fellow with Duke’s Kenan Institute for Ethics.

Prior to joining the Duke Law faculty in July 2009, Helfer was a professor of law and director of the International Legal Studies Program at Vanderbilt University Law School. He has also taught at Harvard Law School, Loyola Law School in Los Angeles, Princeton University, the University of Chicago Law School, and the University of Toronto Faculty of Law. He is a member of the board of editors of the *American Journal of International Law* and the *Journal of World Intellectual Property.*


Helfer holds a JD from New York University, where he graduated Order of the Coif and was articles editor of the *New York University Law Review.* He also holds a master’s degree in public administration from Princeton University, where he was a Woodrow Wilson Fellow, and a bachelor's degree from Yale University. He served as a law clerk to Chief Judge Dolores K. Sloviter of the US Court of Appeals for the Third Circuit. Before beginning his academic career, Helfer practiced with the New York law firm of Rabinowitz, Boudin, Standard, Krinksy & Lieberman, focusing on international law, intellectual property litigation, and civil liberties.

**Jayne Huckerby**, Associate Clinical Professor of Law, joined the Duke Law faculty in 2013 as inaugural director of the Duke International Human Rights Clinic. Prior to joining Duke, she most recently served as a human rights adviser to UN Women – the United Nations Entity for Gender Equality and the Empowerment of Women – on women and conflict prevention, conflict, and post-conflict; gender equality and constitutional reform in post-Arab Spring countries; and the use of gender and human rights indicators in national security policy frameworks.
A native of Sydney, Australia, Huckerby received her LLB from the University of Sydney in 2002, with first class honors. She attended New York University School of Law as a Vanderbilt scholar, focusing her LLM studies on human rights and international law. Huckerby was awarded the David H. Moses Memorial Prize on graduating first in her LLM class. She was also graduate editor on the *Journal of International Law and Politics*, and an international law and human rights fellow at the UN High Commissioner for Refugees in Geneva, Switzerland.

After serving as a human rights officer with the International Service for Human Rights in Geneva, Huckerby joined the Center for Human Rights and Global Justice at NYU Law in 2005, serving as its research director from 2006 to 2011 and also teaching in NYU’s International Human Rights Clinic and Global Justice Clinic for two and a half years. She has also worked at the law firm Baker & McKenzie in Chicago, Sydney, and London.

Huckerby has undertaken human rights research and advocacy in the areas of gender and human rights, constitution-making, national security, human trafficking, transitional justice, and human rights in US foreign policy. She has led multiple fieldwork investigations, provided capacity-building to civil society and governments in five regions, and frequently served as a human rights law expert to international governmental organizations and NGOs, including the International Center for Transitional Justice and the Global Alliance Against Traffic in Women. She also has extensive domestic, regional (Africa, Americas, Europe), and international litigation and advocacy experience. She has written and coauthored numerous articles, book chapters, and human rights reports, and is most recently the editor, with Margaret L. Satterthwaite, of *Gender, National Security, and Counter-Terrorism: Human Rights Perspectives* (Routledge, 2012).

**Trina Jones**, Professor of Law, focuses her scholarly research and writing on racial and socioeconomic inequality. She is a leading legal expert on colorism, which is the differential treatment of same-race individuals on the basis of skin color. At Duke Law, Jones teaches Civil Procedure, Employment Discrimination, and a seminar on race and the law.

Her recent work includes “Shades of Brown: The Law of Skin Color,” which draws upon historical and sociological materials to explain the past and continuing significance of colorism in the United States; “Intra-Group Preferencing: Proving Skin Color and Identity Performance Discrimination,” which examines many of the practical impediments plaintiffs face when bringing intra-group claims; “A Post-Race Equal Protection?” (with Barnes and Chemerinsky), which challenges the notion that the election of President Barack Obama heralds the beginning of a post-racial America; and *Law and Class in America: Trends Since the Cold War* (NYU Press) (with Carrington), which examines the effects on poor people of legal reforms in a variety of substantive areas. Jones’ current projects explore the use of the workplace as a site for the reproduction of “traditional” values, examine colorism from a comparative perspective, and consider the limitations of using enumerated classifications as a method for redressing inequality.

Jones joined the faculty of Duke Law School in 1995, after practicing as a general litigator at Wilmer, Cutler and Pickering (now Wilmer Hale) in Washington, DC. From 2008 to 2011, she served as a founding member of the faculty at the University of California, Irvine, School of Law, where she directed the Center on Law, Equality, and Race.

A native of Rock Hill, South Carolina, Jones received her undergraduate degree in government from Cornell University and her JD, with honors, from the University of Michigan Law School. While at Michigan, she served as an articles editor on the *Michigan Law Review*.

**Jack Knight**, Frederic Clavetland Professor of Law and Political Science, is a renowned political scientist and legal theorist. His scholarly work focuses on modern social and political theory, law and legal theory, and political economy. He holds a joint appointment with Duke Law School and Duke’s Trinity College of Arts & Sciences, where he teaches in the Politics, Philosophy, and Economics Program. At the law school, he teaches courses on social scientific approaches to law and courts, as well as courses on the political economy of social institutions.

Knight’s research focuses on the rules and norms that organize human activities in nations. In addition to study of the motivations and decisions of judges, he has examined the effects of the norm of extensive prior judicial experience as a prerequisite for service on the US Supreme Court, as well as several other aspects of how courts make decisions and how judges choose their positions in opinions.

Knight is the author of several books: *Institutions and Social Conflict* (Cambridge University Press, 1992), *Explaining Social Institutions* (The University of Michigan Press, 1995) (with Itai Sened), and *The Choices Justices Make* (Congressional Quarterly Press, 1997) (with Lee Epstein), which won the American Political Science Association’s C. Herman Prichett Award for the best book published on law and courts. He coedited *Courts, Judges and Politics* (6th ed., McGraw-Hill, 2005) and has published numerous articles in journals and edited volumes on such topics as democratic theory, the rule of law, judicial decision-making, and theories of institutional emergence and change.

Prior to joining Duke Law in 2008, Knight was the Sidney W. Souers Professor of Government at Washington University of St. Louis, where he served as chair of the Department of Political Science and was a fellow of the
Kimberly Krawiec, Katharine Robinson Everett Professor of Law, is an expert on corporate law who teaches courses on securities, corporate, and derivatives law. Her research interests span a variety of fields, including the empirical analysis of contract disputes; the choice of organizational form by professional service firms, including law firms; forbidden or taboo markets; corporate compliance systems; insider trading; derivatives hedging practices; and “rogue” trading.

Prior to joining academia, Krawiec was a member of the Commodity & Derivatives Group at the New York office of Sullivan & Cromwell. She has served as a commentator for the Central European and Eurasian Law Initiative (CEELI) of the American Bar Association and on the faculty of the National Association of Securities Dealers Institute for Professional Development at the Wharton School of Business. She holds a juris doctorate from Georgetown University and a bachelor’s degree from North Carolina State University.


A visiting professor at Duke Law during the 2008-09 academic year, Krawiec also has taught law at the University of Virginia, the University of North Carolina at Chapel Hill, Harvard University, and Northwestern, where she received the 1999-2000 Robert Childress Award for Teaching Excellence.


Prior to joining the Duke Law faculty in 1971, Lange worked in radio, television, and motion picture production, and as a practicing lawyer with an emphasis in media law. He acted subsequently for a number of years as counsel to a leading North Carolina law firm with an emphasis in copyright, trademarks, and unfair competition and related intellectual property matters.

Lange has testified by invitation before Congress. He gave the Twenty-Second Annual Donald Brace Memorial Lecture to the US Copyright Society at Columbia Law School in 1992. An internationally recognized authority in his areas of specialty, he has also taught and lectured in Europe, Australia, and Asia. He has served as a pro bono consultant to the Vietnamese National Office of Industrial Property and to the National Copyright Office of Vietnam.

He is a founding member of the ABA Forum Committee on the Entertainment and Sports Industries and served on the Forum Committee's initial Governing Board. He served as a member of the Board of Advisors to the Reporter of the American Law Institute's Restatement (Third) of Unfair Competition. He has also served as a member of the Board of Trustees of The Copyright Society of the United States.

Margaret H. Lemos, Professor of Law, is a scholar of constitutional law, legal institutions, and procedure. Her scholarship focuses on the institutions of law interpretation and enforcement and their effects on substantive rights. She writes in four related fields: federalism; administrative law, including the relationship between courts and agencies; statutory interpretation; and civil procedure. Her articles have been published in the Supreme Court Review as well as in the Harvard Law Review, New York University Law Review, Texas Law Review, Minnesota Law Review, Vanderbilt Law Review, and Notre Dame Law Review.
Lemos came to Duke Law in 2011 from the Benjamin N. Cardozo School of Law, where she was an associate professor. Prior to joining the Cardozo faculty, Lemos was a Furman Fellow and program coordinator at New York University School of Law, a Bristow Fellow at the Office of the Solicitor General, and a law clerk for Judge Kermit V. Lipez of the US Court of Appeals for the First Circuit, and for US Supreme Court Justice John Paul Stevens. She graduated summa cum laude from New York University School of Law, where she was senior notes editor of the New York University Law Review.

Lemos was awarded Duke’s Distinguished Teaching Award in 2013, and students at Cardozo voted her the “best first-year teacher” in 2010 and in 2011.

David F. Levi, Dean and Professor of Law, became the 14th dean of Duke Law School on July 1, 2007. Prior to his appointment, he was the Chief United States District Judge for the Eastern District of California with chambers in Sacramento. He was appointed United States Attorney by President Ronald Reagan in 1986 and a United States district judge by President George H. W. Bush in 1990.

A native of Chicago, Dean Levi earned his AB in history and literature, magna cum laude, from Harvard College. He entered Harvard’s graduate program in history, specializing in English legal history and serving as a teaching fellow in English history and literature. He graduated Order of the Coif in 1980 from Stanford Law School, where he also was president of the Stanford Law Review. Following graduation, he was a law clerk to Judge Ben C. Duniway of the US Court of Appeals for the Ninth Circuit, and then to Justice Lewis F. Powell, Jr., of the US Supreme Court. He has served as chair of two Judicial Conference committees by appointment of the Chief Justice. He was chair of the Civil Rules Advisory Committee (2000-2003) and chair of the Standing Committee on the Rules of Practice and Procedure (2003-2007); he was reappointed to serve as a member of that committee (2009-2012). He was the first president and a founder of the Milton L. Schwartz American Inn of Court, now the Schwartz-Levi American Inn of Court, at the King Hall School of Law, University of California at Davis. He is a member of the Council of the American Law Institute (ALI), was an advisor to the ALI’s Federal Judicial Code Revision Project, and currently serves as an advisor to the Aggregate Litigation project. He was chair of the Ninth Circuit Task Force on Race, Religious, and Ethnic Fairness and was an author of the report of the Task Force. He was president of the Ninth Circuit District Judges Association (2003-2005). In 2007, he was elected a fellow of the American Academy of Arts and Sciences. In 2010, he was named to the board of directors of Equal Justice Works.

Dean Levi is the coauthor of Federal Trial Objections (James Publishing, 2002). At Duke Law, he teaches courses on judicial behavior and ethics.

Marin K. Levy is Associate Professor of Law. Her teaching and research interests include civil procedure, judicial administration, remedies, and federal courts. Levy joined the Duke Law faculty in 2009, after serving as a clerk to Judge José A. Cabranes of the US Court of Appeals for the Second Circuit. Prior to her clerkship, she was an associate at Jenner & Block in Washington, DC.

A 2007 graduate of the Yale Law School, Levy received an MPhil in the history and philosophy of science and medicine from the University of Cambridge in 2004. She earned a BA in ethics, politics, and economics (concentration in bioethics) and in English from Yale College in 2003, graduating cum laude with distinction in both majors.


Ryke Longest, Clinical Professor of Law and Director, Environmental Law and Policy Clinic, supervises students practicing in the clinic and teaches the seminar portion of the clinic.

Longest received his BA in English from the University of North Carolina in Chapel Hill in 1987 and graduated from UNC School of Law in 1991. Prior to coming to Duke Law he ran a solo law practice and worked for fourteen years at the NC Department of Justice. At NCDOJ, he litigated cases before administrative agencies, state courts, federal courts, and appellate courts at all levels. He also drafted legislation and advised agencies on rulemaking.
Longest also negotiated and led the state’s implementation of two multimillion dollar settlement agreements aimed at reducing the adverse impacts from swine farming in North Carolina.

Since coming to Duke University, Longest has served as the founding director of the Environmental Law and Policy Clinic, a joint project of Duke Law School and the Nicholas School of the Environment. The clinic operates as a live client clinic out of offices in the Duke Law School building. Students work under direct supervision of Longest and Supervising Attorney Michelle Nowlin.

Carolyn McAllaster, Clinical Professor of Law, is the founder and director of the AIDS Legal Project. She supervises clinic students and teaches a course on AIDS and the law.

McAllaster received her BA in German from the University of North Carolina at Chapel Hill in 1972, and her JD from the UNC Law School in 1976. She began her practice of law in Durham with a litigation firm, and thereafter opened her own practice where she handled a variety of complex litigation in the state and federal courts. While continuing her private practice, McAllaster served as an administrative hearing officer for the North Carolina Department of Human Resources from 1981 to 1987. She undertook service as a state court arbitrator in the Fourteenth Judicial District in 1987, and still continues that responsibility. McAllaster joined the Duke Law School faculty in 1988, where she has taught pretrial and trial practice and a child advocacy clinic, as well as the courses she currently teaches. She has also taught trial practice for the National Institute of Trial Advocacy (NITA), and as an adjunct member of the faculty at UNC and other law schools. McAllaster is admitted to practice in the state courts of North Carolina, the US District Courts for the Eastern, Middle, and Western Districts of North Carolina, and in the United States Fourth Circuit Court of Appeals.

McAllaster was a founder and first president of the NC Association of Women Attorneys and is also a member of the NC Bar Association and the NC Academy of Trial Lawyers. She was appointed by the governor to serve on the NC AIDS Advisory Council in 1996.


Mathew D. McCubbins, Ruth F. De Varney Professor Political Science and Professor of Law, is an interdisciplinary scholar whose work explores the intersections of law, business and political economy. He joined the Duke Law faculty in 2013 and directs the Center for Law and Democracy at Duke. He holds a joint appointment in Duke University’s Department of Political Science. He previously was the Provost Professor of Business, Law and Political Economy at the University of Southern California and director of the USC-Cal Tech Center for the Study of Law and Politics at the Gould School of Law at the University or Southern California. McCubbins spent 2013-2014 as the W. Glenn Campbell and Rita Ricardo-Campbell National Fellow and the Robert Eckles Swain National Fellow at the Hoover Institution at Stanford University.

An elected fellow of the American Academy of Arts and Sciences as well as the American Association for the Advancement of Science, McCubbins also has taught at the University of Texas, Stanford University, Washington University in St. Louis and the University of San Diego Law School. He was a Distinguished Professor and the Chancellor’s Associates Chair in the Department of Political Science at the University of California San Diego from 1987 to 2011. He was a fellow at the Center for Advanced Study in the Behavioral Sciences in 1994-95.

McCubbins holds a PhD from the California Institute of Technology. McCubbins is the coauthor of six books: The Logic of Delegation (University of Chicago Press, 1991), winner of the APSA’s 1992 Gladys M. Kammeter Award; Legislative Leviathan (University of California Press, 1993), winner of the APSA’s Legislative Studies Section’s 1994 Richard F. Fenno Jr. Prize; The Democratic Dilemma: Can Citizens Learn What They Need to Know? (Cambridge University Press, 1998); Stealing the Initiative (Prentice-Hall, 2000); Setting the Agenda: Responsible Party Government in the US House of Representatives (Cambridge University Press, 2005), winner of the APSA’s Leon Epstein Award; and Legislative Leviathan, Second Edition (Cambridge University Press, 2006). He is also editor or coeditor of eight additional books and has authored or coauthored more than 100 scientific articles, book chapters, and encyclopedia entries, in political science, economics, computer science, cognitive science, and biology, with one winning the
Congressional Quarterly Prize for best article on legislative politics and another winning the SPPQ Award for best article on state politics. He has authored more than three dozen articles in law reviews or law journals. He has published under the nom de plume of McNollgast with his coauthors Roger Noll and Barry Weingast.

McCubbins served as a coeditor of the *Journal of Law, Economics & Organization* for eight years (Oxford University Press). He served on the board of the Society on Empirical Legal Studies for six years. He is presently a coeditor of the *Journal of Legal Analysis* (Oxford University Press) and is a conetwork director for the Political Science Network (PSN) within the Social Science Research Network.

Francis McGovern, Professor of Law, has the unusual ability to integrate practical experience, abstract thinking, and teaching. This has earned him the “triple crown” in the legal community as premier practitioner, scholar, and teacher in the field of alternative dispute resolution.

In the late 1970s and early 1980s, McGovern was among the first in the nation to write about and to use alternative dispute resolution (ADR) techniques to avoid or to improve the litigation process. Two decades later, the federal judiciary, many state courts, and institutions around the world, such as the United Nations, all seek his guidance on practical and conceptual issues in dispute resolution. His name is virtually synonymous with “mass claim” litigation— the often tens of thousands of tort claims arising out of a major disaster or major product liability issue.

As a court-appointed special master or neutral expert, he has developed solutions in most of the significant mass claim litigation in the United States, including the DDT toxic exposure litigation in Alabama, the Dalkon Shield controversy, and his current work involving the silicone gel breast implant litigation.

Seeing that these mass claims would take years to reach and proceed through trial at tremendous expense to the parties and courts, McGovern pioneered new roles for court-appointed special masters as “case managers” and “settlement masters.” As a case manager, he organizes the pretrial administration of a case, and uses ADR techniques to help the parties agree on efficient discovery approaches and schedules. The role of settlement master has often required that he develop innovative ways to implement potential settlements. In the Dalkon Shield litigation, he helped organize and administer the distribution of the $2.4 billion trust established to compensate 100,000 women who had sued the maker of the device.

To facilitate his efforts, McGovern has created very sophisticated computerized models of the valuation of these massive claims. By estimating what the claims are worth to the plaintiffs or will cost the defendants, his models narrow the range of reasonable settlement amounts and help parties to settle more quickly.

Countries outside the United States are now recognizing the effectiveness of McGovern’s work. Working with the United Nations Compensation Commission, which was set up to ensure that Iraq compensates citizens, businesses, and government agencies for losses suffered in the Persian Gulf War, McGovern is helping construct a legal framework for handling the 2.6 million claims for reparations from Iraq. He also is developing a transnational ADR center in Europe to handle torts, including silicone gel breast implants and HIV-infected blood cases that cross national boundaries.

A prolific writer, McGovern is the coauthor of two published books, *Successful Litigation Techniques* and *The Preparation of a Product Liability Case*, and two books in progress, *Toxic Substances Litigation* and *Alternative Dispute Resolution*. Both practitioners and scholars rely on his writing for its integration of extensive practical experience with conceptual analysis of fundamental problems in dispute resolution and complex litigation. McGovern’s most widely known contribution to the scholarship in this area is his development of the seminal concept of “maturity” in mass torts — a concept generally accepted as critical in analysis of mass torts.

McGovern is widely sought as a teacher, but not only by students enrolled in law school. In addition to carrying a full load of classes, he has given more than fifty speeches in the past two years to academics, judges, and lawyers on issues such as international dispute resolution and an update of the law of product liability.

McGovern has been motivated in all of his undertakings, practical, conceptual, and educational, by the public’s decreased faith in traditional governmental systems and procedures for resolving disputes. He wants these systems, like the courts, and procedures, including litigation, to work better. Working better, to him, means operating both more efficiently and in a manner that leaves participants feeling satisfied about the process and results.

Thomas B. Metzloff, Professor of Law, is a native of Buffalo, New York. He earned his BA from Yale College in 1976 and his JD from Harvard Law School in 1979. He began his professional career with a judicial clerkship on the 5th US Circuit Court of Appeals in New Orleans, Louisiana, followed by a clerkship with the Supreme Court of the United States. He then practiced with a private firm in Atlanta doing civil litigation matters before accepting a position at Duke Law School in 1985. He teaches civil procedure, ethics, and dispute resolution, as well as a
specialized course on the American legal system for international LLM students. He has taught that course regularly at Duke's Geneva and Hong Kong summer institutes as well as at Tsinghua University in Beijing. He served as Duke Law's senior associate dean for academic affairs from 1998 to 2001, and currently serves as a member of the executive committee of Duke University's Academic Council.

Metzloff is also director of the Voices of American Law project. The goal of the project is to interview the parties, attorneys, experts, and judges who were involved in the development of important Supreme Court cases dealing with key constitutional values (such as the First Amendment, privacy rights, and property rights). The interviews are then used to create detailed documentaries that are being widely used in law schools and other educational settings to study constitutional rights and values.

Metzloff also has conducted extensive research on the litigation system as it relates to medical malpractice disputes. For example, he conducted a major empirical study of court-ordered mediation in medical malpractice cases funded by the Robert Wood Johnson Foundation. Metzloff is active in a number of professional activities. He has served as an advisory member to the North Carolina State Bar Ethics Committee, and also served on the North Carolina Supreme Court's Dispute Resolution Committee.

Ralf Michaels, Arthur Larson Professor of Law, is an expert in comparative law and conflict of laws. His current research focuses mainly on three issues: the role of domestic courts in globalization, the role of conflict of laws as a theory of global legal fragmentation, and the status and relevance of law beyond the state. He has authored numerous articles on all three topics.


Michaels has been a visiting professor at the Universities of Panthéon/Assas (Paris II), Princeton University, University of Pennsylvania, University of Toronto, and the London School of Economics. He has also held senior research fellowships at Harvard and Princeton, as well as the American Academy in Berlin and the Max Planck Institute for Private Law in Hamburg. In 2015, he will give a number of lectures on private international law at The Hague Academy for International Law.

Michaels studied law at the Universities of Passau and Cambridge, United Kingdom.

Darrell Miller, Professor of Law, focuses his scholarship and teaching on issues of civil rights, constitutional law, civil procedure, and legal history. He joined the Duke Law faculty as a professor of law in 2013 after visiting in the spring 2012 semester. He previously was a professor of law at the University of Cincinnati College of Law.


Miller entered the legal academy after five years litigating complex and appellate matters with Vorys, Sater, Seymour and Pease in Columbus, Ohio. Prior to that, he clerked for Judge R. Guy Cole, Jr. of the US Court of Appeals for the Sixth Circuit.

Miller is a cum laude graduate of Harvard Law School where he served as notes editor for the Harvard Law Review. In addition to his JD, Miller holds degrees from Oxford University, where he studied as a British Marshall Scholar, and from Anderson University, where he was honored with the Distinguished Young Alumni Award in 2004.

Miller was honored by University of Cincinnati law students in 2009 and 2010 with the College of Law's Goldman Teaching Excellence Award. In 2011, he received the College of Law's Harold C. Schott Scholarship Award recognizing outstanding research and scholarly achievement; his Schott Scholarship Award Lecture was titled “The Second Amendment in Theory and Practice,” which touches on one broad focus of his scholarly agenda.

Madeline Morris, is an expert in counterterrorism law and policy, international criminal law, the law of war, transnational jurisdiction, and public international law. In 2005, she founded the Guantanamo Defense Clinic at Duke Law School, which she directs. Morris has served as a member of the US Secretary of State's Advisory
Committee on International Law; adviser on justice to the president of Rwanda; special consultant to the US Secretary of the Army; senior legal counsel, Office of the Prosecutor, Special Court for Sierra Leone; adviser to the special prosecutor, Republic of Serbia; expert witness on the Alien Tort Claims Act, in *Sarei v. Rio Tinto*; and as a witness before the US Senate Committee on Foreign Relations.


Morris received her JD from Yale Law School in 1989, and her BA from Yale, summa cum laude, in 1986. She clerked for Judge John Minor Wisdom of the United States Court of Appeals for the Fifth Circuit.

**Theresa A. Newman, Clinical Professor of Law,** is also codirector of the Wrongful Convictions Clinic, associate director of the Duke Law School Center for Criminal Justice and Professional Responsibility, and faculty adviser to the student-led Innocence Project. She has been at Duke since 1990 and served as the associate dean for academic affairs from 1999-2008.

Newman is a member of the board of the international Innocence Network, an affiliation of more than 65 organizations dedicated to providing pro bono legal and investigative services to individuals seeking to prove their innocence and working to redress the causes of wrongful convictions. Until several years ago, she served as Network president. She has also served as president of the North Carolina Center on Actual Innocence, a nonprofit organization she helped found, which is dedicated to assisting wrongly convicted North Carolina inmates obtain relief, and she was a member of the North Carolina Chief Justice's Criminal Justice Study Commission (formerly the Commission on Actual Innocence). Today she serves on the North Carolina Chief Justice's Commission on Professionalism and the North Carolina Bar Association Administration of Justice Committee.

Newman received her JD from Duke University in 1988. She clerked for the Honorable J. Dickson Phillips, Jr., on the US Court of Appeals for the Fourth Circuit after graduation and then practiced in the civil litigation group of Womble Carlyle Sandridge & Rice in Raleigh, North Carolina, before returning to Duke.

**H. Jefferson Powell, Professor of Law,** returned to the Duke Law faculty in May 2012 after serving as deputy assistant attorney general in the Office of Legal Counsel at the US Department of Justice and as a professor at George Washington University Law School. He previously served on the Duke Law faculty from 1989 to 2010.

Powell has served in a variety of positions in federal and state government during his career. In addition to his recent tenure as deputy assistant attorney general in the Office of Legal Counsel, which provides legal advice to the president, the attorney general and other executive branch officers, he served in the US Department of Justice in various capacities from 1993 to 2000, and in 1996, he was the principal deputy solicitor general. He has briefed and argued cases in both federal and state courts, including the Supreme Court of the United States. In the early 1990s, he was special counsel to the attorney general of North Carolina.

Powell’s academic career has included visiting positions at Columbia University, Yale University and the University of North Carolina at Chapel Hill, and he served as a professor of law at the University of Iowa prior to joining the Duke Law faculty. His scholarship has addressed the history and ethical implications of American constitutionalism, the powers of the executive branch, and the role of the Constitution in legislative and judicial decision-making, among other subjects. His recent books include *The President as Commander in Chief: An Essay in Constitutional Vision* (2014), *Constitutional Conscience: The Moral Dimension of Judicial Decision* (2008) and *No Law: Intellectual Property in the Image of an Absolute First Amendment* (2009), which he coauthored with Duke Law Professor David Lange.

Powell holds a bachelor’s degree from St. David’s University College (now Trinity St. David) of the University of Wales; a master’s degree and PhD from Duke University; and a master’s of divinity and JD from Yale University. He was a law clerk to Judge Sam J. Ervin III of the US Court of Appeals for the Fourth Circuit. He has received numerous awards and honors including, in 2002, Duke University’s Scholar/Teacher Award. Powell currently serves as series editor of the Carolina Academic Press Legal History Series.
Jedediah Purdy, Robinson O. Everett Professor of Law, teaches constitutional, environmental, and property law and writes in all of these areas. He also teaches legal theory and writes on issues at the intersection of law and social and political thought.


Purdy graduated from Harvard College, summa cum laude, with an AB in social studies, and received his JD from Yale Law School.

He clerked for Judge Pierre N. Leval of the Second US Circuit Court of Appeals in New York City and has been a fellow at the Berkman Center for Internet and Society at Harvard Law School, an ethics fellow at Harvard University, and a visiting professor at Yale Law School, Harvard Law School, Virginia Law School, and the Georgetown University Law Center.

Purdy has cotutored with faculty from around the university, including Laura Edwards (History), Michael Hardt (Literature), and President Richard Brodhead.

Arti Rai, Elvin R. Latty Professor of Law, and codirector of the Duke Law Center for Innovation Policy, is an internationally recognized expert in intellectual property (IP) law, administrative law, and health policy. Rai has also taught at Harvard University, Yale University, and the University of Pennsylvania law schools. Rai's research on IP law and policy in biotechnology, pharmaceuticals, and software has been funded by NIH, the Kauffman Foundation, and the Woodrow Wilson Center. She has published over 50 articles, essays, and book chapters on IP law, administrative law, and health policy. Her publications have appeared in both peer-reviewed journals and law reviews, including Science, the New England Journal of Medicine, the Journal of Legal Studies, Nature Biotechnology, and the Columbia, Georgetown, and Northwestern law reviews. She is the editor of Intellectual Property Law and Biotechnology: Critical Concepts (Edward Elgar, 2011) and the coauthor of a 2012 Kauffman Foundation monograph on cost-effective health care innovation.

From 2009-2010, Rai served as the administrator of the Office of External Affairs at the US Patent and Trademark Office (USPTO). As external affairs administrator, Rai led policy analysis of the patent reform legislation that ultimately became the America Invents Act and worked to establish the USPTO's Office of the Chief Economist. Prior to that time, she had served on President-Elect Obama's transition team reviewing the USPTO. Prior to entering academia, Rai clerked for the Honorable Marilyn Hall Patel of the US District Court for the Northern District of California; was a litigation associate at Jenner & Block (doing patent litigation as well as other litigation); and was a litigator at the Federal Programs Branch of the US Department of Justice's Civil Division.

Rai regularly testifies before Congress and relevant administrative bodies on IP law and policy issues and regularly advises federal agencies on IP policy issues raised by the research that they fund. She is a member of the National Advisory Council for Human Genome Research and of an Expert Advisory Council to the Defense Advanced Projects Research Agency (DARPA). Rai is a public member of the Administrative Conference of the United States, a member of the American Law Institute, and cochair of the IP Committee of the Administrative Law Section of the ABA. Rai is currently a member of the Institute of Medicine Committee on Strategies for Responsible Sharing of Clinical Trial Data and has served on, or as a reviewer for, numerous National Academies of Science committees. In 2011, Rai won the World Technology Network Award for Law.

Rai graduated from Harvard College, magna cum laude, with a degree in biochemistry and history (history and science), attended Harvard Medical School for the 1987-1988 academic year, and received her JD, cum laude, from Harvard Law School in 1991. Rai's moot court team at Harvard Law School won Best Brief and Team honors at the school's prestigious Ames Moot Court Competition.

Jerome H. Reichman, Bunyan S. Womble Professor of Law, has written and lectured widely on diverse aspects of intellectual property law, including comparative and international intellectual property law and the connections between intellectual property and international trade law. His articles in this area have particularly addressed the problems that developing countries face in implementing the World Trade Organization's Agreement on Trade-Related Aspects of Intellectual Property Rights (TRIPS Agreement). On this and related themes, he and Keith Maskus have recently published a book entitled International Public Goods and Transfer of Technology Under a Globalized Intellectual Property Regime.
Other recent writings have focused on intellectual property rights in data; the appropriate contractual regime for online delivery of computer programs and other information goods; and on the use of liability rules to stimulate investment in innovation. His articles include: “The Globalization of Private Knowledge Goods and the Privatization of Global Public Goods” (coauthored with Keith Maskus), 7 Journal of International Economic Law 279-320 (2004); “A Contractually Reconstructed Research Commons for Scientific Data in a Highly Protectionist Intellectual Property Environment” (coauthored with Paul Uhlir), 66 Law and Contemporary Problems 315-462 (2003); and “Using Liability Rules to Stimulate Local Innovation in Developing Countries: Application to Traditional Knowledge” (with Tracy Lewis) in International Public Goods and Transfer of Technology Under a Globalized Intellectual Property Regime (2005).

Reichman serves as special advisor to the United States National Academies and the International Council for Science (ICSU) on the subject of legal protection for databases. He is a consultant to numerous intergovernmental and nongovernmental organizations; a member of the board of editors, Journal of International Economic Law; and on the Scientific Advisory Board of il Diritto di Autore (Rome).

Barak D. Richman is Edgar P. and Elizabeth C. Bartlett Professor of Law and Professor of Business Administration. His primary research interests include the economics of contracting, new institutional economics, antitrust, and healthcare policy. His work has been published in the Columbia Law Review, the University of Pennsylvania Law Review, Law and Social Inquiry, the New England Journal of Medicine, the Journal of the American Medical Association, and Health Affairs. In 2006, he coedited with Clark Havighurst a symposium volume of Law and Contemporary Problems entitled “Who Pays? Who Benefits? Distributional Issues in Health Care,” and his book Stateless Commerce is to be published by Harvard University Press in 2015.

Richman represented the NFL Coaches Association in an amicus curiae brief in American Needle v. The Nat’l Football League, which was argued before the US Supreme Court in January 2010 and again in Brady v. The Nat’l Football League in 2011. His recent work challenging illegal practices by Rabbinical Associations was featured in the New York Times. His work is available at http://ssrn.com/author=334149.

Richman also is on the Health Sector Management faculty at Duke’s Fuqua School of Business and is a senior fellow at the Kenan Institute for Ethics. He won Duke Law School’s Blueprint Award in 2005 and was received the Distinguished Teaching Award in 2010.

Richman has an AB, magna cum laude, from Brown University, a JD, magna cum laude, from Harvard Law School, and a PhD from the University of California, Berkeley, where he studied under Nobel Laureate in Economics Oliver Williamson. He served as a law clerk to Judge Bruce M. Selya of the US Court of Appeals for the First Circuit, and from 1994-1996 he handled international trade legislation as a staff member of the US Senate Committee on Finance, then chaired by Senator Daniel Patrick Moynihan.

Stephen E. Sachs, Associate Professor of Law, is a scholar of civil procedure, constitutional law, Anglo-American legal history, and conflict of laws. He joined the Duke Law faculty after practicing in the litigation group of Mayer Brown in Washington, DC.

Sachs’ research spans a variety of substantive topics, focusing on the history of procedural and private law and the implications of that history for public law and current disputes. His research interests include the law of judgments, sovereign immunity, the legal status of corporations, and limitations on official power.


Sachs received his AB summa cum laude in history from Harvard University in 2002, graduating first in his class and winning the Sophia Freund Prize. He was a Rhodes Scholar, graduating from Oxford University in 2004 with a BA degree in politics, philosophy, and economics. He received his JD in 2007 from Yale Law School, where he was executive editor of the Yale Law Journal and served both as executive editor and articles editor of the Yale Law & Policy Review.

James Salzman, is Samuel Fox Mordecai Professor of Law and Nicholas Institute Professor of Environmental Policy. In more than eight books and seventy articles and book chapters, his broad-ranging scholarship has addressed topics spanning trade and environment conflicts, drinking water, environmental protection in the service economy, wetlands mitigation banking, and the legal and institutional issues in creating markets for ecosystem services.
A dedicated classroom teacher and colleague, Salzman has twice been voted Professor of the Year by students at Duke's Nicholas School of the Environment and received two Blueprint Awards from the law school for institutional service. He has lectured on environmental policy in North and South America, Europe, Asia, Australia, and Africa. He has served as a visiting professor at Yale University, Stanford University, and Harvard University (as the Leo Gottlieb Visiting Professor) as well as at Macquarie (Australia), Lund (Sweden), and Tel Aviv (Israel) Universities and the European University Institute (Italy). He has given distinguished lectures at Florida State University, University of Wyoming, Pace University, and Lewis & Clark College.

An honors graduate of Yale College and Harvard University, Salzman was the first Harvard graduate to earn joint degrees in law and engineering and was named a Sheldon Fellow upon graduation. He has both government and private sector work experience. Prior to entering academia, he worked in Paris in the Environment Directorate of the Organization for Economic Cooperation and Development (OECD) and in London as the European Environmental Manager for Johnson Wax. His honors include election as a fellow of the Royal Geographical Society, as well as appointments as a McMaster Fellow and Fulbright senior scholar in Australia and as a Bren Fellow at the Bren School of Environmental Science & Management, U of California, Santa Barbara.

He has published four casebooks, including International Environmental Law and Policy, Foundation Press (4th ed. 1998, 2010) (with D. Zaelke and D. Hunter), the leading casebook in the field with adoptions at over 200 schools. His articles have appeared in the Stanford Law Review, California Law Review, NYU Law Review, University of Pennsylvania Law Review, and other legal, scientific, and popular journals. A national survey of environmental law professors has voted his work among the top articles of the year on six separate occasions. Salzman is active in the fields of practice and policy, serving as a member of the Trade and Environment Policy Advisory Committee, a government-appointed body providing counsel to the EPA Administrator and US Trade Representative on trade and environment issues, as well as advising several environmental nonprofits.

His most recent book, Drinking Water: A History, was praised as a “Recommended Read” by Scientific American and excerpted in Natural History.

Richard L. Schmalbeck, has also served as dean of the University of Illinois College of Law, and as a visiting professor on the University of Michigan and Northwestern University law faculties. His recent scholarly work has focused on issues involving non-profit organizations, and the federal estate and gift taxes. He has also served as an adviser to the Russian Federation in connection with its tax reform efforts. The third edition of his federal income tax casebook, coauthored with Lawrence Zelenak, was released by Aspen Publishers in 2011.

He graduated from the University of Chicago, and later from its Law School, where he served as associate editor of the University of Chicago Law Review. Prior to beginning his teaching career, he practiced tax law in Washington, D.C.

Christopher H. Schroeder is Charles S. Murphy Professor of Law and Professor of Public Policy Studies. In December 2012, Chris Schroeder returned to the Duke Law School faculty after serving for nearly three years as Assistant Attorney General in the Office of Legal Policy at the United States Department of Justice, where he supervised the evaluation of President Obama’s nominees to the federal judiciary and provided policy advice to the Attorney General and the White House on a variety of law enforcement and national security issues. Chris has also served as acting Assistant Attorney General in the Office of Legal Counsel where he was responsible for legal advice to the Attorney General and the President on a broad range of legal issues, including separation of powers, other constitutional issues, and matters of statutory interpretation and administrative law. He has also served as chief counsel to the Senate Judiciary Committee. Schroeder recently taught a course on Federal Policymaking to Duke Law School’s Duke in D.C. externs; he also co-taught a seminar on presidential powers with his Duke colleague, Jeff Powell. He is working on a book on presidential powers.

He received his BA from Princeton University in 1968, a MDiv from Yale University in 1971, and his JD from University of California, Berkeley (Boalt Hall) in 1974, where he was editor-in-chief of the California Law Review.

Steven L. Schwarz, Stanley A. Star Professor of Law and Business, is also the founding director of Duke University’s interdisciplinary Global Capital Markets Center (now renamed the Global Financial Markets Center). His areas of research and scholarship include insolvency and bankruptcy law; international finance, capital markets, and systemic risk; and commercial law. (Links to his scholarship are at http://law.duke.edu/fac/schwarcz/.) He holds a bachelor's degree in aerospace engineering (summa cum laude) and a juris doctor from Columbia Law School. Prior to joining the Duke faculty, he was a partner at two leading international law firms where he represented top banks and other financial institutions in structuring innovative capital market financing transactions, both domestic and
international. He also helped to pioneer the field of asset securitization, and his book, *Structured Finance, A Guide to the Principles of Asset Securitization* (3rd ed.), is one of the most widely used texts in the field.

Professor Schwarcz has been the Leverhulme visiting professor at the University of Oxford, visiting professor at the University of Geneva Faculty of Law, senior fellow at The University of Melbourne Law School, and an adviser to the United Nations. He has given numerous endowed or distinguished public lectures, including at the University of Hong Kong, the University of Oxford (the Leverhulme Lectures 2010, available at http://www.law.ox.ac.uk/published/leverhulme2010.php), Georgetown University Law Center, National University of Singapore, and The National Assembly of the Republic of Korea. He has served as an expert at meetings of the World Economic Forum. He also has given numerous keynote speeches, including at annual conferences of the European Central Bank, the Corporate Law Teachers Association of Australia, New Zealand, and Asia-Pacific, Moody’s Corporation, and the Asian Securitisation Forum.

Additionally, Professor Schwarcz has testified before the US Congress on topics including systemic risk, securitization, credit rating agencies, and financial regulation and has advised several US and foreign governmental agencies on the financial crisis and shadow banking. His writings include “Systemic Risk”, 97 *Georgetown Law Journal* 193, the second most cited law review article of 2008. He is also a fellow of the American College of Bankruptcy, a founding member of the International Insolvency Institute, a fellow of the American College of Commercial Finance Lawyers, and business law advisor to the American Bar Association Section on Business Law.

Neil S. Siegel is David W. Ichel Professor of Law and Professor of Political Science, Codirector of the Program in Public Law, and Director of the DC Summer Institute on Law and Policy. His scholarship examines the US Constitution’s federal structure; the constitutional principles governing claims of discrimination based on race, sex, and sexual orientation; and the relationship between constitutional politics and constitutional law. He teaches in the areas of US constitutional law, constitutional theory, and federal courts.

Professor Siegel served as special counsel to Senator Joseph R. Biden during the confirmation hearings of John G. Roberts and Samuel A. Alito. During the October 2003 term, he clerked for Associate Justice Ruth Bader Ginsburg at the US Supreme Court. He also served as Bristow Fellow in the Office of the Solicitor General at the US Department of Justice, and as law clerk to Judge J. Harvie Wilkinson III of the US Court of Appeals for the Fourth Circuit.

In 1994, Professor Siegel received his BA (economics and political science), summa cum laude, from Duke University. In 1995, he received his MA (economics) from Duke University. He graduated in 2001 with joint degrees from the University of California, Berkeley, receiving his JD from Berkeley Law and a PhD in jurisprudence and social policy. While at Berkeley Law, he served as the senior articles editor of the *California Law Review*.

Neil Vidmar is Russell M. Robinson II Professor of Law and Professor of Psychology. His scholarly research involves the empirical study of law across a broad spectrum of topics in civil and criminal law. He also holds a cross appointment in Duke University’s Department of Psychology. A social psychologist by training, Vidmar is a leading expert on jury behavior in both criminal and civil cases. He has extensively studied medical malpractice litigation; punitive damages; dispute resolution; and the social psychology of retribution and revenge.

Professor Vidmar is also research director for the Law School’s Center for Criminal Justice and Ethical Responsibility. In this position he has been involved in collaborative research on processes leading to wrongful convictions and he has drafted several amicus briefs bearing on racial prejudice in the administration of the death penalty in North Carolina. Vidmar regularly teaches in all of these areas, offering classes and seminars on social science evidence in law, negotiation, medical malpractice litigation, the American jury, and ethics.

In addition to over 200 articles and reports in law reviews and social science journals, Vidmar is the author of *American Juries: The Verdict* (Prometheus Books, 2007) (with Valerie P. Hans) and *Judging the Jury* (1986). His other books include *Medical Malpractice and the American Jury: Confronting the Myths about Jury Incompetence*, *Deep Pockets and Outrageous Damage Awards* (University of Michigan Press, 1995); and *World Jury Systems* (Oxford University Press, 2000).

Vidmar has frequently testified about jury prejudice and related issues in American criminal and civil trials. To take one example, he consulted with the defense and conducted research bearing on the trial of John Walker Lindh, the so-called “American Taliban.” He has also testified or consulted about juries in Canada, England, Australia, New Zealand, and Hong Kong. Additionally, he has made presentations before the United States Senate, the US House of Representatives and several state legislatures on issues relating to medical malpractice reform and on the nature of damage awards. He has drafted amicus briefs on various criminal and civil justice issues for cases being litigated in
the US Supreme Court, the Canadian Supreme Court and a number of state supreme courts. He is a fellow of the Association for Psychological Science and is an active member of the Law and Society Association, the American Psychology-Law Society and the Society for Empirical Legal Studies.

John C. Weistart, Professor of Law, AB 1965, LLDO (Honors), Illinois Wesleyan University; JD 1968, Duke University. Professor Weistart has been involved in several innovative projects in the course of his career. Most recently he directed the Contracts Video Project which produced The Contracts Experience, the first complete set of multimedia course materials to be used in law schools. The project won several awards for its contributions in the fields of both education and videography. Professor Weistart is also the coauthor of the seminal work, The Law of Sports, which has been recognized as the foundation of the now-developed field of sports law. In addition, in 1986, he was the executive producer of Fair Game, a PBS show on issues of corruption and commercialization in college sports. Professor Weistart is known for his writing in the fields of contracts, commercial law and sports law and serves as a consultant to the Federal Trade Commission. He is a frequent commentator on issues of business and culture.

Jane R. Wettach, Clinical Professor of Law, directs the Children’s Law Clinic and teaches Education Law. She is a frequent speaker on issues involving the educational rights of children, especially children with disabilities. She was honored by the North Carolina Justice Center with its 2010 “Defender of Justice Award” in the area of litigation.

Wettach joined the Duke Law faculty in 1994 after practicing poverty law for 13 years with legal aid offices in Raleigh and Winston-Salem, North Carolina, developing particular expertise in the law of government benefits. She has argued cases in the US Supreme Court and the North Carolina Supreme Court, as well as other appellate courts. Prior to establishing the Children’s Law Clinic in 2002, she served as supervising attorney in Duke Law’s AIDS Legal Project and as an instructor in the Legal Analysis, Research and Writing program.

Wettach is the author of The Advocate’s Guide to Assistance Programs in North Carolina, coauthor of A Consumer’s Guide to Health Insurance and Health Programs in North Carolina, and a contributing author to Special Education Advocacy (LexisNexis, 2011). She received her BA in 1976 and her JD in 1981 from the University of North Carolina at Chapel Hill.

Jonathan B. Wiener, William R. and Thomas L. Perkins Professor of Law, Professor of Environmental Policy, and Professor of Public Policy, is also director of the JD-LLM Program in International and Comparative Law at Duke Law School.

In 2008, Jonathan Wiener served as president of the Society for Risk Analysis (SRA). He is the first law professor or lawyer to hold this post. In 2003 he received the Chauncey Starr Young Risk Analyst Award from the SRA for the most exceptional contributions to the field of risk analysis by a scholar aged 40 or under. In July 2012 he cochaired the SRA’s World Congress on Risk in Sydney Australia. Since 2002 he has also been a university fellow of Resources for the Future (RFF), the environmental economics think tank.

He has been a visiting professor at: Harvard Law School (2010 and 1999), Université Paris-Dauphine (2010 and 2011), Sciences Po (2008), the University of Chicago Law School (2007), and l’Ecole des Hautes Etudes en Sciences Sociales (EHESS) and le Centre International de Recherche sur L’Environnement et le Développement (CIRED) in Paris (2005-06). He has taught courses on Environmental Law, Risk Regulation, Climate Change, Mass Torts, Property Law, Global Property Regimes, International Environmental Law, and Happiness & Decisions.

From 2000-05 he served as the founding faculty director of the Duke Center for Environmental Solutions, now expanded into the Nicholas Institute for Environmental Policy Solutions, of which he served as chair of the faculty advisory committee from 2007-10.

Before coming to Duke Law, he worked on United States and international environmental policy at the White House Council of Economic Advisers, at the White House Office of Science and Technology Policy, and at the US Department of Justice, serving in both the first Bush and Clinton administrations. He helped negotiate the Framework Convention on Climate Change, and attended the Rio Earth Summit in 1992. In 1993 he helped draft Executive Order 12866 on Regulatory Review.


Jonathan Wiener also helped organize the Americorps National Service program in 1993, helped start the annual City Year servathon in Boston in 1989, and the DC Cares servathon in Washington DC in 1991, served on the North Carolina State Commission on National and Community Service from 1994-98, and founded the “Dedicated to Durham” community service day held twice each year at Duke Law School since 1995.

Ernest A. Young, Alston & Bird Professor of Law, teaches constitutional law, federal courts, and foreign relations law. He is one of the nation’s leading authorities on the constitutional law of federalism, having written extensively on the Rehnquist Court’s “Federalist Revival” and the difficulties confronting courts as they seek to draw lines between national and state authority. He also is an active commentator on foreign relations law, where he focuses on the interaction between domestic and supranational courts and the application of international law by domestic courts. Professor Young also writes on constitutional interpretation and constitutional theory. He has been known to dabble in maritime law and comparative constitutional law.

A native of Abilene, Texas, Professor Young joined the Duke Law faculty in 2008, after serving as the Charles Alan Wright Chair in Federal Courts at the University of Texas at Austin School of Law, where he had taught since 1999. He graduated from Dartmouth College in 1990 and Harvard Law School in 1993. After law school, he served as a law clerk to Judge Michael Boudin of the 1st US Circuit Court of Appeals (1993-94) and to Justice David Souter of the US Supreme Court (1995-96). Professor Young practiced law at Cohan, Simpson, Cowlishaw & Wulff in Dallas, Texas (1994-95) and at Covington & Burling in Washington, DC (1996-98), where he specialized in appellate litigation. He has also been a visiting professor at Harvard Law School (2004-05) and Villanova University School of Law (1998-99), as well as an adjunct professor at Georgetown University Law Center (1997).

Elected to the American Law Institute in 2006, Professor Young is an active participant in both public and private litigation in his areas of interest. He has been the principal author of amicus briefs on behalf of leading constitutional scholars in several recent Supreme Court cases, including Medellin v. Texas (concerning presidential power and the authority of the International Court of Justice over domestic courts) and Gonzales v. Raich (concerning federal power to regulate medical marijuana).

Lawrence Zelenak, Pamela B. Gann Professor of Law, teaches income tax, corporate tax, and a tax policy seminar. His publications include numerous articles on tax policy issues and a treatise on federal income taxation of individuals. His most recent book is Learning to Love Form 1040: Two Cheers for the Return-Based Mass Income Tax (University of Chicago Press, 2013).


Prior to joining Duke Law in 2003, Zelenak was a member of the Columbia Law School faculty. Earlier he was a faculty member at the University of North Carolina School of Law; professor in residence at the Office of the Chief Counsel, Internal Revenue Service, Washington, DC; an assistant professor at Lewis and Clark Law School in Portland, Oregon; and an associate with the firm of LeSourd and Patten in Seattle, Washington. He has also been a visiting professor at the University of Utah School of Law.

Zelenak received his BA, summa cum laude, from the University of Santa Clara, and his JD, magna cum laude, from Harvard Law School in 1979.

Taisu Zhang, Associate Professor of Law, works on comparative legal history, specifically property rights in modern China and early modern Western Europe, comparative law, property law, and contemporary Chinese law. He joined the Duke Law governing faculty in 2014 after serving as a visiting assistant professor of law since 2012.
Zhang received his BA (history and mathematics, magna cum laude and Phi Beta Kappa), JD, and PhD in history from Yale University, where he served as articles editor of the *Yale Law Journal*. His dissertation, "Kinship Networks, Social Status and the Creation of Property Rights in Pre-Industrial China and England," has won a number of prizes, including Yale University's Arthur and Mary Wright Dissertation Prize and the American Society for Legal History’s Kathryn T. Preyer Award.

Zhang has recently published in the *American Journal of Comparative Law*, the *Journal of Empirical Legal Studies*, and the *Columbia Journal of Asian Law*. He has taught at Brown University, Yale, and the Peking University Law School. He has also worked at the Institute of Applied Legal Studies of the Supreme People’s Court of China, Davis Polk & Wardwell, and the Federal Defenders of New York.

**Visiting Faculty**

Associate Justice Samuel A. Alito, Visiting Professor of Law  
Kip Frey, Visiting Professor of the Practice of Law  
Ted Kaufman, Visiting Professor of the Practice of Law  
Gregg D. Polsky, Visiting Professor of Law  
Karl Riesenhuber, Visiting Professor of Law  
Julia Rudolph, Visiting Adjunct Associate Professor of Law

**Faculty Holding Joint Appointments**

Allen Buchanan, James B. Duke Professor of Philosophy, Professor of Law  
Charles Clotfelter, Z. Smith Reynolds Professor of Public Policy Studies, Professor of Economics and Management, Professor of Law  
Wesley Cohen, Frederick C. Joerg Professor of Business Administration, and Professor of Economics, Management and Law  
Stanley Hauerwas, Gilbert T. Rowe Professor Emeritus of Theological Ethics at the Divinity School of Duke University  
Karla FC Holloway, William R. Kenan Professor of English, Professor of Law and Professor of Women's Studies  
Jack Knight, Frederic Cleaveland Professor of Law and Political Science  
Mathew D. McCubbins, Professor of Law and Ruth F. De Varnay Professor of Political Science  
Jonathan K. Ocko, Adjunct Professor of Legal History  
John W. Payne, Joseph J. Ruvane, Jr. Professor of Business Administration, Professor of Psychology and Neuroscience, and Professor of Law

**Visiting Assistant Professor Program Participants**

Ann Lipton, Visiting Assistant Professor of Law  
Gregg Strauss, Visiting Assistant Professor of Law

**Extended Faculty**

Kristina Alayan, Foreign and International Law Reference Librarian and Lecturing Fellow  
Sean E. Andrussier, Senior Lecturing Fellow  
Donald B. Ayer, Senior Lecturing Fellow  
Jane Bahnson, Reference Librarian and Senior Lecturing Fellow  
Sarah C.W. Baker, Lecturing Fellow  
Robert A. Beason, Senior Lecturing Fellow  
Arthur F. Beeler, Jr., Senior Lecturing Fellow  
Jennifer L. Behrens, Reference Librarian and Senior Lecturing Fellow  
Brenda Berlin, Senior Lecturing Fellow and Supervising Attorney  
Daniel S. Bowling, III, Senior Lecturing Fellow  
Erika J.S. Buell, Senior Lecturing Fellow  
Mary Beth Basile Chopas, Senior Lecturing Fellow  
Jeffrey C. Coyne, Senior Lecturing Fellow
Jason Cross, Lecturing Fellow
Lauren A. Dame, Senior Lecturing Fellow
S. Hannah Demeritt, Senior Lecturing Fellow
Judge James C. Dever, III, Senior Lecturing Fellow
Michael Dockterman, Senior Lecturing Fellow
Troy D. Dow, Senior Lecturing Fellow
Rene Stemple Ellis, Senior Lecturing Fellow
Bruce A. Elvin, Senior Lecturing Fellow
Marilyn R. Forbes, Senior Lecturing Fellow
Xi-Qing Gao, Senior Lecturing Fellow
Robert M. Hart, Senior Lecturing Fellow
Charles R. Holton, Senior Lecturing Fellow
Terence M. Hynes, Senior Lecturing Fellow
David Ichel, Senior Lecturing Fellow
Rima Idzelis, Lecturing Fellow
Jennifer Jenkins, Director, Center for the Study of the Public Domain and Senior Lecturing Fellow
Alexandra K. Johnson, Lecturing Fellow
W.H. Kip Johnson III, Senior Lecturing Fellow
Sally C. Johnson, M.D., Senior Lecturing Fellow
Sebastian Kielmanovich, Senior Lecturing Fellow
Jamie T. Lau, Lecturing Fellow and Supervising Attorney, Center for Criminal Justice and Professional Responsibility
Kelly Leong, Reference Librarian and Lecturing Fellow
Phyllis Lile-King, Senior Lecturing Fellow
Scott S. Lincicome, Senior Lecturing Fellow
Hans Christian Linnartz, Senior Lecturing Fellow
Guangya Liu, Empirical Research Analyst and Lecturing Fellow
Marie Grant Lukens, Lecturing Fellow
Martin E. Lybecker, Senior Lecturing Fellow
Joan Ames Magat, Senior Lecturing Fellow
Thomas K. Maher, Senior Lecturing Fellow
James B. Maxwell, Senior Lecturing Fellow
Gray McCalley, Jr., Senior Lecturing Fellow
Gabriela McQuade, Lecturing Fellow
J. Scott Merrell, Senior Lecturing Fellow
Wayne V. Miller, Senior Lecturing Fellow
Alice N. Mine, Senior Lecturing Fellow
Frances Turner Mock, Senior Lecturing Fellow
Jonas Monast, Senior Lecturing Fellow
Deanne Morgan, Senior Lecturing Fellow
Marguerite Most, Reference Librarian and Senior Lecturing Fellow
Jeremy Mullem, Director of Legal Writing and Senior Lecturing Fellow
Michelle Benedict Nowlin, Senior Lecturing Fellow and Supervising Attorney for the Environmental Law and Policy Clinic
Jeffrey Peck, Senior Lecturing Fellow
Sarah Powell, Lecturing Fellow
Jo Ann Ragazzo, Senior Lecturing Fellow
Jena Reger, Lecturing Fellow
Diane Appleton Reeves, Senior Lecturing Fellow
Allison J. Rice, Senior Lecturing Fellow and Supervising Attorney, AIDS Legal Project
Rebecca Rich, Lecturing Fellow
Stephen E. Roady, Senior Lecturing Fellow
Manuel Sager, Senior Lecturing Fellow
Emeriti Faculty

Matthew W. Sawchak, Senior Lecturing Fellow
Stephanie Schantz, Senior Lecturing Fellow
Laura M. Scott, Senior Lecturing Fellow
Kenneth D. Sibley, Senior Lecturing Fellow
C.J. Skender, Senior Lecturing Fellow
E. Carol Spruill, Senior Lecturing Fellow
Curtis Twiddy, Senior Lecturing Fellow
Kathleen C. Wallace, Senior Lecturing Fellow
Jeff Ward, Lecturing Fellow and Director of the Start-Up Ventures Clinic
Clay C. Wheeler, Senior Lecturing Fellow

Emeriti Faculty

Michael Bradley, F.M. Kirby Emeritus Professor of Investment Banking and Professor Emeritus of Law
Paul D. Carrington, Harry R. Chadwick Sr. Professor of Law, Emeritus
George C. Christie, James B. Duke Professor of Law Emeritus
Peter G. Fish, Professor Emeritus of Political Science and Law
Martin P. Golding, Professor Emeritus of Philosophy and Law
Clark C. Havighurst, William Neal Reynolds Professor of Law, Emeritus
Donald L. Horowitz, James B. Duke Professor Emeritus of Law and Political Science
Richard Maxwell, Harry R. Chadwick Sr. Professor of Law, Emeritus
William A. Reppy, Jr., Charles L. B. Lowndes Professor of Law, Emeritus
H.B. Robertson, Jr., Professor of Law, Emeritus
Thomas D. Rowe, Jr., Elvin R. Latty Professor of Law, Emeritus
Scott L. Silliman, Professor of the Practice of Law, Emeritus
Michael E. Tigar, Professor of the Practice of Law, Emeritus
Duke Law School attracts many of the most qualified applicants from across the country and around the world, and admission is highly selective. Most successful applicants graduated near the top of their undergraduate classes, have high test scores, and possess a clear record of achievement in other areas such as community service, business, graduate study, or extra-curricular activities.

The application review process includes a thorough evaluation of each candidate’s academic record, including the rigor and breadth of the curriculum, overall grade trends, and any graduate level work. Detailed letters of recommendation from faculty members provide further insight into a candidate’s intellectual ability, work ethic, and personal skills. Letters of recommendation from employers may add additional information about an applicant’s abilities. Candidates who have been out of school for some time may substitute letters from employers for the academic references.

Duke also seeks to identify applicants who demonstrate leadership and engagement. Most successful candidates show sustained and meaningful commitment to one or more fields of interest to them. Although many applicants have had some exposure to the legal profession, this is not in itself a requirement. The Duke Law School community benefits from a student body that represents a broad range of experiences and interests. The required resume should provide a concise summary of an applicant’s activities and employment; it may include more detail than a traditional one-page employment resume. The personal statement and optional additional essays allow candidates to highlight specific aspects of their background that may not be apparent from the other application materials. It is often helpful to indicate reasons for interest in law school in general and Duke in particular, especially when they relate to an applicant’s specific experiences. Special care is taken when evaluating applications to achieve diversity in interests, perspectives, and backgrounds.
Admission Procedures

JD Program

The Admissions and Financial Aid Committee receives its authority by delegation from the law faculty and reports to the law faculty. The committee decides policy questions that arise in the admissions process. Individual applications are reviewed by the associate dean for admissions and student affairs. Each applicant is responsible for collecting and submitting the following documents:

• Completed application form submitted through the electronic service offered by the Law School Admission Council at www.lsac.org.
• Two letters of recommendation. It is suggested that the letters be written by professors who have personal knowledge of the academic performance and potential of the applicant. Although academic references are preferred, applicants who have been out of school for some time may substitute letters from employers or others who are well acquainted with their personal traits and intellectual potential.
• A nonrefundable processing fee of $70.
• A personal statement and resume.

Applicants are strongly urged to take the Law School Admission Test (LSAT) no later than December. Registration forms and information should be procured by writing directly to the Law School Admission Council (LSAC), Box 2000, Newtown, PA 18940, (215) 968-1001, or by visiting www.lsac.org. Applicants with disabilities should contact LSAC directly for information concerning special accommodations for taking the LSAT.

Applicants must arrange for the submission of transcripts from all undergraduate and graduate schools attended to the Law School Admission Council, Box 2000, Newtown, PA 18940.

The priority application deadline is February 15; applications may be submitted after the deadline if space is available. Review of completed applications begins in September. Most decisions are issued by late April.

Applicants who visit Duke Law School are encouraged to talk with currently enrolled students, and may attend a class and meet with an admissions representative if the visit is scheduled in advance.

Each applicant extended an offer of admission will be given a reasonable amount of time to respond. Written offers of admission will be sent to admitted candidates specifying the amount of deposit and other conditions required to hold a place in the class. A waiting list is established in late spring and is held open as long as necessary. Offers are extended to applicants on the waiting list as withdrawals occur during the summer.

Admission to Duke Law is conditional upon receipt of a final official transcript of all undergraduate and graduate work undertaken by the candidate, and the completion of any degree listed in the application for admission.

Dual Degree Programs

Duke Law School offers a variety of opportunities for dual degree studies, both within the law school and in collaboration with other departments and schools. Candidates for the JD/LLM dual degrees in International and Comparative Law and in Law and Entrepreneurship are selected by Duke Law School. Applicants should designate the appropriate JD/LLM program on the application form. Candidates for joint professional degrees in business (MBA), medicine (MD), environmental management (MEM), public policy (MPP), and theological studies (MTS) are considered separately for admission to both schools on the same basis as those applicants who are applying for the individual programs. The admission decision of one school has no bearing on the admission decision of the other school. If accepted for admission by both schools, the applicant is automatically eligible to participate in the established dual-degree program. Students planning to participate in such programs should notify Duke Law School immediately upon their admission. Candidates for the JD/MBA dual degree complete the joint application available through the Law School Admission Council, while candidates for other joint professional degrees complete the individual applications for each program. JD/MA and JD/MS dual degree options are available in conjunction with a number of departments in The Graduate School. Students who wish to pursue one of these degrees may apply to The Graduate School after matriculating at Duke Law School.

Transfer Policy

In order to be considered for admission to Duke, a transfer applicant must present evidence of the satisfactory completion of one year of study at any law school that is a member of the Association of American Law Schools, and be eligible for readmission to that school. To be given serious consideration for admission, an applicant should rank at least in the top quarter of the class. Two academic years of law study must be completed at Duke.
The following items are required to complete a transfer applicant’s admission file:

• A nonrefundable processing fee of $70
• Letter of good standing from the dean of the law school attended
• References from two law professors who have personal knowledge of the academic performance and potential of the applicant
• Certified transcript of all grades earned in the first year of law school
• Law school class rank or notification from the school that they do not rank
• LSAC Law School Report

Spring semester grades must be received before decisions can be made. The deadline for submitting transfer applications is July 1. Decisions are normally made the last week of July.

Graduate Study in Law

Admission to Duke to pursue law study beyond the basic professional degree is generally limited to LLM in law and entrepreneurship candidates, LLM in judicial studies candidates, JD/LLM candidates, and international students. For information about application to the LLM programs in law and entrepreneurship and judicial studies, please see below. For information about application to other graduate study programs, see the description of admission procedures for the summer dual-degree program or the section on international students.

Admission Procedures

LLM in Law and Entrepreneurship

Applications for the LLM in law and entrepreneurship are reviewed by members of the program’s faculty committee. Each applicant is responsible for collecting and submitting the following documents:

• Completed application form submitted through the electronic service offered by the Law School Admission council at [www.lsac.org](http://www.lsac.org)
• Two letters of recommendation. It is suggested that at least one letter be written by a professor who has personal knowledge of the academic performance and potential of the applicant. Applicants who have been out of school for some time may substitute letters from employers or others who are well acquainted with their personal traits and entrepreneurial potential.
• A nonrefundable processing fee of $70
• A personal statement and resume

Applicants must arrange for the submission of transcripts from all undergraduate, graduate, and law schools attended to the Law School Admission Council, Box 2000, Newtown, PA 18940. The official law school transcript must be submitted directly from an accredited US law school verifying that the applicant has received a JD and/or LLM degree from that school, along with evidence of final class rank. Official transcripts for all academic work attempted at any college, university, and professional school must also be submitted, including international JD or LLM degrees. If eligibility for the program depends on current active bar membership, applicant must submit verification of active status.

Applicants whose first language is not English must submit a Test of English as a Foreign Language (TOEFL) report, unless the applicant graduated from a US undergraduate institution or received a JD from a US law school.

There is a rolling admissions process for the law and entrepreneurship LLM program. Application materials are posted online in October, with decisions issued periodically as applications are completed.

Each applicant extended an offer of admission will be given a reasonable amount of time to respond. Written offers of admission will be sent to admitted candidates specifying the amount of deposit and other conditions required to hold a place in the class. A waiting list is established in late spring and is held open as long as necessary. Offers are extended to applicants on the waiting list as withdrawals occur during the summer.

LLM in Judicial Studies

Through Duke’s two-year LLM Program in Judicial Studies, judges learn the analytical skills and research approaches necessary for studying judicial institutions and apply those skills to studies of domestic and international judicial institutions, common and emerging legal issues, general judicial practices, and judicial reform efforts.
Eligible candidates must have a JD or an LLM from an accredited US law school or an equivalent degree from another country, and be a current or former judge.

Each applicant is responsible for collecting and submitting the following documents:

- The application form which can be downloaded from Duke Law's website at www.law.duke.edu/judicial-studies/application. The form must be signed and submitted in hard copy form through the mail or electronically signed and submitted via e-mail to judicialstudies@law.duke.edu. (Please note that this is a two-year program; therefore, each new class begins on the even years only.)
- $70 nonrefundable application processing fee. This fee may be submitted by check or money order, and must be submitted through the mail. To verify your identity, please include your name and birth date on your check or money order.
- Resume or curriculum vitae
- Personal statement
- Two references and contact information
- TOEFL report (for international applicants only, if applicable)

Candidates can submit application materials anytime throughout the year; however, applications will not be reviewed until the summer before the start of a new program.

Bar Admission

Law school applicants should learn about the rules governing admission to the bar, including character and fitness qualifications. Information can be obtained by writing to the appropriate state board of bar examiners.

University and Law School Rules

Students are subject to the rules and regulations of the university and Duke Law School that are currently in effect, or those that in the future may be promulgated by the appropriate authorities of the university. A copy of Duke Law School’s rules is available for review in the Law School Library and on the law school’s website at law.duke.edu. Every student, in accepting admission, indicates a willingness to subscribe to and be governed by these rules and regulations. The student also acknowledges the right of the university to take such disciplinary action, including suspension and/or expulsion, as may be appropriate, for failure to abide by these rules and regulations of academic misconduct, or for other conduct adjudged unsatisfactory or detrimental to the university.

Duke University is a drug-free workplace as defined by federal regulations.

Information about admission to the Duke University School of Law is also available at the law school’s website at law.duke.edu.
Financial Information

Tuition

JD, LLB, and MLS Candidates
For the academic year 2014-2015 entering students in the JD program and transfer students will pay a full year’s tuition of $54,460. Entering students must pay their fall tuition by August 1, 2014. The tuition refund policy is set forth below.

Graduate Degree Candidates
Students pursuing the LLM degree will pay tuition of $54,460 in 2014-2015 for their single year of instruction. SJD candidates must enroll for two years; tuition for the SJD program for 2014-2015 is set at $54,460.

Other Fees
Student Health Fee
A mandatory student health fee of $684 ($342 per semester) is charged to all Duke University students. All students are required to maintain medical insurance that meets minimum standards set by the university.

Absentia Fee
Duke Law School students spending one semester or all of their final year of law school at another law school shall be charged an in absentia fee for the semester or semesters “visiting” at another law school. The fee is the greater
of (1) 10 percent of Duke Law School tuition or (2) the amount that Duke Law School tuition exceeds the tuition at the “visited” school. The fee shall not exceed two-thirds of Duke Law School tuition. Students visiting at Duke will receive no scholarship assistance from Duke Law School.

Law Student Activity Fee

A $55 fee each semester is due and payable no later than the day of registration for a particular semester. This fee is utilized to support the activities of student organizations and the Duke Bar Association.

Graduate Student Activity Fee

Students are charged a $33.50 fee to support the Graduate and Professional Student Council.

Graduate Student Services Fee

Students are charged a $20 fee to support cocurricular services such as University career services and cultural programming.

Recreation Fee

Students are charged a $240 fee that provides unlimited access to the on-campus recreation facilities.

Parking Fee

Students wishing to drive to the campus must register a car for the university’s parking lots at an annual fee of $156-$366, depending on availability of spaces in various open or gated lots.

Academic Transcript Fee

The university will charge a one-time academic transcript fee of $40.

General Expenses

Applicants should be aware that the following general expense estimate was compiled in the spring of 2014, and for future years appropriate revisions may be necessary to reflect inflationary increases. The best estimate of total living costs for a nine-month academic year excluding tuition, fees, and hospital insurance is approximately $18,705 for a single student. Included in the above cost-of-living estimate are current expense levels for lodging, board, books (approximately $1,326 if purchased new), supplies, transportation, and personal effects. First-year students are also strongly encouraged to own a computer; the student expense budget may be increased by up to $2,500 for the purchase of a notebook computer. (This budget increase is available only once during a student’s career.) Financial aid awards in most cases cannot be based on proposed budgets in excess of these figures.

University Policies for Payment of Accounts

Payment of Accounts for Fall and Spring

The Office of the Bursar issues invoices for tuition, fees, and other charges approximately four to six weeks prior to the beginning of classes each semester. The total amount due on the invoice is payable by the invoice due date which is normally several weeks prior to the beginning of classes. If full payment is not received by the due date, a late payment will be assessed on the next invoice and certain restrictions as stated below will be applied. Failure to receive an invoice does not warrant exemption from the payment of tuition and fees nor from the penalties and restrictions. Entering first-year students are required to pay tuition, fees, and other charges by August 1, 2014. Students may download the invoice from their ACES account.

Penalty Charge

If the total amount due on an invoice is not received by the invoice due date, a penalty charge will be assessed by the Office of the Bursar.

Restrictions

An individual will be in default if the total amount due on the student invoice is not paid in full by the due date. An individual who is in default will not be allowed to register for classes, receive a copy of the academic transcript, have academic credits certified, be granted a leave of absence, or receive a diploma at graduation. An individual in default will be withdrawn.
Tuition Refunds

Tuition refunds are governed by the following policy. It should be noted that special rules apply to students receiving Title IV loan assistance, which may be obtained from the financial aid office.

In the event of death or a call to active duty in the armed services, a full tuition refund is granted.

Students may elect to have tuition charges refunded or carried forward as a credit for later study according to the following schedule:

- withdrawal before the beginning of classes—full refund;
- withdrawal during the first or second week—80 percent;
- withdrawal during the third through fifth week—60 percent;
- withdrawal during the sixth week—20 percent;
- withdrawal after the sixth week—no refund.

Scholarship Assistance

Duke Law School offers scholarship assistance to selected incoming students. Although most scholarships are based on merit and financial need, a number of scholarships are granted based solely on the applicant’s potential, as reflected by the strength of the admission application.

Scholarship awards are generally made in the form of a contract committing the school to a total grant to be disbursed over six semesters or three years of full-time law school enrollment.

Students seeking scholarship assistance should file a scholarship application soon after being selected for admission to the law school. The fact that a student plans to apply for financial aid will not affect the decision on the application for admission.

Specially Funded Scholarships

Many of the law school’s scholarships are funded from general endowment and other law school revenues. Some scholarship candidates are selected each year for support from one of several specially endowed scholarship funds. The criteria for these named awards vary; all students applying for aid will be considered for any special scholarships for which they may be eligible.

Upper-Level Awards

Virtually all available scholarship funds are allocated to entering students and to students continuing under a scholarship contract awarded at the time of admission. No additional scholarship funding is available to upper-level students, except for the David H. Siegel Scholarship established by the late Allen G. Siegel of the Class of 1960, in memory of his father.

Title IV Loan Assistance

Title IV loan assistance is available to qualified students. Students who wish to apply for this assistance must complete the Free Application for Federal Student Aid (FAFSA). To complete the FAFSA, visit www.fafsa.ed.gov. Students completing the FAFSA will be required to obtain a Personal Identification Number (PIN). Students may obtain the PIN by visiting www.pin.ed.gov. We recommend students complete the FAFSA as soon after January 1 as possible. Note the Duke Law Title IV code is 002920. To obtain more information on federal student financial aid visit www.fafsa.ed.gov.

Satisfactory Academic Progress

Financial Aid Satisfactory Academic Progress Policy

Federal regulations governing the student financial assistance programs stipulate that in order to continue to be eligible for Title IV funds (e.g. Direct Subsidized/Unsubsidized Loan, Direct Graduate PLUS Loan, Federal Perkins Loan) students must maintain satisfactory academic progress toward a degree. To maintain satisfactory academic progress, students must achieve a required cumulative minimum grade point average (GPA), complete a minimum number of credit hours, and graduate within a specified timeframe.
For the purpose of Title IV financial aid eligibility only, the standards of satisfactory academic progress for enrolled students are as follows:

<table>
<thead>
<tr>
<th>Program</th>
<th>Qualitative (Cumulative GPA)</th>
<th>Minimum Hours to Complete Each Semester (Fall/Spring)</th>
<th>Maximum Time Frame</th>
</tr>
</thead>
<tbody>
<tr>
<td>JD</td>
<td>2.3</td>
<td>9 credits</td>
<td>5 years</td>
</tr>
<tr>
<td>JD/MBA, MPP, MTS, or MEM</td>
<td>2.3</td>
<td>9 credits</td>
<td>6 years</td>
</tr>
<tr>
<td>JD/MD &amp; JD/PhD</td>
<td>2.3</td>
<td>9 credits</td>
<td>determined by dean</td>
</tr>
<tr>
<td>LLM-LE</td>
<td>2.3</td>
<td>6 credits</td>
<td>2 years</td>
</tr>
<tr>
<td>LLM (international)</td>
<td>2.3</td>
<td>6 credits</td>
<td>2 years</td>
</tr>
<tr>
<td>JD/LLM</td>
<td>2.3</td>
<td>9 credits</td>
<td>6 years</td>
</tr>
<tr>
<td>JD/LLMLE</td>
<td>2.3</td>
<td>9 credits</td>
<td>6 years</td>
</tr>
<tr>
<td>JD/MA or MS</td>
<td>2.3</td>
<td>9 credits</td>
<td>6 years</td>
</tr>
</tbody>
</table>

Minimum Hours for Summer Terms
Students must complete 50% of credits attempted in a Summer Term to meet the pace requirement for SAP.

Frequency of Evaluation & Communication of Status
Satisfactory Academic Progress will be checked when grades become available for each term in which the student is enrolled (including summer). Students not achieving SAP will be notified of their status (Financial Aid Warning, loss of eligibility, or Financial Aid Probation) by email to their University e-mail account.

A student who fails to meet any of the standards will be placed on a Financial Aid Warning for the next semester. (Students already on a Financial Aid Warning will lose federal aid eligibility.)

Financial Aid Warning & Loss of Federal Financial Aid Eligibility
A student who fails to meet SAP will be automatically placed on “financial aid warning” for the next enrollment period.

During the “financial aid warning” enrollment period, the student may receive federal financial aid despite the determination that the student is not meeting SAP standards.

The student must meet SAP standards at the end of the financial aid warning period or will be suspended from further financial aid until such time as the student:
• meets SAP standards (student must pay for any additional course enrollment after the financial aid warning period through personal or private funds), or
• successfully appeals and is placed on financial aid probation (outlined below)

Students will be notified of their status at the time of each SAP evaluation. Those who lose eligibility will be notified by email, and the email will include instructions for appealing the loss of eligibility.

Financial Aid Probation and Appeal Process
A student who becomes ineligible for Title IV assistance at the end of a term during which he/she was on financial aid warning may appeal the determination if the student believes there were extraordinary circumstances that prohibited them from achieving SAP. A letter of appeal should be submitted by the student to the Office of Financial Aid outlining the basis on which they are appealing the termination of federal student aid. The letter should address the following:
• Mitigating circumstances that prevented the student from meeting the requirements of academic progress (i.e. death in the family, student illness or injury, other personal circumstances). Mitigating circumstances do not include: withdrawing from classes to avoid failing grades, pursuing a second major or degree, etc.
• Steps the student has taken/will take to ensure future academic success. This plan should outline the student’s academic goals for each period (e.g. number of credit hours and/or cumulative GPA) that will enable the student to meet the requirements of academic progress at a specified future point in time.
The appeal will be reviewed by a committee convened by the Director of Financial Aid and including the Assistant Dean for Student Affairs and the Assistant Dean for Academic Advising. The committee shall review the student's progress in light of any extenuating circumstances, and make a recommendation to the Associate Dean for Admissions and Student Affairs, who will render a written decision to the student. The written decision will be placed in the student's financial aid record and the student will be notified by email.

If the SAP appeal is approved, financial aid will be awarded for the next semester on a probation period. An approved Academic Plan may be required as a condition of the appeal. An Academic Plan must be formulated with in consultation with the Assistant Dean for Academic Advising. Academic Plans and/or other conditions of appeal approval will be included in the notification letter.

Students who fail to meet the requirements for Satisfactory Academic Progress for their probationary semester or do not complete the requirements of their academic plan (if applicable) will again be ineligible for financial aid and subject to the appeal process. Any subsequent appeal must include information regarding new extenuating circumstances or what has changed since the last appeal.

Students who meet the requirements for academic progress for their probationary semester will resume good standing and again be evaluated at the conclusion of the following enrollment period.

**Incompletes, Withdrawals, Repetitions, or Transfers of Credit from Other Institutions**

**Incompletes and Withdrawals**
Courses with marks of (I)incomplete or (W)ithdrawn are not included as credits completed and are not included in the GPA calculation.

**Repeated Courses**
The Law School's policy regarding repeated coursework is outlined in Rule 3-15.

If a course is retaken for credit and passed, the grade earned when the student retook the course shall appear on the student's transcript but no additional credit shall be awarded for the course, and such grade shall not be factored into the student's grade-point average. The original failing grade shall also remain on the transcript and shall be factored into the student's grade-point average.

**Transfers of credit from other institutions**
Credits transferred from another institution shall be counted as completed credits but are not included in the GPA calculation.

**Non-Need Based Loan Assistance**
Alternative loan programs may be available to students who need additional loan funds to meet the approved academic period budget. A good credit history (report) is generally required to receive these loans. To check your credit history contact your credit bureau. For more information about credit bureaus or resolving credit problems, visit [http://www.consumer.ftc.gov/topics/credit-and-loans](http://www.consumer.ftc.gov/topics/credit-and-loans).

**Loan Repayment Assistance Program**
Since 1988, Duke Law School has had a loan repayment assistance program which assists graduates who accept low-paying public interest or government employment to repay their law school loans. Funds disbursed through this program are a loan that is fully forgivable at the end of the year in which the loan was made. More information about the generous terms of this program is available from the Office of Admissions and Financial Aid or online at [http://law.duke.edu/admis/financial/lrap](http://law.duke.edu/admis/financial/lrap).

**Visiting Students**
All financial assistance for visiting students at Duke Law School must be processed through the institution from which the student will receive his or her degree.
Scholastic Standards

The following are abbreviated versions of some of the most frequently asked questions about Duke Law School’s rules and policies. For a complete listing, please visit http://law.duke.edu/about/community/rules/.

Grading Policy

Duke Law School uses a slightly modified form of the traditional 4.0 scale. The modification permits faculty to recognize especially distinguished performance with grades above a 4.0.

There is an enforced maximum median grade of 3.3 in all first-year courses and in all upper-level courses with fifty or more students. Beginning in September 2012, distribution of grades in these classes is required as follows:

<table>
<thead>
<tr>
<th>Numerical Grade</th>
<th>Percentage of Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1-4.3</td>
<td>0-5%</td>
</tr>
<tr>
<td>3.5-4.0</td>
<td>20-40%</td>
</tr>
<tr>
<td>3.2-3.4</td>
<td>30-50%</td>
</tr>
<tr>
<td>2.8-3.1</td>
<td>20-40%</td>
</tr>
<tr>
<td>2.0-2.7</td>
<td>0-5%</td>
</tr>
</tbody>
</table>

There is also a forced maximum median grade of 3.5 in upper-level courses with enrollments between ten and forty-nine students. A grade higher than 4.0 would be comparable to an A+ under letter grading systems. A grade of 1.5 is failing.

The transcripts of students who enrolled at Duke in 2003-2004 or earlier reflect two slightly different grading scales. Through the academic year 2003-2004, the first year for most of the Class of 2006, the enforced maximum
median grade was a 3.1 and faculty were permitted to give a limited number of grades of up to 4.5. The scale in effect beginning 2004-2005 and through Spring 2012 had an enforced maximum median of 3.3 and the highest possible grade has been lowered to 4.3.

Graduation Honors and Class Rank

Duke Law School recognizes the achievement of attaining and maintaining high grades through graduation honors. Order of the Coif membership is awarded to the top 10 percent of the graduating class, based on all grades. Highest Honors, or the summa cum laude designation, is awarded to the top 2 percent of the graduating class based on all grades; High Honors, (magna cum laude) are awarded to the top 15 percent of the graduating class, based on grades earned in upper-level courses; and Honors (cum laude) are awarded to the top 35 percent of the graduating class, based on grades earned in upper-level courses. Duke Law School also recognizes the top 5 percent of the rising third-year class and the graduating class based on all grades.

The law school does not release class rank.

Maximum Course Loads

No first-year student other than a dual-degree student shall take courses other than those of the required first-year program. First-year dual degree students who wish to take law courses other than their required first-year courses must obtain prior permission from the dean. No student shall take “for credit” courses totaling more than 16 course credits per semester nor audit and take “for credit” courses totaling more than 17 course credits per semester, except with the permission of the dean.

Minimum Course Loads

To receive credit for a semester-in-residence, a student shall take “for credit” courses totaling at least 12 course credits counting toward that student’s law degree requirements, except with the permission of the dean. In no event shall permission be given to a student to take “for credit” courses totaling less than 10 course credits counting toward that student’s law degree requirements per semester or whatever may be prescribed by the American Bar Association as the minimum number credits for a semester-in-residence. The above restrictions shall not apply to candidates for the international LLM degree.

Attendance and Preparation

Students must regularly attend and prepare for all courses. In the discretion of the instructor, a student who fails to meet this standard may be (1) denied the right to take a final examination or to submit other required coursework, in which case a grade of 1.5 will be entered for the course, or (2) dropped from the course with a mark of Withdraw/Pass or Withdraw/Fail entered on his or her record pursuant to Rule 3-10(3). If the student is auditing the course, the instructor may drop him or her from the course.

Examinations

This is summary information only. Details on the rules and procedures under which examinations are administered are provided to students before each examination period. A final examination will be required in every regular course, and no final examination will be required in any seminar, unless the instructor announces to the contrary before the end of the second week of the semester.

No student may take a final examination in a course at a time other than the regularly scheduled time without the permission of the dean's office. Such permission normally shall be granted only where one of the following circumstances exists: the student is ill or can demonstrate that taking the examination at the regular time would cause extreme personal hardship; there is a direct conflict in the scheduling of final examinations in two or more courses in which the student is enrolled; the student is enrolled in three or more courses, each carrying more than one hour of credit, for which examinations are scheduled within a thirty-six-hour period over two calendar days. In such circumstances, the examination to be rescheduled shall be the middle examination in the sequence.

If a student has been excused from taking a final examination in a course at the regularly scheduled time, the instructor may require the student to take a special final examination or submit a special paper. In such a case, the student shall be graded in the course on a Credit/No Credit basis. If the student takes the regular examination, but it
cannot be read together with the examinations taken by other students in the same course, the instructor may, in his or her discretion, grade the examination numerically or on a Credit/No Credit basis.

All final examination papers shall be preserved for a period of two years by the instructor or the Duke Law School’s registrar’s office. All examination papers, including questions, student answers, and related materials are the property of the instructor and/or the law school. Students shall comply with the instructor’s requirements concerning retention of exam papers and shall not retain copies, digital or otherwise, of exam questions, answers or related materials unless retention is specifically permitted by the instructor.

Submission of Papers

Papers or other coursework submitted in partial or complete satisfaction of the requirements of a course, including an independent study, must be completed no later than the last day of the regularly scheduled examination period of the semester in which the course is offered unless the instructor sets an earlier deadline. In individual cases, the instructor may grant an extension.

Withdrawal

A student may, upon application in writing and with the permission of the dean, withdraw from the law school and preserve his or her eligibility for readmission.

Dismissal and Readmission

Dismissal of a student from Duke Law School may take the form of suspension for a specified period of time or expulsion. A student may be dismissed from the law school for improper conduct pursuant to such standards and procedures as the faculty may prescribe. A student who has been declared ineligible to continue the study of law for academic reasons shall be dismissed from the law school and shall not be eligible for readmission except as specifically authorized by the faculty after the lapse of not less than one year and on such conditions as the faculty may specify.
Duke Law School has an extensive curriculum site online. For more information, see http://law.duke.edu/academics.

First Year Curriculum

101. Foundations of Law. This year-long, signature course exposes all first year students to foundational legal concepts, themes and issues in the study of law. The first semester presents a historical perspective on such basic ideas as the common law, equity, and American Legal Realism. We will consider the development of legal thought in the Anglo-American legal tradition, the role of external perspectives such as political science in understanding and practicing law, and the relationship between law and other forms of normative thought. The second semester will examine the rise of the administrative state and the central role of agencies and regulations in our legal system. Instructor: Faculty. 1 unit.

110. Civil Procedure. A consideration of the basic problems of civil procedure designed to acquaint students with the fundamental stages and concerns of litigation. Instructor: Jones, Lemos, Levy, Miller, Metzloff, Sachs. 4.5 units.

120. Constitutional Law. An examination of the distribution of and limitations upon governmental authority under the Constitution of the United States. Instructor: Adler, Blocher, Charles, Powell, Purdy, Schroeder, N. Siegel, or Young. 4.5 units.
130. Contracts. The formation and legal operations of contracts, their assignment, their significance to third parties, and their relationship to restitution and commercial law developments. Instructor: Bartlett, Greene, Gulati, Haagen, Reichman, Richman, or Weistart. 4.5 units.

140. Criminal Law. An introductory study of the law of crimes and the administration of criminal justice. Instructor: Beale, Buell, J. Coleman, or Farahany. 4.5 units.

160. Legal Analysis, Research, and Writing. An introductory study of the various forms of legal writing and modes of legal research. The principal goal of this course is the mastery of the basic tools of legal analysis, writing, and research. Year-long course. Student will receive 3 hours credit upon successful completion of the second half of the course. Instructor: Alayan, Andruisser, Bahnsen, Baker, Behrens, Leong, Mock, Morgan, Most, Mullem, Powell, Ragazzo, Reeves, Rich or Scott. 3 units.

170. Property. "Property - a study of the basic concepts of ownership of resources such as land, objects and ideas." Instructor: Blocher, Salzman, Schroeder, Wiener, or Zhang. 4.5 units.

180. Torts. An analysis of liability for personal injuries and injuries to property. Instructor: Beskind, Boyle, D. Coleman, or DeMott, or McGovern. 4.5 units.

Upper Class Curriculum

Basic Courses

200. Administrative Law. A study of administrative agencies and legislative authority, information gathering and withholding, rule-making and order-formulating proceedings, judicial review of administrative actions, and constitutional limitations on administrative powers. Instructor: Adler, Benjamin or Rai. 3 units.

201. Legal Writing: Craft & Style. The goal of this course is to learn to effectively edit work, write, and rewrite in a risk-free environment. Instructor: Magat. 2 units.

202. Art Law. This course will cover a number of intersections between the law and the people and institutions who constitute the world of the visual arts, including artists, museums, collectors, dealers, and auctioneers. Instructor: DeMott. 2 units.

203. Business Strategy for Lawyers. The course is designed to introduce a wide variety of modern strategy frameworks and methodologies, including methods for assessing the strength of competition, for understanding relative bargaining power, for anticipating competitors' actions, for analyzing cost and value structures and their relevance to competition, and for assessing potential changes in the scope of the firm (diversification and vertical integration). Basic mastery of these tools has relevance to everyone seeking a career in business or those advising business managers or executives. Instructor: de Figueiredo. 3 units.

205. Antitrust. A study of the federal antitrust laws and the policy of using competition to control private economic behavior. Topics include the political framework in which competition policy is made both internationally and domestically; the economics underlying antitrust policy; monopolization and exclusionary practices; competitor collaboration; vertical restraints; mergers; and price discrimination. Instructor: Richman or Sawchak. 3 units.

206. International Arbitration. In today's global economy, parties to cross-border commercial transactions increasingly choose to resolve their disputes through arbitration. This course introduces students to the law and practice of international arbitration. Among other things, the course will consider the formation and enforcement of arbitration agreements; the conduct of arbitral proceedings; the recognition and enforcement of arbitral awards; the international conventions, national laws, and institutional arbitration rules that govern the arbitral process and the enforcement of arbitration agreements and awards; the strategic issues that arise in the course of international arbitration proceedings; and the practical benefits (and disadvantages) of arbitration. Instructor: Faculty. 3 units.

207. Sports and the Law. This course examines the legal relations among the various parties in sports at both the professional and amateur levels. Particular attention will be paid to the importance given to the maintenance of competitive balance and its impact on traditional notions of competition that apply in other business settings. Instructor: Haagen. 2 units.

210. Business Associations. Surveys the law providing ground rules for the organization, financing, and internal governance of corporations and other forms of business associations such as partnerships and limited liability companies. Instructor: Cox, De Fontenay, Gulati, or Krawiec. 4 units.

215. Commercial Transactions. A study of basic policy choices made in the structuring of the law governing commercial transactions. The course serves as an introduction to debt arrangements, bankruptcy, secured lending, and payment systems. An important objective of the course is developing student skills in dealing with highly
218. Comparative Law: Western Legal Traditions. A study of civil law and common law systems, focusing on legal institutions, legal actors, their roles, and backgrounds. This course will examine the shared Western legal and intellectual heritage and analyze selected problem areas. Instructor: Michaels. 3 units.

220. Conflict of Laws. A study of the special problems that arise when the significant facts of a case are connected with more than one jurisdiction, including recognition and effect of foreign judgments, choice of law, and the United States Constitution and conflict of laws. Instructor: Michaels or Sachs. 3 units.

224. International Banking Regulation. International banking regulation will review the United States regulation of foreign bank operations and the foreign operations of US banks; leading models of foreign supervision, and regulation of transnational banking; the leading international institutions responsible for developing and deploying international regulatory standards; and the interaction of domestic and international financial regulation and their symbiotic evolution and prospects. Instructor: Baxter. 2 units.

225. Criminal Procedure: Adjudication. A study of the basic rules of criminal procedure beginning with the institution of formal proceedings. Subjects to be covered include prosecutorial discretion, the preliminary hearing, the grand jury, criminal discovery, guilty pleas and plea bargaining, jury selection, pretrial publicity, double jeopardy, the right to counsel, and professional ethics in criminal cases. Instructor: Dever. 3 units.

227. Use of Force in International Law. This course will examine the international law regulating the use of force in the jus ad bellum context. Self-defense, humanitarian intervention, non-state threats (including piracy and criminal insurrections), the characteristics of peacetime use of force in space and cyberspace, as well as the use of drones against non-state actors, are all included among the topics the class will address. Instructor: Dunlap. 2 units.

229. The Law of State and Local Government. An examination of rapidly growing body of law concerned with interrelationships between state government and local government. This course will examine the nature and limits of the police power at the state and local levels, its relationship to law, and the role that law plays in the regulation of social, political, and economic life. Instructor: Miller. 3 units.

233. History of Common Law to 1800: Property and Power. This course will examine major developments in the history of Anglo-American common law from its medieval origins to its growth in England and her empire during the era of the American and French Revolutions. Discussions and lectures will explore the ways in which common law developed in varied social, political, economic and cultural contexts. Instructor: Rudolph. 3 units.

234. Energy, Environment and Law. The course will examine the legal framework governing energy production and consumption in the United States, the major environmental issues associated with the nation's energy sectors, and the policy approaches for balancing energy needs with environmental protection. Faculty: Monast. 3 units.

235. Environmental Law. Examination of rapidly growing body of law concerned with interrelationships between human activities and the larger environment. Focus on rationales for environmental protection; risk assessment and priorities. Instructor: Salzman or Weiner. 3 units.

236. International Human Rights. This course will address the questions concerning the basis for an international human rights system that would pose limits to states' treatment of their own nationals. In particular, discussion will focus on the available fora and forms of jurisdiction for the prosecution of international crimes. Instructor: Helfer. 3 units.

237. The Law of Lawyering: Ethics of Social Justice Lawyering. This course will focus on the law governing lawyers as it applies to representing indigent clients as well as social just causes through impact litigation or other means. It will examine the substantive law of Professional Responsibility and also explore the skills needed to practice law ethically when representing indigent clients and social causes. While particular attention will be paid to the ABA Model Rules of Professional Conduct, the class will also examine other sources of relevant law and scholarship. Class will rely heavily on the use of hypotheticals and simulated client interactions. Grading will be based on 4 writing assignments and class participation. Instructor: Demerrit. 2 units.
238. Ethics and the Law of Lawyering. Examination in detail of the "law of lawyering" relating to such issues as the formation of the attorney-client relationship, conflicts of interest, confidentiality, communications with clients, and areas where specific rules and regulations controlling lawyer behavior are in effect. Course satisfies the ethics requirement. Instructor: K. Bradley or Newman. 2 units.

239. Ethics and the Law of Lawyering in Civil Litigation. This course examines ethics in the context of civil litigation. This will include study of the formation of the attorney-client relationship, confidentiality, communications with clients, conflicts of interest, regulation and discipline of attorneys, as well as discussion of the implications of the adversarial process on ethical obligations of lawyers. While particular attention will be paid to the ABA Model Rules of Professional Conduct, the class will also examine other sources of relevant law, including the Restatement (Third) of the Law Governing Lawyers, court decisions, statutory rules, and administrative regulations. Instructor: Metzloff or Forbes. 2 units.

240. European Union Law. This course provides an advanced intro to the law and institutions of the European Union (EU). It is introductory in that the focus is on the constitutional, and institutional order of the European Union. It is advanced in that the constitutional issues are analyzed in their most recent incarnation in the EU of 2009, and with the benefit of a variety of theoretical perspectives drawn from political science and the law. Instructor: Faculty. 3 units.

244. Business and Economics of Law Firms. This course will provide students with an enhanced and vital understanding of law firms as business entities in a competitive and increasingly global market. Prominent law firm leaders will serve as guest lecturers. Instructor: Elvin and Krouse. 1 unit.

245. Evidence. A study of the theory and rules governing presentation of evidence to a judicial tribunal, including the concepts of relevancy, character evidence, judicial notice, real and demonstrative evidence, and expert testimony. Instructor: Beskind or Griffin. 4 units.

250. Family Law. A study of legal and policy issues relating to the family, including marriage and divorce. Topics include requirements to marriage, unmarried cohabitation, divorce, spousal support, child custody and support. Instructor: K. Bradley. 3 units.

252. Foreign Relations Law. This course examines the constitutional and statutory doctrines regulating the conduct of American foreign relations. Instructor: C. Bradley or Young. 3 units.

255. Federal Income Taxation. An introduction to federal income taxation with emphasis on the determination of income subject to taxation, deductions in computing taxable income, the proper time period for reporting income and deductions, and the proper taxpayer on which to impose the tax. Instructor: Schmalbeck or Zelenak. 4 units.

257. Empirical Law and Economics. This course is divided into two distinct portions: (1) training in statistical methods (focusing mainly on regression analysis) at the introductory and intermediate levels; and (2) applications to evaluating expert reports in litigation contexts and the quantitative legal academic literature. The first half of the course will also cover most of the statistical methods students are likely to encounter in the practice of law. The second half will shift to statistical methods as they appear in briefs and supplemental reports submitted in employment discrimination, antitrust and patent litigation. There are no prerequisites. No background knowledge is necessary or assumed. Instructor: Faculty. 3 units.

260. Financial Information. This course introduces basic accounting principles and practices and their relationship to the law, as well as to study a number of contemporary accounting problems relating to financial disclosure and the accountant's professional responsibility. Students with accounting degrees, MBAs, or who have taken more than a couple of accounting courses are not permitted to enroll. Instructor: Skender. 3 units.

265. First Amendment. The basic constitutional law of the free speech-free press clause and the church-state clauses of the first amendment. Instructor: Benjamin. 3 units.

267. Insurance Law. An examination of the nature of insurance and the insurance contract. Possible topics include: the role of risk classification, marketing, the principle of indemnity and the notion of an insurable interest, subrogation, the risks transferred, rights at variance with policy provisions, claims processes, and justifications for and the nature of regulation of insurance institutions. Instructor: Faculty. 2 units.

270. Intellectual Property. A comprehensive introduction to the principal theories of trademark law and unfair competition, patent law, copyright law, and related state and federal doctrines. Intellectual Property is a prerequisite for Law 369 (Patent), 393 (Trademark), and 530 (Entertainment). Instructors: Boyle or Lange. 4 units.

275. International Law. Introduction to international law including the nature and sources of international law, its place in national and international decision-making, and its impact on United States law. Provides a survey of the field and a platform for more specialized international courses. Students with strong international interests are advised to take this course as early as possible. Instructor: C. Bradley or Helfer. 3 units.
International Development Law. This seminar investigates the role of law and legal institutions in economic development. We will survey several critical topics in the relevant literature, such as property rights, the role of the judiciary, rule of law, constitutionalism and democracy, law and finance, corruption and social norms, and others. Students will be expected to submit a research paper by the end of the term. Instructor: Faculty. 2 units.

Jurisprudence. A historical examination of the development of legal philosophy from ancient times to contemporary period. Instructor: Christie or Strauss. 3 units.

Labor Relations Law. This course investigates problems involved in the regulation of industrial conflict. Instructor: Bowling. 3 units.

Principles of Commercial and Bankruptcy Law. Introduction to principles and concepts of commercial law and bankruptcy and their interplay. Prereq: Not open to student who have taken Law 215. Instructor: Schwarcz. 4 units.

Consumer Bankruptcy and Debt. This course uses consumer bankruptcy as a lens to study the role of consumer credit in the U.S. economy and society. The class will focus on the key aspects of the consumer bankruptcy system, including who files bankruptcy, what causes bankruptcy, the consequences of bankruptcy, and the operation of the bankruptcy system. We will discuss each of these issues in the larger context of consumer debt and consumer law. The readings will come from law and non-law sources, including the work of a variety of social scientists. Instructor: Green. 2 units.

Business Essentials. The course is intended to introduce law students to essential principles of accounting, financial statement analysis, finance, business valuation, the economics of the firm, financial instruments, capital markets, and corporate transactions. Students may not take this course if they have taken Law 260, Financial Information. Instructor: Polsky. 2 units.

Remedies. Examination of the principles governing the use of judicial remedies such as damages, injunctions, and declaratory judgments, in a variety of public and private law settings. Consideration of the goals of remedies doctrines and the relationship of the doctrines to other facets of the legal system. Topics include recent developments in remedies law concerning such areas as school desegregation, consent decrees in civil rights suits, and punitive damages, which highlight the tensions underlying remedies principles. Instructor: Levy. 3 units.

Trusts and Estates. An examination of noncommercial property dispositions, both testamentary and inter vivos, including the following topics: intestate succession, wills and will substitutes, creation and characteristics of trusts, powers of appointment, problems in trust and estate administration. Instructor: Twiddy. 3 units.

Ocean and Coastal Law and Policy. Historical understandings of law play an increasingly important part in American environmental policy. In courts, legislatures, and the broader forum of public opinion, many environmental programs are challenged on grounds of legitimacy or fairness by advocates relying on historical claims about the law of land ownership and use, resources, and the environment. Prominent examples are "original intent", Constitutional jurisprudence, and the "property rights" movement. Environmentalist historians and writers have made claims about law that also merit examination. This discussion course will introduce students to the history of law (including common-law cases, statutes, and Constitutional provisions) bearing on land use, resources, wildlife, and pollution, and help them critically evaluate the history-based claims in environmental debate. Readings include primary (historical) texts and secondary (interpretive) texts. No prior background in law or history is required. Instructor: Roady. 2 units.

Advanced Courses

Appeals. This course will examine the practices and powers of American appellate courts with a particular focus on the federal courts of appeals. Topics of the course will include the purpose and role of oral argument, written briefs, and opinions. More broadly, we will consider the objective of the appellate courts including error correction, law development and legitimacy. Instructor: Levy. 2 units.

AIDS and the Law. This course covers the substantive law issues raised by clients with disabilities, concentrating on those with HIV/AIDS. The course is strongly recommended but not required for those intending to enroll in the AIDS Legal Project. The course is also open to students who do not intend to take the AIDS Legal Project course. Instructor: McAllaster. 2 units.

American Legal History. Explores the social history of American law from the founding of the Jamestown colony through the civil rights movement. Instructor: Haagen. 3 units.

Big Bank Regulation. The walls between the three main sectors of finance (banking, securities and insurance) have broken down, yet at their core banks continue to be somewhat unique in their functions and the challenges they
present for financial stability. This course will review this development and focus on the established and emerging regulatory systems, both domestic and international, as well as future challenges and prospects for global and domestic financial reform. Although there will be a substantial amount of statutory and some important case law, the course will be of interest to, and manageable by, graduate students in public policy, economics and business studies. Instructor: Baxter. 4 units.

306. Corporate Crime. This course covers the contemporary practice of criminal law as applied to corporations, and their managers, and the public policy considerations associated with that practice. Coverage includes matters of substantive criminal law, criminal procedure, evidence, attorney ethics, settlement process, and sentencing. Instructor: S. Buell. 3 units.

307. Internet Law. With the emergence of the global communications network, we can access, store, and transmit vast amounts of digital information, at absurdly low cost, and without apparent regard for geographic boundaries. This digital revolution raises fundamental questions about the content, and application, of existing legal rules to novel phenomena and transactions. This course explores some of the legal and policy issues that arise as more and more conduct migrates to the network. Instructor: Faculty. 3 units.


311. Campaign/Election Law. Examination of the legal issues that arise during the course of local, state, and federal political campaigns and on election day, plus related areas. Subject matter areas addressed in the general order faced by, and from the perspective of, a typical campaign. Topics include precandidacy activities, campaign finance laws, Federal Elections Commission and state boards of election, regulation of paid political advertisements, defamation, interaction with other political interest groups (for example, parties, PACs, and independent expenditures), disfranchisement and registration, election day issues, challenging voting results, and redistricting. Also taught as PolSci 111. Instructor: Charles. 3 units.

313. Judicial Decisionmaking. What decides legal cases? One obvious answer is: the law. Judges apply the law to the facts of a case and an answer presents itself. This understanding of how law and the judicial process work may be true in many cases, but it is not true in all of them. What other factors are in play? Social scientists have sought to explain judicial decisionmaking by reference to a variety of non-legal factors, including judges, personal characteristics, their caseloads and other relationships. The social scientific study of courts raises a host of interesting questions. This course marries social science literature and the questions it raises to a set of normative problems in the law. Instructor: Lemos. 3 units.

314. Community Economic Development Law. This course will address legal, business, and policy considerations that underlie efforts to enhance the economic viability of low income urban and rural communities through the development of affordable housing, and commercial real estate, as well as the stimulation of entrepreneurship. Instructor: Foster. 2 units.

315. Complex Civil Litigation. An advanced civil procedure class with a focus on the problems of large multiparty and multiforum civil cases and how courts and litigants deal with them. Instructor: Ichel. 2.5 units.

317. Criminal Justice Ethics. This Criminal Justice Ethics offering will be centered on the law governing lawyers operating in the criminal justice system. It will use the relevant ABA Model Rules and Standards that apply to lawyers in the role of defense counsel, prosecutor, judge, etc. Reference will also be made to the governing North Carolina Rules of Professional Conduct when discussing North Carolina case studies and problems. Instructor: Newman. 2 units.

318. European Union Commercial Law. The course offers an introduction to European Union commercial law: consumer contract law, employment contract law and company law. The study of commercial law in this broad sense also provides an opportunity to discuss foundations of EU law (such as the concept of the internal market, the fundamental freedoms and legislative competences of the Union) as well as issues of regulation in private law in general. Instructor: Riesenhuber. 3 units.

319. Analytical Methods. This course is designed to help all lawyers develop a more systematic way of thinking about their work. Students steering away from a technical or business curriculum will find this course important because it covers a great deal of material they will see in practice, but will probably never see again in law school. The
focus will include Decision Analysis and Game Theory, Contracting, Accounting, Finance, and Economic Analysis of Law. Instructor: de Figueiredo. 2 units.

320. Water Resources Law. The course will begin with an overview survey of the general legal norms governing water allocation. First we will study the Riparian system of allocation. We will conclude that study with an examination of water resource issues facing Georgia and its neighbors. We will then examine western prior appropriation systems. We will also conclude that study with examining the dispute among users of the Colorado river. We will conclude the course by studying the evolution of control of water allocation from the courts to administrative agencies; public rights in water, including the right to use surface water for recreation and rights under the public trust doctrine; and the impact of environmental statutes on water allocation. Instructor: Longest. 2 units.

321. Innovation in the Life Science Industries. This course will explore systematically the central intellectual property and regulatory questions raised by biopharmaceutical research and development (R&D). Students will learn that innovation in biopharmaceutical R&D is particularly complex because of the mix of public and private funding that supports such R&D and because of the intricate regulatory structure that surrounds drugs, biologics, and other interventions that require FDA approval. Throughout the course, students will be expected to engage in economic and policy analysis. Prior or concurrent enrollment in a patent law course is encouraged. Although a background in the biological sciences is not required, students should be prepared to learn basic principles of molecular biology. Instructor: Farahany. 2 units.

322. Copyright Law. Instruction in advanced copyright law with particular emphasis on contemporary practice, theory, and current literature in the field. Substantial attention will be paid to issues in the internet environment. Instructor: Reichman. 3 units.

323. Bankruptcy and Corporate Reorganization. Examination of legal and financial conflicts arising from public firms' use of debt; Bankruptcy Code's standards for corporate organization. Instructor: Schwarcz. 2 units.

324. Corporate Restructuring. 3 units. C-L: see Finance 658

325. Corporate Finance. The focus of this course is the legal world of corporate finance, in which business and financial risks are allocated through contractual terms. The course examines a series of issues-ranging from practical to theoretical-in connection with complex securities. Instructor: M. Bradley, Cox, de Fontenay or DeMott. 3 units.

326. Corporate Taxation. A study of the provisions of the Internal Revenue Code governing the tax effects of the major events that occur in the life span of a corporation, including the taxation of distributions to shareholders and the formation, reorganization, and liquidation of corporations. It is strongly recommended that students take Law 210 (Business Associations) before taking Corporate Taxation. Prerequisite: Law 255. Instructor: Zelenak. 3 units.

327. Energy Law. The course will examine the legal framework governing energy production and consumption in the United States, and policy approaches for balancing energy needs with other societal goals. Instructor: Monast. 3 units. C-L: Energy 727

328. International Debt Finance. This course uses the lens of international debt finance to provide students with an advanced course in securities law, corporate law, and contract law. Instructor: Gulati. Variable credit.

329. Education Law. This course will introduce students to the law and policy relating to public education (K-12) in the United States. It will examine the authority of the state to compel school attendance, regulate the content of the curriculum and control the behavior of students and their teachers. Issues of equal education opportunity will be covered. Including school desegregation, school financing, and special education for the handicapped. Students will be exposed to the interplay of local, state and federal law in the governance of public schools. Instructor: Berlin and Wettach. 2 units.

330. Criminal Law: Federal. A study of federal criminal jurisdiction and selected federal crimes, including the major offenses used to prosecute political corruption at the federal, state, and local level, drug offenses, conspiracy and organized crime (RICO), forfeiture, and the sentencing guidelines, with an emphasis on the exercise of prosecutorial discretion in the federal system. Instructor: Beale or Buell. 4 units.

333. Science Law and Policy. What are the government policies that support science? What can science contribute to law and policy? How do different agencies govern the progress of scientific discovery? How do disparate regulations impact scientific funding in controversial areas like stem cell research? How is scientific research funded? What are the rules regarding research involving individuals, or the role of academic science in national innovation? These questions and more will be explored by reviewing the history of US science policy since World War II, and looking at the interaction of law, science, and policy with an emphasis on the life sciences in the United States. Instructor: Farahany. 2 units.
334. **Civil Rights Litigation.** This course focuses on section 1983 of the United States Code, a Reconstruction-era statute that enables private parties to sue any other person who "under color" of law deprives them of the "rights, privileges, or immunities secured by the Constitution and laws" of the United States. Class participants will become familiar with the theoretical, procedural, and practical aspects of civil rights litigation, including constitutional and statutory claims, defenses and immunities, and available remedies, including attorney fees. Related U.S. Code provisions concerning discrimination in housing, contractual relations, employment, and voting are examined where relevant. Exam-based evaluation. Instructor: Miller. 3 units.

336. **Mergers and Acquisitions.** The course will consider corporate mergers and acquisitions, the laws governing such transactions, and the process of initiating and completing a corporate acquisition. Pre or co-requisite: Business Associations (Law 210). 2 units.

338. **Animal Law.** Examination of a number of topics related to the law of animals, including various issues that arise under the law of property, contracts, torts, and trusts and estates. Instructor: Forbes. 2 units.

339. **Law and Literature.** This course concentrates on possible relationships between law and literature. Instructor: Bartlett or Boyle. 3 units.

340. **Estate and Gift Taxation.** A study of the rules governing federal taxation of gratuitous wealth transfers. The course will examine the basic policies, history, and concepts concerning estate planning implications of transfer tax. Instructor: Schmalbeck. 3 units.

342. **Federal Courts.** Ways in which federalism and the separation of powers affect federal courts and relations with other branches and the states. Instructor: C. Bradley, Siegel, or Young. 4 units.

344B. **Legal Accounting, and Business Responses to the Subprime Crisis.** A continuation of LAW 344 A from the fall. This is a year-long course. Instructor: Brown. 2 units.

345. **Gender and Law.** Examines topics in law relating to the law's treatment of and impact on women through a series of different theoretical perspectives that produce alternative understandings of the relationships between gender and law. Theoretical perspectives include formal equality, substantive equality, dominance theory, different voice theory, autonomy, and anti-essentialism. Topics include employment, the family, domestic violence, school sports, sexual harassment, pornography, rape, insurance, affirmative action, women in legal practice, the regulation of pregnancy, sexual orientation discrimination, and the intersection of race, gender, and culture in the law. Some use of film. Evaluation is by an end-of term exam. Instructor: Bartlett. 3 units.

346. **Intellectual Capital and Competitive Strategy.** In the majority of industries—and especially in R&D intensive industries like computers, semiconductors, software and biotech—competitive advantage relies critically upon a firm's management of the knowledge and know-how underpinning its product and process innovations. This course will consider how firms should manage and protect this intellectual capital. Also taught as Strategy 339. Instructor: Cohen. 3 units.

347. **Health Care Law and Policy.** Surveys the legal environment of the health services industry in a policy perspective. Instructor: Richman. 3 units.

351. **Survey of Immigration Law and Policy.** This course reviews the body of American Immigration and Nationality Law, beginning with a survey of the history and current shape of Immigration Law. The course will address American Immigration Law in the context of the U.S. Constitution, International law and the laws of other nations, the legislative, regulatory, and judicial process which creates, interprets, and enforces the law, and current policy concerns directing the future shape of the law. Instructor: Linnartz. 2 units.

352. **International Business Transactions.** This course is designed for international students and for American students with heightened interest in international transactions. This course cannot be taken if the student has taken or is taking Law 722. Instructor: Katzenstein. 3 units.

353. **Equity Valuation and Adv. Financial Statement Analysis.** This is a high-level course for those who have previously had experience in corporate finance and accounting. It is designed to give the advanced law student a deeper dive into important concepts relating to equity valuation and financial statement analysis. Familiarity with numbers is essential. Instructor: Faculty. 3 units.

354. **Chinese Business Law.** Introduction to the regulatory regime governing business activity in China. Issues of concern to foreign traders and investors. Specific regulations and their implementation in practice. Instructor: Faculty. 2 units.

358. **Structuring Venture Capital and Private Equity Transactions.** The course will focus on the design and implementation of corporate merger and acquisition transactions, including acquisitions of stock and assets of non-public corporations and acquisitions of publicly-held corporations in negotiated and hostile transactions. The course
will cover federal securities law and state corporate law issues, including important forms of private ordering, such as poison pills, lock-ups, earnouts and the allocation of risks by the acquisition agreement. Relevant accounting, tax and antitrust issues and various regulatory considerations will also be covered. Business Associations is required. Instructor: Johnson. 3 units.

359. Introduction to Law & Economics. This lecture class will examine economics as a framework for analyzing legal rules and institutions, principally in the common-law subjects of contracts, torts, and property. This class applies economic analysis to law; it is not a general introduction to economics for lawyers. No prior study of economics is required, but basic mathematics will be helpful. Instructor: Faculty. 3 units. C-L: Economics 515

360. International Taxation. An examination of the federal income tax imposed on income earned in foreign countries either by citizens and residents of the United States or by foreign corporations that are controlled by citizens and residents of the United States. Prerequisite: Law 255 or consent of instructor. Instructor: Barnes. 3 units.

361. International Trade Law. This course will examine why the WTO is there, how it developed from the GATT to what it is now and how it fits in the wider picture of other international economic institutions such as the World Bank and the IMF (Part I). Instructor: Brewer. 3 units.

363. Legislation and Statutory Interpretation. A study of the theory and practice of legislation and the enforcement of statutes. Topics covered include legal theories of legislation, legislative procedure and process, the role of administration bodies and courts in the enforcement of states, and statute-making beyond the legislature. A take-home examination is required for this course. Instructor: Lemos. 3 units.

364. Global Health. The course is designed to provide students with multidisciplinary theories and techniques for assessing and addressing infectious, chronic, and behavioral health problems in less wealthy areas of the world. Also taught as Public Policy 195 Instructor: Whetten. 3 units.

366. ADV/ Wrongful Convictions. This course builds on the lectures, training, and work of the basic Wrongful Convictions course. Students will form teams to investigate inmates' claims of actual innocence and begin drafting the relevant legal document. Prerequisite: Wrongful Convictions or permission of the instructor. Instructor: J. Coleman and Newman. Variable credit.

368. Natural Resources Law. Focus on constitutional, statutory, and common law governing the legal status and management of federal lands and natural resources. Instructor: Purdy or Saltzman. 2 units. C-L: Environment 868

369. Patent Law and Policy. An overview of the legal framework for patents, including statutory requirements for patentability, disclosure requirements, infringement analysis, special problems of collaborative and competitive research, international issues, and the role of patent counsel in litigation. Instructor: Rai. 3 units.

370. Introduction to Legal Theory. The course aims to introduce students to a number of major themes legal theory, focusing particularly on the history of American legal thought and the way in which that history affected court decisions, ideas of institutional competence, conceptions of the role of the state, attitudes towards economic regulation and the implicit messages of legal education studies. The general focus of the class is legal theory in action—the way that theoretical ideas have changed our understanding of law, economy, legal education and the role of lawyers. Instructor: Boyle or Purdy. 3 units.

371. Products Liability. A general survey of the substantive law of products liability including tort law with an emphasis on strict liability in tort, contract law with an emphasis on warranty, and legislation and administrative law. Instructor: McGovern. 3 units.

374. 20TH Century US Constitutional History. This course is an examination of the 20th century as a formative period in American constitutional history. Topics will include the impact of war and national security, the Great Depression and the New Deal, the role of social movements (such as the civil rights movement and the women's movement), and other developments. Instructor: Faculty. 3 units.

375. International Intellectual Property. Survey of international intellectual property law as reconfigured by the new universal standards of protection embodied in the TRIPS agreement, which is a component of the Agreement Establishing the World Trade Organization of 1994. Instructor: Reichman. 3 units.

378. Real Estate Entrepreneurship. Focus on the real estate entrepreneur who desires to take advantage of inherent inefficiencies in his or her local real estate market for profit opportunities. Course provides the student with the analytical tools needed to evaluate real estate projects effectively; cases and outside speakers provide numerous examples. Topics include the operational framework, market environment, real estate investment analysis, legal environment, and tax environment. Review of various types of real estate—residential, office, retail, and land—from an investment and development standpoint. Instructor: Faculty. 3 units. C-L: Finance 662

379. Partnership Taxation. The course will cover the tax consequences of organizing, operating, and liquidating entities including related issues taxed as partnerships. Instructor: Polsky. 3 units.
380. International Research Methods. A survey of methods, techniques and strategies for international, foreign, and comparative legal research, including the efficient use of Lexis, Westlaw and the Internet. The subjects examined include treaty law, the law of international organizations, European Union law, civil law and other foreign legal systems. Students will complete an annotated bibliography on a topic chosen in consultation with the instructor. Course required for students enrolled in the J.D./LL.M. in Comparative and International Law. Other students may be admitted by consent of instructor. Instructor: Faculty. 2 units.

381. Real Estate Finance. This course is designed to introduce the legal and business issues that arise in connection with the acquisition, financing, development and leasing of a typical commercial real estate project. Instructor: Adams. 2 units.

384. Securities Regulation. A study of the federal and state securities laws and the industry they govern with emphasis on the regulation of the distribution process and trading in securities. Instructor: Cox. 4 units. C-L: Finance 649

388. Social Science Evidence and Law. The goal of this course is to teach law students to become sophisticated consumers and critics of social science evidence. Instructor: Vidmar. 3 units.

390. Structuring and Regulating Financial Transactions. This course examines the innovative areas of legal practice involving Structuring Commercial and Financial Transactions. Course examines bankruptcy, securities law, corporation law, secured transactions, finance, international capital markets, and tax. Instructor: Schwarcz. 3 units. C-L: Finance 650

392. Religious Liberty. This course focuses on the Religion Clauses of the First Amendment. It covers issues of religious establishment, such as school prayer, government-sponsored religious displays, and public financial aid to religious institutions, as well as issues of the free exercise of religion, such as religious exemptions from military service and the protection of unpopular religious practices. Throughout the course, an effort will be made to consider the relationship between nonestablishment and free exercise and the extent to which these concepts represent two faces of a more general principle of religious liberty. Although history is inescapable in this area, the focus of the course is on the development of current doctrine governing the interaction of church and state. Faculty: Young. 3 units.

393. Trademark Law and Unfair Competition. Current trademark and unfair competition law inspected from three different viewpoints: theory, case law, and litigation strategy. Instructor: Lange. 2 units.

394A. Past and Future of Capitalist Democracy. Democracy, equality, capitalism, and progress are framing ideas so fundamental today, yet all four are coming under various kinds of pressure. Does democracy work? What does equality mean? Is capitalism sustainable, ecologically or socially? Is progress real, and, if it is, can it also go backward? This seminar examines this issue through an historical examination of these four ideas. This is a year-long course, which will be Law 394A in Fall semester and Law 394B in Spring semester. Instructor: Purdy. 3 units.

394B. Past and Future of Capitalist Democracy. Democracy, equality, capitalism, and progress are framing ideas so fundamental today, yet all four are coming under various kinds of pressure. Does democracy work? What does equality mean? Is capitalism sustainable, ecologically or socially? Is progress real, and, if it is, can it also go backward? This seminar examines this issue through an historical examination of these four ideas. This is a year-long course, which will be Law 394A in Fall semester and Law 394B in Spring semester. Instructor: Purdy. 3 units.

398. Juvenile Courts and Delinquency. This course examines legal responses to minors who break the law. It examines the development of the American juvenile court, jurisdictional issues affecting minors, the application of traditional criminal law rules and doctrines to offenses by minors, the law that governs investigatory encounters and pretrial procedures in the juvenile court practice. Instructor: Birckhead. 2 units.

399. Forensic Psychology. This course is designed to provide the student with a working knowledge of the major areas of interface between psychiatry and law. Basic concepts of clinical psychiatry and psychopathology will be highlighted. Instructor: Johnson. 2 units.

605. Chinese for Legal Studies. An introduction to the terminology and basic concepts of Chinese law. Reading and analysis of legal texts (codes, cases, contracts, wills). Communication about law and law-related issues in Chinese. Prerequisite: three semesters or equivalent of Chinese. Instructor: Faculty. 2 units.

630. French for Legal Studies. An introduction to the terminology and basic concepts of French law. Reading and analysis of legal texts (codes, cases, contracts, wills). Communication about law and law-related issues in French. Prerequisite: three semesters or equivalent of French. Instructor: Faculty. 2 units.

635. German for Legal Studies. An introduction to the terminology and basic concepts of German law. Reading and analysis of legal texts (codes, cases, contracts, wills). Communication about law and law-related issues in German. Prerequisite: three semesters or equivalent of German. Instructor: Faculty. 2 units.
650. **Japanese for Legal Studies.** An introduction to the terminology and basic concepts of Japanese law. Reading and analysis of legal texts (codes, cases, contracts, wills). Communication about law and law-related issues in Japanese. Prerequisite: three semesters or equivalent of Japanese. Instructor: Faculty. 2 units.

653. **Legal and Business Russian.** A linguistic and cultural introduction to law and business in Russia. Focus on the specialized vocabularies involved in legal and business Russian. Explores the special problems associated with developing legal and business terminology in a society that is making the transition from a communist system to a market economy. Students explore difficulties in translating legal terminology from a civil law language to a common law language. Prerequisite: two years of Russian language studies. Instructor: Faculty. 3 units.

655. **Spanish for Legal Studies.** An introduction to the terminology and basic concepts of Spanish law. Reading and analysis of legal texts (codes, cases, contracts, wills). Communication about law and law-related issues in Spanish. Prerequisite: three semesters or equivalent of Spanish. Instructor: Faculty. 2 units.

656. **Korean for Legal Studies.** An introduction to the terminology and basic concepts of Korean law. Reading and analysis of legal texts (codes, cases, contracts, wills). Communication about law and law-related issues in Korean. Prerequisite: three semesters or equivalent of Korean and consent of instructor. Instructor: Faculty. 2 units.

657. **Portuguese for Legal Studies.** An introduction to the terminology and basic concepts of Portuguese law. Reading and analysis of legal texts (codes, cases, contracts, wills). Communication about law and law-related issues in Portuguese. Prerequisites: 3 semesters or equivalent of Portuguese. Instructor: Law Faculty. 2 units.

658. **Italian for Legal Studies.** An introduction to the terminology and basic concepts of Italian Law. Reading and analysis of legal texts (codes, cases, contracts, wills). Communication about law and law-related issues in Italian. Prerequisite: three semesters or equivalent of Italian. Instructor: Faculty. 2 units.

**Clinical Courses**

400. **AIDS/HIV and Cancer Legal Project.** An in-house legal clinic for persons with HIV/AIDS. Students will represent, under close supervision, persons with HIV/AIDS in document preparation. Each student will have an individual case load and will be required to spend one hundred hours on clinic cases. You must be able to attend the clinic intensive weekend to enroll in this course. Instructor: McAllaster, Rice, and Demeritt. 6 units.

401. **Advanced AIDS/HIV Cancer Legal Project.** Available to students who wish to participate for a second semester in the AIDS Legal Assistance Project. Students enrolled in advanced clinical studies are required to participate fully in the case work portion of the clinic, performing 100-120 hours of client representation work, but will not be required to attend the class sessions. You must be able to attend the clinic intensive weekend to enroll in this course. Consent of clinic director required. Instructor: McAllaster and Rice. Variable credit.

402. **AIDS Policy and the Law.** Students is the clinic will work on policy initiatives aimed at increasing access to quality, comprehensive health care for low-income individuals living with HIV/AIDS and their families. Students will work to inform policy recommendations at the state, and county levels in both the legislative, and regulatory arenas. AIDS and the Law and/or the AIDS Legal Assistance Project are recommended, but not required for this clinic. In order to be eligible to enroll in the Clinic, you must have successfully completed at least 2 semester of law school, and be able to attend the clinic intensive. McAllaster and Rice. 3 units.

405. **Appellate Practice.** Covers the appellate process and the proper techniques involved in brief writing and oral advocacy. Federal appellate judges review student briefs and preside over student oral arguments to provide feedback. Instructor: Andrusier. 3 units.

407. **Appellate Litigation Clinic - Fall.** Students will, under the close supervision of faculty, brief and argue appeals in the U.S. Court of Appeals for D.C. Circuit and in the U.S. Court of Appeals for the Fourth Circuit. Work will involve reviewing the trial court record to identify appealable issues, legal research, drafting and filing appellate briefs, preparing the excerpts of record for the court of appeals, preparing for oral argument, and arguing the case, with court permission. You must be able to attend the clinic intensive weekend to enroll in this course. This is a year-long course. In order to get credit for the Fall you must be enrolled in the spring semester. Instructor: Andrusier or J. Coleman. 3 units.

408. **Appellate Litigation Clinic - Spring.** See LAW 407. This is a year-long course. In order to get credit for the fall you must be enrolled in the spring. Instructor: Andrusier and J. Coleman. 2 units.

409. **Entrepreneurship Immersion.** Entrepreneurship Immersion provides students with concentrated exposure to the legal, business and regulatory aspects of early-stage company formation. In partnership with Durham's Triangle Start-up Factory, the class pairs each student with one of the companies selected to participate in the Start-up Factory's Accelerator Program. Each student joins the founding team of his or her start-up and engages in the real-
world process of creating a company. This practical application of entrepreneurial skills is paired with classroom instruction each day in the range of business and legal issues likely to be encountered by practitioners. The course addresses the major areas each start-up must consider, from the various perspectives of company founders, investors, customers, and lawyers who represent each constituency. Instructor: Frey. 5 units.

416. Children's Law Clinic. A legal clinic focused on the representation of low income children with disabilities. Participation will require classroom training and at least 125 hours of legal work. You must be able to attend the clinic intensive weekend to enroll in this course. You must be able to attend the clinic intensive weekend to enroll in this course. Instructor: Wettach and Berlin. 5 units.

417. Advanced Children's Education and Law Clinic. This course is available to students who have participated in one semester of the Children's Education and Law Clinic. Students may enroll only with approval of the Director of the Clinic. Students do not have to attend the clinic intensive weekend. Instructor: Wettach and Berlin. 3 units.

420. Trial Practice. An introduction to the civil and criminal litigation process and attendant skills. Emphasis on the interactions between attorneys and witnesses and between lawyers and juries by use of simulation and videotape pedagogy. It begins with an intensive weekend of instruction. You must be able to attend the clinic intensive weekend to enroll in this course. Prerequisite: Law 245. Instructor: Beskind, Corpening, Dokterman, Maher, or Mills. 3 units.

421. Pre-Trial Litigation. This course focuses on the path litigators must navigate prior to trial. We will explore the key components of the pretrial process, beginning with the filing of a law suit. This course provides an opportunity for students to synthesize their knowledge in procedure, evidence and advocacy. Topics include: drafting pleadings; taking and defending depositions; creating and responding to discovery; planning strategy and motions. The course grade will be based on classroom participation, performance and written work. Instructor: Forbes. 2 units.

422. Community Enterprise Clinic. This clinic will provide students interested generally in business law practice and/or in specializing in affordable housing and community development law with practical skills training in many of the core skills required in any transactional legal practice, including interviewing, counseling, drafting and negotiation. Students will be required to provide a minimum of 100 hours of legal work per semester and to participate in weekly group training meetings. You must be able to attend the clinic intensive weekend to enroll in this course. LAW 210, LAW 255, LAW 314 recommended but not required. Instructor: Foster. 4 units.

423. Advanced Community Enterprise Clinic. This course is available to students who have participated in one semester in the community enterprise clinic and wish to participate for a second semester. You must be able to attend the clinic intensive weekend to enroll in this course. Instructor: Foster. 2 units.

429. Civil Justice Clinic. This clinic will develop and hone civil litigation skills in the context of working on actual cases in association with the Durham office of Legal Aid of North Carolina. Cases will focus on vindicating the rights of impoverished individuals or groups who cannot otherwise adequately find justice in the civil courts. Students will be directly supervised by Legal Aid attorneys, working in conjunction with the Clinic Director. Cases may include prosecuting unsafe housing claims, defense of eviction claims, prosecuting unfair trade practice claims, and a variety of other matters. All enrolled students will be required to provide a minimum of 100 hours of client legal work per semester. Instructor: Holton. 4 units.

437. International Human Rights Clinic. The International Human Rights Clinic provides students with an opportunity to critically engage with human rights issues, strategies, tactics, institutions, and law in both domestic and international settings. Through weekly seminar and fieldwork, students will develop practical tools for human rights advocacy. Instructor: Huckerby. 5 units.

441. Start-Up Ventures Clinic. The Start-Up Ventures Clinic will represent a range of early-stage ventures on a variety of matters related to the start-up process. In order to be eligible to enroll in the Clinic you must have successfully completed at least three semester of Law School, have successfully completed at least 1 credit of Professional Responsibility, and be able to attend the clinic intensive. Instructor: Ward. 4 units.

441A. Advanced Start Up Ventures Clinic. The Advanced Start-Up Ventures Clinic will represent a range of early-stage ventures on a variety of matters related to the start-up process. In order to be eligible to enroll in the Clinic you must have successfully completed Law 441, Start Up Ventures Clinic. Instructor: Ward. Variable credit.

443. Environmental Law and Policy Clinic. Under the supervision of the clinical faculty, students will work on current case and policy advocacy priorities as determined by the Clinic's Intake Board. Cases and issues undertaken by the Clinic may include the following subject areas: water quality, air quality, natural resources conservation, sustainable development, public trust resources and environmental justice. Practical skills training will emphasize skills needed to counsel clients, examine witnesses and to advocate effectively in rulemaking and litigation settings.
Generally, students may only enroll in the clinic for 1 semester, but may enroll for 2 semesters with the permission of the instructor if space permits. All enrolled students will be required to provide a minimum of 100 hours of work per semester to the clinic. In addition, students must participate in weekly group training meetings as well. The clinic office is located in the law school building. Law students must be in at least their fourth semester of law school to enroll in the clinic. Nicholas School students must be in at least their second semester. You must be able to attend the clinic intensive weekend to enroll in this course. Instructor: Longest and Nowlin. 4 units.

443A. Advanced Environmental Law and Policy. Continuation of LAW 443. You must be able to attend the clinic intensive weekend to enroll in this course. Instructor: Longest and Nowlin. Variable credit.

448. Guantanamo Defense Clinic. Students in the Guantanamo Defense Clinic will assist in the defense of a case before the military commissions at Guantanamo Bay. Clinic students will work with clinic professors and defense counsel to analyze legal issues posed by the case, construct case theories and strategies, and prepare court filings and arguments. You must be able to attend the clinic intensive weekend to enroll in this course. Prerequisite LAW 275 (International Law), LAW 573 (Military Justice), or LAW 582 (National Security Law). Instructor: Morris and McQuade. 4 units.

448A. Guantanamo Defense Clinic. Students will work closely with lead defense counsel at the Office of the Chief Defense Counsel, Office of Military Commissions, US Dept. Of Defense, on the representation of defendants before military commissions at Guantanamo Bay. Students' work will include legal research and analysis as well as the construction of defense theories and strategies. The course will commence with a required weekend training seminar. Prerequisite: International Law OR National Security Law OR Military Justice. Consistent with North Carolina State Bar regulations, students must be in at least their fourth semester of law study to enroll in this clinic. Faculty. Morris. 4 units.

448B. Advanced Guantanamo Defense Clinic. This course is open only to students that have completed 448A. It is permission only. You must be able to attend the clinic intensive weekend to enroll in this course. Instructor: Morris. 2 units.

460. Negotiation. This course is intended to explore the processes of negotiation and settlement in legal and other contexts. The goal of the course is to provide students with the opportunity to analyze the social process of conflict resolution in different legal contexts and to gain insight into their own negotiation styles. Instructor: Beason, Dimond, Ellis, Vidmar, or Wallace. 3 units.

465. Patent Claim Drafting and Foundations of Patent Strategy. Focus on skills used in patent claim writing across a variety of technical fields and developed through exercises, problems, and competitions. You must be able to attend the clinic intensive weekend to enroll in this course. Instructor: Sibley. 1 unit.


493. Wrongful Convictions Clinic. The Wrongful Convictions Clinic investigates North Carolina prisoners' claims of actual innocence and wrongful conviction. Students typically work in teams of two on one inmate's case, but all students participate in "case rounds," where the facts and investigative strategy of each case are analyzed by the full group. Among other things, students meet with the inmate, read and digest trial transcripts, interview witnesses, consult with experts, and prepare investigative and legal strategies. Students are required to perform a minimum of 100 hours of legal work during the semester. You must be able to attend the clinic intensive weekend to enroll in this course. Instructor: J. Coleman and Newman. 4 units.

Seminars

500. Arbitration: Law and Practice. This course will include lecture, and discussion on the law of arbitration and exercises in practical skills on conducting arbitrations. It will also include presentation skills. Instructor: Holton. 3 units.

501. International Civil Litigation. An examination of problems arising in litigation brought in federal courts by or against foreign nationals. Topics will include: (1) personal jurisdiction over foreign defendants; (2) service of process abroad; (3) forum non conveniens; (4) antitrust injunctions; (5) subject matter jurisdiction in international litigation; (6) foreign sovereign immunity; (7) forum selection clauses; (8) international arbitration; (9) taking evidence abroad; and (10) recognition and enforcement of foreign judgments. Instructor: Michaels. 3 units.

502. Higher Education Law. Higher Education Law will examine the legal principles that largely shape the structure, identity, and character of American public and private colleges and universities. The course is divided into three broad subject areas. The sources of law governing each of these areas are numerous, ranging from constitutional
503. **Sources of Environmental Law.** This course examines the interacting changes in American ideas of nature, self, and country in the nineteenth and twentieth centuries with the aim of casting light on the twenty-first. The course will focus on climate change, and the need for sustainable, and health food systems. Earlier coursework in environmental and natural resources law is helpful but not required. Instructor: Purdy. 2 units.

505. **Islam and Human Rights.** The primary goal of this course is to examine the issues of human rights in Islamic ethics and Muslim Law. The course searches for any evidences in the major legal sources of Islamic law (Shari'a) that support or contradict the modern international declarations and covenants of human rights. It Reviews the framework of three different approaches to Shari'a and human rights among contemporary Muslims: conservatives, fundamentalists and Reformists. Instructor: Kadivar. 3 units.

506. **Fraud Investigation.** This course will cover traditional areas of fraud investigation, and prosecution along with emerging statutory, and common law frauds. It will also cover practical issues of cooperation with government inquiry and their limits, privilege, and work product, and their waiver. Instructor: Coyne. 2 units.

508. **Chinese Law and Society.** This course will survey Chinese legal thought and practice in the People's Republic of China. Particular attention is focused on the relation of law to social ideals, to social change, and to politics. Topics the course will cover include, inter alia, role and status of lawyers, criminal law and procedure, human rights, civil society, media (especially the internet), intellectual property, and labor law. Some class discussions will involve interaction with students in the PRC. Prior familiarity with Chinese history or politics is unnecessary. Instructor: Ocko. 2 units.

509. **Chinese Legal History.** A survey of Chinese legal history that focuses on late imperial law in the Qing dynasty (1644-1911). Attention given to the legal transformations in the twentieth century. Examination of the way in which a legal system creates and reflects a society's structures and values in a mutually interactive process that constructs a particular "legal sensibility." Readings drawn from Chinese codes, cases, and "detective novels" as well as, for comparative purposes, from European and American legal history. No previous background in Chinese history is required or expected. Instructor: Ocko. 2 units.

510. **Legal Interviewing and Counseling.** Effective legal interviewing and counseling is foundational to the effective performance of almost all lawyering tasks. This course will provide students a framework for effective client interviewing and counseling and, like other skills-oriented courses such as Negotiations, will provide structured simulations that allow students to practice using this framework in real-world contexts. Instructor: Ward. 2 units.

512. **Comparative Constitutional Law.** The course will address the basic questions of current comparative constitutional law discourse, review structural issues (judicial review and the structure of the political process) and then concentrate on case-studies of specific dilemmas regarding rights. At the end of the course the students are expected to submit a paper that will discuss a legal issue of their choice, using comparative insights. Instructor: Barves. 2 units.

513. **Legal Writing in the Context of Criminal Trial.** This writing seminar tracks a serious felony trial from the pretrial preparation stage, to presentation of the evidence, closing arguments and jury verdict. In the course of such a trial an attorney has to research and compose documents ranging from discovery requests to jury questionnaires, direct and cross-examination questions for witnesses, requests for jury instructions, and closing arguments. The students will study rules of law applicable to those documents, taking into account the constitutional, evidentiary, tactical and ethical aspects of each task. Class discussions will highlight the interrelated complexities of a criminal trial and students will practice drafting documents. Instructor: Reeves. 2 units.

515. **Contract Drafting for the Finance Lawyer.** This course is an upper-level practical skills writing course that teaches basic contract concepts, drafting and analysis in the context of a general commercial finance transaction. The course will introduce students to business, finance and legal concepts through the use of a hypothetical loan transaction and will take an interdisciplinary approach, combining key concepts from finance, accounting and various areas of law, including the UCC, bankruptcy law, tax law and securities law, to help students bridge the gap between being a lawyer in the world of finance and a scrivener. The concepts and principles learned, however, will apply to other general commercial finance transactions. Co-requisite: Law 210, Business Associations. Instructor: Johnson. 2 units.

518. **Constitutional Law II: The Scope and Limits of Presidential Authority.** The president is the most visible and powerful individual actor in American government. The text of the Constitution says relatively little about the
powers and responsibilities of the chief executive. This course will explore the constitutional role of the president by reading primary sources, including Supreme Court and Justice Department opinions, and secondary literature on the scope of executive authority, the power of Congress to limit and direct the exercise of presidential authority, and the legal issues that arise in the conduct of foreign policy and the preservation of national security where judicial review and precedent are often limited or absent. Instr. Powell/Schroeder. 2 units.

519. Contract Drafting. Contract Drafting is an upper-level clinical course that teaches basic practical skills in contract drafting through written drafting exercises. The exercise will be done both in and outside of class, and extensive peer and instructor editing will be used draft in practice. The course will be a combination of lecture and in-class drafting and editing exercises, with an emphasis on the exercises. Instructor: E. Buell or Mullem. 2 units.

520. Climate Change and the Law. This seminar will examine global climate change and the range of actual and potential responses by legal institutions, in the U.S. and internationally. In so doing it will also explore fundamental questions about legal response to looming crises using climate change as the focal point of a broader discussion. Can legal institutions deal with such mega-problems? Will doing so lead to basic changes in legal institutions? Instructor: Wien. 2 units.

521. The Culture of American Law. American law can be viewed usefully from a variety of perspectives. In law school, we usually approach the law as a set of political norms that are articulated and enforced through formal legal institutions, or as the activities of professionals working within those institutions. Law is also a mindset, a shared "culture" of ideas, attitudes, memories, and myths that shape the lives and work of legal professionals as well as the broader society. In this course we will read critically writings on the law that have shaped or reflect the present nature of that legal culture. Our goal will be to understand more fully the nature of the law as practice and vocation through these writings. Instructor: Powell. 2 units.

522. Strategies in Administrative Law. This course extends our understanding of administrative law by incorporating interest groups, Congress, and the Courts into the regulatory decision-making and rule-making process. The course will begin with a review of the main topics in a standard administrative law class. It will then extend these concepts by introducing approaches from positive political and interest group theory. The structure of the course will include lectures on these concepts, classic cases drawn from administrative texts (e.g. Chevron, State Farm, Vermont Yankee.) A previous administrative law course is not required, through a willingness to analyze problems from multiple disciplines is useful. Instructor: deFigueiredo. 2 units.

523. Health and Medical Research for Lawyers. This seminar will introduce students to specific sources, and strategies for researching a variety of health and medical topics as the pertain to attorneys, including Medicare, and Medicaid regulations, medical malpractice, health insurance procedures, etc. Instructor: Bahnson. 1 unit.

524. Corporate Reorganization. Emphasis on the practical process of reorganizing troubled and failing businesses; taught with a practical, hands-on approach. The professor currently operates several international businesses and will draw from actual domestic and international examples. Topics in domestic and international workouts and reorganization, in and out of a court setting, include identification of troubled companies and properties; the financial structure of these companies; identification of factors leading to the company's economic trouble; and the methods of allocating risk as the company is reorganized. Covers basic bankruptcy concepts. A basic bankruptcy course is helpful but not required. Instructor: Coyne. 2 units.

525. Interracial Intimacies. The course is a close, and critical reading of the text (by the same name) by Professor Randall Kennedy (Harvard Law). Its focus will be the histories of laws that consider sex, marriage, identity, and adoption. Instructor: Holloway. 2 units.

526. Access to Medicines - IP and Global Public Health. This 2 credit seminar examines the law and policy governing the availability, price and development of medicines worldwide, providing an overview of the international legal frameworks, national regulations, and innovation policies affecting access to existing medicines and the development of future treatments for global health. It encourages students to critically examine current international law governing pharmaceutical innovation and to engage in efforts to improve incentives for the pharmaceutical sector to better meet global health needs. This seminar is open to non-law graduate students depending on space and prior experience. Instructor: Holloway. 2 units.

527. Capital Punishment. This seminar course examines the social, moral, and legal implications of capital punishment, with a particular focus on decisions of the Supreme Court since the early 1970s. Main themes of the course will include: jury selection; the allocation of decision making authority between judges and juries; the right to counsel in death cases; the role of aggravating and mitigating factors; efforts to limit the arbitrary or racially discriminatory application of the death penalty; the rules governing juveniles and the mentally ill; the federal death penalty; the influence and relevance of foreign practice; and constitutional challenges to methods of execution. Instructor: Blocher. 2 units.
529. Genetics and the Law. In this seminar, we will examine the complex ethical and legal issues arising out of the remarkable advances in the genomic sciences over the past fifty years, particularly knowledge gained from the mapping of the human genome. We will begin by examining the legal issues raised by the use of genetics in medicine, including genetic testing, reproductive technologies, genetic screening, and genetic therapy. We will then examine legal issues raised by genetic research and the commercialization of that research. In the latter part of the course, we will explore the use of genetic information in non-medical areas, such as criminal law, employment, and privacy. The primary focus of the course will be legal issues related to the human genome, (not animal or plant), with an emphasis on American law. No prerequisites. Instructor: Dame. 2 units.

530. Entertainment Law. An introduction to selected theories, statutes, and regulations (other than intellectual property law) governing principal undertakings, business transactions, and legal relationships in the entertainment industry, including publishing, the theater, television and motion pictures, music, and related fields. Prerequisite: Copyright Law (Law 322) Recommended: Intellectual Property (Law 270); Trademark Law and Unfair Competition (Law 393.01). Instructor: Lange. 3 units.

532. Venture Capital Financing. This class will focus on the legal and economic structure of capital transactions and will familiarize students with the legal agreements used to document these transactions. Using lectures and in-class exercises, students will learn the function of the most common transaction documents, the economic and/or legal purpose of the provisions contained within these documents and alternative approaches to address specific situations. Students will work on a simulated transaction to gain experience in negotiating and drafting documents with an emphasis on meeting client objectives. Students will be evaluated on class participation, written assignments and potentially, a final exam. Instructor: K. Johnson. 3 units.

533. Rhetoric and Advocacy. Because modern lawyer-advocates must persuade both inside and outside the courtroom, rhetoric - the art of persuasion or, more boldly, "wisdom united with eloquence" - should guide almost all aspects of legal discourse. Students will enhance their ability to scrutinize a range of discourse using the tools of classical and modern rhetoric. Though focus will be on legal texts, sources ranging from U.S. Supreme Court opinions to literature and commercial media, from the Federalist Papers to interviews on YouTube will be used to help students develop a heightened concern for language and its delivery. Instructor: Ward. 2 units.

535. Financial Holding Companies Law. A survey of the statutory, administrative, and litigation background behind the development of insurance agency, securities brokerage, and securities underwriting powers for the banking and thrift industries, and the development of deposit-taking activities for the insurance and securities industries, culminating with an in-depth focus on the provisions in the Gramm-Leach-Bliley Act respecting electing to be a financial holding company subject to the jurisdiction of the Federal Reserve Board as the "umbrella" Federal functional regulator. Instructor: Lybecker. 2 units.

537. International Human Rights Advocacy. This course critically assesses the field of international human rights advocacy, its institutions, strategies, and key actors. It explores how domestic, regional, and global human rights agendas are set; the ethical and accountability dilemmas that arise in human rights advocacy; and human rights advocacy concerning a range of actors, including governments, international institutions, and private actors. Grade based on final paper and class participation. Instructor: Huckerby. 2 units.

539. Ethics in Action. The class will function as an ethics committee considering current issues and ethics inquiries based upon actual disputes. The participants, working in small groups, will draft detailed ethics opinions that the full class will consider, revise, and the like. Instructor: Metzloff or Mine. 2 units.

540. From Bickel to Balkin: Readings in Modern Constitutional Theory. This three-credit seminar will consider a variety of theories of U.S. constitutional interpretation and change. The topics to be addressed will include background issues such as various conceptions of constitutional authority, the relationship between constitutional law and politics, and concerns about the "countermajoritarian difficulty," as well as specific constitutional theories such as those associated with John Hart Ely, Ronald Dworkin, and Bruce Ackerman. In addition to considering the role of the judiciary in constitutional interpretation, there will be a focus on how U.S. constitutional law is interpreted and can potentially evolve outside of the courts. Instructor: C. Bradley and Siegel. 3 units.

541. Non-Profit Organizations. Consideration of state and federal regulation of nonprofit entities, with particular attention to charitable organizations. Qualification for exemption from taxes will be examined, along with regulation of lobbying and fund-raising activities, treatment of charitable contributions, unrelated business income taxes, and the special regulatory framework governing private foundations. Instructor: Schmalbeck. 3 units.

542. Financial Services: Mutual Funds and Other Asset Managers. The financial services industry is now commonly viewed as including a number of discrete categories: consumer finance (credit cards, personal loans, and
transaction processing); mortgage banking; commercial finance; investment banking; merchant banking/venture
capital; insurance underwriting and agency; and asset management (brokerage, investment advice, investment
companies, trust activities, and pension plan management and administration). Seminar will review and discuss the
robust regulatory scheme for mutual funds; the investment management aspects of the federal bank regulatory
system; and the treatment of common problems for financial institutions managing assets under multiple regulatory
formats. Instructor: Liu. 2 units.

543. International Law and International Relations Theory. One of the most interesting and productive veins of
recent international law scholarship involves interdisciplinary work between political scientists, economists, and
legal academics. This seminar will explore some of this scholarship, including articles discussing the institutional
design of international organizations, two-level game analysis (where bargaining takes place simultaneously in inter-
national negotiations and domestic politics), and decentralized approaches to enforcing international law. Instructor:
Brewster. 2 units.

545. Urban Legal History of Durham. Urban Legal History is a research seminar which will focus on the legal
issues relating to Durham's political, social, and economic development. The class will involve intensive study of
primary and secondary materials, and will require students to produce substantial (45 page) research papers.
Instructor: Blocher. 3 units.

546. International Law of Armed Conflict. This seminar will examine the international law of armed conflict, and
it focuses on the jus in bello context. Students will examine the key concepts of the law of armed conflict, and explore
their practical application in various contexts. Case studies will be examined in conjunction with the topics covered.
The historical context for law of armed conflict agreements, the status of conflicts, combatants, and civilians,
targeting, rules of engagement, and war crimes, are included among the topics the class will address. Students will be
encouraged to relate legal and interdisciplinary sources in order to better understand the multi-faceted interaction
between law and war. Instructor: Dunlap. 2 units.

547. Criminal Justice Policy: Crime, Politics, and the Media. Focus on various changes in criminal justice policy
that occurred in the 1980s and 1990s (for example, changes in sentencing law and policy, increased incarceration
rates, and the "war on drugs") and identification of the factors that brought about those changes. To what degree
were these changes responses to changes in the rates and types of crimes experienced in the United States? To what
degree were these changes prompted by political campaigns and strategies, or by a media produced sense of crisis?
Readings include legal materials which will probe and analyze statutory and administrative changes, as well as inter-
disciplinary readings. Each student will prepare a research paper. Instructor: Beale. 2 units.

548S. Courts, Wars, Legacies of Wars. The impact of international wars, international policing, and domestic wars
relating to national security on the United States courts of the Fourth Circuit (Maryland, Virginia, West Virginia,
North and South Carolina), and the role played by these courts in the Mid-Atlantic South from the American
Founding into the Cold War Era. The American Constitution, laws, and treaties of the United States, and principles
of admiralty and international law which figure in assigned published and unpublished judicial decisions of the
region's United States district and old circuit courts and of the post-1891 Fourth Circuit Court of Appeals. Also
taught as Political Science 238S and History 255AS. Instructor: Fish. 3 units.

549. Corporate Counseling and Communication. The practice of law primarily involves understanding and
resolving clients’ legal issues. While doctrinal courses teach the fundamental legal principles lawyers need to know,
this course focuses on how lawyers use that knowledge to assess legal issues and advise clients. The primary objective
is to simulate the practice of law, particularly as a young associate would likely experience it, whether in a large law
firm or a small office. The curriculum focuses on two areas: 1) identifying the legal issues rising from a fact pattern;
and 2) client communication. Students will track their "billable hours", teaching them to be efficient and cognizant
of the time they spend on each issue. Instructor: Mock. 2 units.

550. Tax Law Research for Attorneys. This advanced research seminar will introduce students to concepts of tax
research and will provide an in-depth look at the sources of tax authorities, and how to find them. Instructor: Most. 1
unit.

553. Empirical Research Methods in Law. Empirical methods are central to modern law practice. They are used in
complex business transactions, damage calculations, antitrust litigation, and discrimination litigation. Working
with experts and developing and refuting quantitative evidence are critical skills to successful practicing lawyers.
This course will provide students an opportunity to bridge knowledge and practice by learning basic statistical
concepts and methods for applications to litigation, legislative advocacy, and legal research. Course grades will be
based on class participation (10%), hands-on exercises (10%), a take-home midterm (30%), and a final paper (50%).
Instructor: Liu. 2 units.
554. Deceit and Betrayal: Perspectives on Fraud and Judiciary Obligation. This seminar focuses on contemporary applications of the law of fraud and fiduciary obligation, including situations in which an actor deceives the beneficiary of a fiduciary obligations owed by the actor. Instructor: DeMott. 2 units.

555. International Environmental Law. 2 units. C-L: Environment 855

556. Second Amendment: History, Theory and Practice. The Supreme Court's decisions in District of Columbia v. Heller and McDonald v. City of Chicago have ushered in a whole new era of Second Amendment theory, litigation, and politics. Current events keep issues of firearms, gun violence, gun safety, and self-defense constantly in the news. This seminar will explore the Second Amendment and the various state constitutional analogs historically, theoretically, and pragmatically. Students will be introduced to the historical and public policy materials surrounding the Second Amendment, the regulatory environment concerning firearms, and the political and legal issues pertaining to firearm rights-enforcement and policy design. Instructor: Miller. 2 units.

559. Latin American Business Law. This course focuses on the regulation of business in Latin America, and the most important differences between Civil Law tradition, and the Common Law. The course covers some of the main issues that may arise in the practice of law dealing with Latin America. Instructor: Kielmanovich. 1 unit.

560. Sales and Value Added Tax Law. This course covers the legal frameworks and detailed technical issues related to value-added taxes (VAT) and sales tax systems. Comparisons are drawn between the VAT and sales taxes, and among the tax legislation provisions used in various countries. Aside from the basic tax structures, the course also highlights innovations in VATs and the treatment of special sectors such as the real property, financial, agriculture and public interest sectors. Approaches for dealing with the application of VATs and sales taxes in the context of federations and common markets are also considered. Instructor: Barnes. 2 units.

561. Tax Policy. This course will begin with a background discussion of the public finance economics underlying taxation, and then proceed to an examination of the major tax types, analyzing each in terms of its efficiency, fairness, and administrability. Faculty: Schmalbeck. 3 units.

562. Sentencing and Punishment. This seminar will focus on the process of imposing sentences in criminal cases, administering punishment, and attempting rehabilitation of convicted criminals. The course will first provide background regarding the purposes of punishment and the history of mandatory sentences, presumptive sentences, and sentencing guidelines, and focus on some of these issues in more detail through the use of an expert guest lecturers and a tour of the Federal Correctional Facility in Butner, NC. Students will be expected to participate meaningfully in the lectures, guest speakers and field trip, and produce a research paper on a related topic. Instructor: Beeler and Dever. 2 units.

564. What Do Universities Do?. Are universities the engine of economic growth, the mechanism for reproducing the ruling class, or just a summer camp with classes attached? Although we might think we know all about universities because we attend one or work at one, chances are our perspectives are limited or biased. This seminar explores what goes on in universities and what the consequences are for students and society. Instructor: Clotfelter. 3 units.

567. Identity Politics and Law Colloquium. This seminar will explore the current state of thinking about the relationship between identity, politics and legal regulation. In particular, attention will be paid to the relationships between racial and gender identity and politics in the workplace. Instructor: Charles and Gulati. 2 units.

568. Justice, Law, and Commerce in Islam. History and schools of Islamic jurisprudence; Islamic legal reasoning; approaches to ethics and procedural justice, the ethical regulation of commerce, including a detailed study of pertinent issues in Islamic law. Also taught as Religion 254. Instructor: Moosa. 3 units.

569. Securities Litigation. This class focuses on different causes of action available to securities investors under the Securities Act of 1933, the Securities Exchange Act of 1934, and analogous state statutory and common law. Students will learn about the substantive elements of securities claims, such as falsity, materiality, reliance, scienter, and loss causation, and will also study the procedural problems unique to securities litigation, including heightened pleading standards, the selection of lead plaintiffs, and class certification. Finally, students will learn about the public policy aspects of securities litigation, and the debates surrounding its utility as a mechanism for enforcing the securities laws. Instructor: Lipton. 3 units.

571. The Changing Face of Marriage and Family: Pastoral and Legal Perspectives. This seminar examines areas in which religion and law intersect in family life. Students will explore the guidelines and doctrine governing religious and legal professionals when counseling individuals on family issues. Seminar discussions will focus on interdisciplinary readings, as well as exercises in skills relating to listening, counseling, mediation, and collaboration. Grading will be based on 4-6 written assignments totaling 25-30 pages relating to class exercises or readings, and on participation in class discussion and exercises. Instructors: K. Bradley and E. Acolatse. 2 units.
573. Criminal Law in The Armed Forces. Examines the practice of military justice in the U.S. and its sources of authority under the Constitution, the Uniform Code of Military Justice (UCMJ), and the Manual for Courts-Martial (MCM). Focus on the history of military justice in the U.S.; the UCMJ as enacted by Congress and as amended since 1951; types of crimes proscribed by Congress in the UCMJ; military jurisdiction; the Military Rules of Evidence (MREs); military trial practice and procedure; the organization, composition, and function of the service appellate courts and the U.S. Court of Appeals for the Armed Forces; the military lawyer and organization of the service Judge Advocate General departments in the Department of Defense. Instructor: Dunlap. 2 units.

579. Mass Torts. An integrated and in-depth look at combination of issues raised by complex mass tort lawsuits; substantive tort law; civil procedure; litigation strategy; lawyer-client relationships; economics of settlement, ethics, judicial role, societal impacts. Exploration of eight to ten celebrated mass tort lawsuits such as Buffalo Creek disaster, asbestos, Dalkon Shield, Agent Orange, Woburn leukemia case, tobacco smoking, silicone breast implants, electromagnetic fields, medical malpractice. Readings will emphasize historical accounts that put litigation in context, as well as judicial opinions and scholarly commentary. Instructor: Metzloff, McGovern, or Wiener. 2 units.

580. Religious Authority in a Secular State. This course will explore the relationship between private law that governs religious minority communities and secular law designed to govern all citizens. Instructor: Richman. 2 units.

582. National Security Law. A study of presidential and congressional national security powers under the Constitution and case law; the domestic effect of international law; the use of military force in international relations; investigating terrorism and other national security threats, with a focus on surveillance and other counterterrorism measures; prosecuting terrorists in the federal courts; detention and trial of terrorists by military commissions; the domestic use of the military in law enforcement; public access to national security information in civil litigation; and restraints on disclosing and publishing national security information. Instructor: Dunlap. 3 units.

583. Globalization of the Family. This course will address a number of issues in which globalization plays a role in family life, such as the definition of marriage and family, property rights, the requirements for divorce, same-sex relationships, marriage tourism, fertility tourism, adoption, and intercountry child custody disputes. The seminar will examine a particular topic through the lens of the law of a given culture or country, so that students can focus closely on the substantive issues. In addition, the seminar will explore questions of comparative law and conflict of laws as students consider whether and how one nation should honor the family law of another. Instructor: Bradley and Michaels. 2 units.

584. Genetics and Reproductive Technologies. This course will examine the complex interrelationship between legal, political, ethical, and social issues shaping the intersection of genetics, reproductive technologies and reproductive rights. Course will be graded based upon papers and class participation. Instructor: Farahany. 2 units. C-L: Genome Sciences and Policy 584

585. Philanthropy, Voluntarism, and Not-for-Profit Management. An examination of the role and functioning of the not-for-profit sector in relation to both the public sector and the private for-profit sector in dealing with significant social problems. Also taught as Public Policy Studies 280S. Instructor: Fleishman. 3 units.

586. Globalization and Domestic Courts. This course will look at the special role international law has for domestic courts, including the question of what effects decisions by the International Court of Justice have, and to what extent domestic courts act as enforcers of international law (the theory of dédoublement fonctionnel). Instructor: Richards. 2 units.

587. Race and the Law. This seminar will explore the historical and contemporary treatment of race in the United States by both the courts and the legislature. The seminar will employ an interdisciplinary approach to examining the social and political forces that have and continue to contribute to the development of legal doctrine in the areas of education, employment, health care, interracial sex and marriage, and public accommodations, among other things. Throughout, the seminar will explore the definition of race, the intersection of race and gender, the interplay of race and class, the juxtaposition of various racial groups, and the utility of a biracial dichotomy in a multiracial and multi-ethnic society. Instructor: Jones. 2 units.

590. Risk Regulation in the United States, Europe, and Beyond. This seminar pursues an advanced, integrated analysis of the law, science and economics of societies' efforts to assess and manage risks of harm to human health, safety and the environment. The course will examine the regulation of a wide array of risks, such as those from medical care and drugs, food, automobiles, drinking water, air pollution, energy, global climate change, and terrorism. Across these diverse contexts, the course will explore the treatment of several basic issues confronting any regulatory system: risk assessment, risk management (including the debate over "precaution" versus benefit-cost analysis), risk evaluations by experts vs. the public, and risk-risk tradeoffs. Instructor: Wiener. 2 units.
591. Development Finance. The Seminar will concentrate on external flows of development finance and allow students to become familiar with the different public and private providers of development finance, the legal structures of the multilateral frameworks (MDB’s), the various financing instruments and their legal basis as well their objectives and effectiveness. The Seminar will also highlight the importance of a legal framework in the recipient countries that promotes domestic and foreign investment and encourages effective and sustainable financial flows. Instructor: Sager. 2 units.

593. Sexuality and the Law. The law governing sexual orientation is in a rapid state of flux, as the applications of federal and state constitutions, statutes, and common law are being reexamined in light of changes in societal attitudes toward sexual orientation. Legislative and judicial activity in this area is presently at its historical peak. Although the legal issues surrounding same-sex marriage are currently a much debated topic, our seminar would cover other issues as well, including employment issues, privacy, free speech/association, public accommodations, asylum/immigration and military issues, which are especially timely. Instructor: Faculty. 2 units.

594. Custom and Law. This seminar is a component of the Duke Project on Custom and Law and will focus on the relationship between custom and law. One goal of the seminar is greater understanding of how custom can support or influence the development of law. Instructor: C. Bradley and Gulati. 1 unit.

595. Faces of the Law. This course will explore the place of law in the history of culture and ideas, with special emphasis on the American experience. The jointly taught seminar will explore how law has been understood in intellectual tradition. On one hand, we will examine major ways that lawyers and jurists have explained or challenged law's authority: tradition, natural-law theory, positivism, and the radical critique of law. On the other hand, we will consider how observers of law from outside—those concerned mainly with understanding other areas of life, such as politics, culture, or philosophy—have understood law's place in the larger field of human activity. This is not a specialized course in political theory, but rather a course for intellectually engaged lawyers; nonetheless, students should expect to read challenging texts with a high level of care and attention to detail. Instructor: Brodhead, Levi, and Purdy. 2 units.

598. Environmental Law in Historical Perspective. Environmental lawyers will increasingly need to use history-based arguments in defending environmental legislation against constitutional challenge. This seminar will explore useable legal history concerning air and water pollution, the regulation of wetlands, rivers, forests and coastal zones, and conservation of wildlife, fuel, and other resources. Instructor: J. Hart. 2 units.

599. The Federal Prosecutor: A View from the Trenches. This seminar will explore the prosecutor's role in federal and state criminal proceedings, from investigation to plea negotiations to trial and sentencing. Among the issues we will examine are the prosecutor's obligations under the U.S. Constitution and state rules of professional responsibility. Those obligations include restraints on contract with represented parties, use of the grand jury, and statements to the media, as well as discovery obligations and conduct during trial. A special emphasis will be placed on decisions and ethics of the prosecutor in the investigation and prosecution of corporate fraud. Instructor: Duffy and Wheeler. 2 units.

633. Interrogations and Testimony Seminar. An advanced criminal and constitutional law writing seminar on the law of questioning in the criminal justice context, with a focus on the Fifth and Sixth Amendment Impacts on police interrogations and in-court testimony. Students will have the opportunity to develop a 30 page writing project or to satisfy the course requirements through weekly response papers and presentations. Instructor: Griffin. 2 units.

636. Food & Agricultural Law Policy. This interdisciplinary course looks at local food systems through the lenses of community economic development and environmental sustainability. This course will expose students to a wide range of legal and regulatory issues, but also, through the required 30-page paper, students will develop a deep understanding of a particular issue related to food systems. Michelle Nowlin and Jeff Ward will consider supervising drafts of the papers to permit them to satisfy the JD Upper Level Writing Requirement. Instructor: Nowlin. 2 units.

639. Structuring V/C & Private Equity Trans. (Course-Plus). This offering is a course-plus addition to Law 358, Structuring Venture Capital and Private Equity Transactions. Instructor: Faculty. 1 unit.

656. Business Associations Course Plus: Strategies in Business Transactions. This seminar takes selected legal issues from the course, Business Associations, and places them in a setting in which students make decisions that involve the weighing of legal, business, ethical and stakeholder considerations. The course will develop and analyze business transactions, in workshop settings, from the strategic perspective of a business lawyer in engineering transactions that minimize legal, tax and regulatory costs, address concerns of relevant stakeholders, and achieve the objectives of the client. The goal of the course is to demonstrate how, in practice, legal principles interact among themselves and with non-legal considerations in business transactions. Instructor: Cox and Hart. 1 unit.
659. Corporate Crime Course Plus. This plus one credit option for the course in Corporate Crime will consist of a
one hour seminar discussion, meeting once per week, in which the course materials, and additional assigned readings,
will be the basis for developing further the policy, theory, law reform, and practice implications of the doctrinal
topics covered in the main course. Students enrolled in the plus one credit option will be required to write three 5-
page papers over the course of the semester based on the assigned readings. The plus one credit option will be graded
separately from the main course and enrollment is limited to 18 students from those enrolled in Corporate Crime.
Corequisite: Law 306. Instructor: S. Buell. 1 unit.

672. The Constitutional Law and Politics of the Affordable Care Act. In this course, students will serve as
Justices of the Supreme Court of the United States during the current Term of the Court. Students will become
experts in the professional and personal backgrounds of their Justices, they will vote on four cases on the docket
during the current Term, and they will write majority, dissenting and concurring opinions (25-30 pages) on those
cases. Instructor: Siegel. 2 units.

674. Non-State Actors and the International Legal System. This seminar analyzes the evolving role of non-state
actors in international law, focusing on transnational corporations (as defendants, plaintiffs, and objects of interna-
tional law) and NGOs (as standard setters, norm entrepreneurs, and third-party participants). Topics covered include
human rights cases in domestic courts, investor-state arbitration, corporate social responsibility and the International
Criminal Courts. Discussions will focus on how and why non-state actors have become increasingly central in the
international legal processes, the consequences of their expanded influence, and the normative and legal implications
for the international legal system. Instructor: Faculty. 2 units.

682. Legal Frameworks: Ghana. This seminar will focus on comparative legal and cultural issues relating to free
speech and the media in a developing democracy, and include spring-break field study in Ghana. Weekly class
sessions will engage students in discussion of relevant readings including a mix of primary sources, historical and
cultural materials, and scholarly commentary. The intensive fact-finding trip to Ghana will allow students to assess
the legal and cultural issues in context; meet with stakeholders such as government officials, print, broadcast, and
online journalists; lawyers and judges; NGOs; and tribal leaders. Instructor: Blocher. 3 units.

683. Patent Litigation. This course will cover the basic aspects of patent infringement litigation, beginning with
the pre-suit investigation and covering basic phases of the process through trial, including the initial pleadings,
discovery, the Markman claim construction phase, pretrial and trial. The main focus will be on the practical aspects of
this growing form of commercial litigation. Students would need to have completed, or be concurrently enrolled in,
Patent Law to enroll in this course. Students will be assessed on the basis of two writing assignments, a Markman/
claim construction brief and a summary judgment motion, and on an oral argument on their brief. Instructor: Sleet.
2 units.

692. Juvenile Courts and Delinquency Practicum. This practicum takes selected doctrinal and theoretical issues
from the course, Juvenile Courts and Delinquency, and provides students with the opportunity to explore them in a
practical context. Combining an experiential component with a skills component, the course has an objective that is
twofold: to demonstrate the degree to which applicable doctrine and theory have shaped the modern juvenile court
and to introduce students to the advocacy skills required to provide representation of children charged with criminal
offenses. Through simulation exercises and critical reflection on juv. court proceedings, students will analyze the

701. Institutionalizing the Rule of Law. This course will focus on the concept of the rule of law from an institu-
tional perspective. By asking some basic questions about how we might institutionalize the rule of law, I hope to
clarify what we mean by the concept and to develop an analytical framework for using it in both theoretical and
empirical research as well as in policy analysis and efforts for legal reform. Instructor: Knight. 2 units.

702. Alternative Dispute Resolution. This course surveys the most common types of alternative dispute resolution
processes: negotiation, mediation, arbitration, and court-annexed and governmental-agency ADR -all of which have
gained wide-spread use as alternatives to traditional litigation. The survey encompasses three perspectives; the
advocate's perspective in choosing the most appropriate ADR process in light of the different advantages and disad-
vantages of the various processes; the third-party neutral's perspective in facilitating or fashioning a just resolution of
the parties' dispute; and the policy maker's perspective in utilizing ADR as a more efficient and cost effective
substitute for traditional adjudication. Instructor: McGovern. 2 units.

704. Elder Law. This course focuses on the fundamental issues in elder law. The topics range from broad ethical
issues (representation, capacity) to an examination of specific laws and practices to assist clients in planning for
retirement, possible incapacity, and death. Tax rules governing trusts and estates play important roles in such
planning; we will draw on relevant tax laws as needed. Specific topics covered include: special needs trusts and other planning tools for incapacity; guardianships; wills and trusts; Medicare and Medicaid; health care decision-making; long-term care; and social security/income support. Trusts and Estates and Health, Law, and Policy are useful (but not required) prerequisites. Instructor: Lukens. 2 units.

**705. Bioethics and Health Law.** Examination of the complex ethical and legal issues that arise in medical care and research, particularly issues arising from advances in biomedical technology. Focus on a variety of bioethical concerns in three general medical contexts: clinical care, medical research, and genetic science. The seminar concludes with a look at critiques of the current bioethics model, and a discussion of health and human rights. Instructor: Dame. 2 units.

**706. Complexity, Law and Public Policy.** This seminar will take a broad view of the law as a complex adaptive system and explore the ways in which complexity theory might enrich our understanding of legal development and the formulation and application of public policy. The seminar will introduce the field of complexity theory, its general principles, and the ways in which it can be applied to regulatory law and public policy. Instructor: Baxter. 2 units.

**707. Statutory Interpretation Colloquium.** The objective of this course is to introduce students to important issues concerning the theory and doctrine of statutory interpretation, primarily through exposure to cutting edge legal scholarship. The seminar will feature bi-weekly presentations of works-in-progress by leading scholars of statutory interpretation, legislation, and administrative law. Instructors: Charles and Lemos. 2 units.

**708. The Conversation of Law and History.** This cross-listed seminar uses primary and secondary material to explore issues at the intersection of law and history. With faculty and students from both the Law School and the History Department, we will consider how historians examine law and how lawyers and judges use history. We will be interested in how each can learn from the other, but also in the limits of the disciplines' capacity to communicate, given the differences in their goals and their materials. We will ask law students and historians to collaborate in working through materials and problems. Likely topics include legal treatments of slavery, constitution-making, judicial review, marriage, and ideas of nature. This course will span both Fall and Spring semesters, one credit earned each semester. The final grade will be received in the Spring. Instructor: Purdy and Edwards. 1 unit.

**709. Advance International Human Rights Advocacy Seminar.** The Advanced International Human Rights Advocacy Seminar provides students with an opportunity to critically engage with human rights issues, strategies, tactics, institutions, and law in both domestic and international settings. Through the seminar, students will develop practical tools for human rights advocacy—such as fact-finding, litigation, indicators, reporting, and messaging—that integrate inter-disciplinary methods and maximize the use of new technologies. Students will also develop core competencies related to managing trauma in human rights work, as well as the ethical and accountability challenges in human rights lawyering. Instructor: Huckerby. 2 units.

**710. Derivatives: Financial Markets, Law and Policy.** Summary of major topics covered and areas of major emphasis: Selected practices and laws relating to the derivative markets, focusing on exchange-traded and over-the-counter transactions and their participants. Topics include analysis of applicable securities, commodities, and insolvency authorities, business and economic objectives, transaction structures and cash flows, hedge funds and structured finance vehicles, and industry documentation. The goals of this course are to expand students' awareness and understanding of the large-scale and diverse derivative markets, the products offered and market participants, the interplay of participants' business, economic, and regulatory objectives, and the important public interest and legal and regulatory framework ensuring the integrity, usefulness, and efficiency of these markets. Instructor: Baxter. 3 units.

**711. Law and War in 20th Century America.** This course will address the experience of war in the 20th century and its impact on American law, particularly the relationship between national security and individual rights. The course will explore the way the practice of war and ideas of warfare have affected American law. Instructor: Faculty. 2 units.

**716. Cybersurveillance Policy and Privacy Law.** This advanced seminar examines the current implications of post-9/11 cybersurveillance policy and data surveillance, or data surveillance as a result of date mining and database tracking technologies. A key inquiry of the seminar will be how database technologies developed for civil law or corporate purposes can be used for criminal law and national security purposes, and how this merger has led to the growing normalization of surveillance protocols. This seminar will also explore the preexisting statutes protecting electronic communications and digital data, as well as Fourth Amendment protections against the unreasonable search and seizure of data. Instructor: Hoffman and Schroeder. 2 units.
717. **Comparative Constitutional Design.** 2 units. C-L: see Political Science 719S

718. **Collective Decisions and Individual Well-Being: An Introduction to Social Choice Theory.** Social choice theory is the body of scholarship—beginning with Kenneth Arrow's famous "impossibility theorem"—that systematically investigates the relation between individuals' preferences (or more generally, individual well-being) and societal decisions. This literature has much relevance to law, since it provides a foundation for understanding cost-benefit analysis and other policy analysis methodologies. I intend to offer a non-technical introduction to social choice theory, and one that will draw upon relevant philosophical literatures—in particular, philosophical scholarship concerning well-being and inequality. Instructor: Adler. 2 units.

720. **Advanced Copyright Digital Technology.** Explores the legal and policy issues surrounding the protection and use of copyrighted works in a digital, networked world. Topics include the applications and circumvention of technological protection measures, Internet service provider liability, peer-to-peer technology, fair use, and "sharing." Covers recent amendments to the law, including the Digital Millennium Copyright Act, and litigation, such as the Napster, MP3>com, and DeCSS cases, as well as current legislative proposals. Prerequisite: Copyright Law (Law 322) or Intellectual Property (Law 270). Instructor: Jenkins. 3 units.

721. **Corporate Governance in Japan and Increased Globalization.** This seminar focuses on corporate governance in Japan in a time of increased globalization. Topics include: the relationships between Japanese legal or social institutions and foreign investors; the effects of increased globalization on employment and operations of corporations; the role of banks in Japanese corporate governance; the treatment of minorities—are reforms needed; the national characteristics in corporate governance in Japan. Instructor: Faculty. 2 units.

722. **INTERNATIONAL BUSINESS LAW.** The goal of this course is to provide students with a broad overview of how international rules shape global transactions. It will serve as a foundation in international law for students who never plan to take another international law course but also serve a roadmap of the possibilities for international law study (and careers) for students who want to do more with international law. One of the goals of the course is to demonstrate that international law is relevant to almost every area of practice today - from divorce and adoptions to corporate mergers to securities law litigation. This course cannot be taken if student has already taken or is currently enrolled in Law 352. Instructor: Brewster. 3 units.

723. **White Collar Crime and Society.** White Collar Crime and Society will explore the phenomenon of corporate crime and its enforcement from a perspective primarily outside of legal doctrine. Through readings, student papers, and seminar discussions, it will examine attitudes toward and responses to major white collar offenses, with the objective of understanding how the public and legal, political, and business institutions respond to such wrongdoing. Students will take a critical eye to such responses and consider how white collar crime might have a different role in public life and legal institutions, now or in the future. Instructor: S. Buell. 2 units.

724. **IP, Public Domain and Free Speech.** This advanced seminar examines current intellectual property debates, focusing particularly on digital copyright. Its goal is to analyze issues of academic interest but also considerable practical importance. Readings and projects will explore tensions between intellectual property law and freedom of expression, as well as challenges posed by new technologies, in both the US and EU. Instructor: Jenkins. 3 units.

725. **Emerging Int'l Business Practices: Global Supply Chains to Global Value Chains.** In the dynamically evolving global political economy, global supply chains, central to global commerce, have evolved into what interdisciplinary researchers call "global value chains." The linkages within global value chains have become the primary conduit for many types of commercially critical transfers, including capital, knowledge, and technology. This seminar examines the various ways in which law is implicated in global value chains, including contract law, corporate law, international law, conflicts law, antitrust law, and intellectual property law, among others. Instructor: Faculty. 2 units.

726. **Cross-Border Transactions.** The course will focus on two expanding areas of legal practice: Anti-Bribery Compliance and the Foreign Corrupt Practices Act (FCPA) and Anti-Money Laundering and Counter-Terrorist Financing (AML and CTF) and the FATF principles and the PATRIOT Act (as well as implementing regulations). Instructor: Katzenstein. 2 units.

727. **Current Issues in Constitutional Interpretation.** This seminar will examine important constitutional issues that have arisen in recent Supreme Court cases and will use those cases as a vehicle for considering broader questions of constitutional interpretation and Supreme Court practice, such as theories of interpretation and the role of stare decisis. Among the issues that may be studied are the Second Amendment right to keep and bear arms, the Sixth Amendment rights to counsel and trial by jury, the Eighth Amendment right to be free of cruel and unusual punishment, and the right to petition for a writ of habeas corpus. Instructor: Alito. 1 unit.
731. Legal Strategy. A theoretical and practical approach to appreciating the complexities of legal strategy. The course commences with eight hours of lecture and discussion on a variety of analytical methodologies for addressing strategy- economic, psychological, game theoretic. The remaining twenty seven hours focuses on specific legal problems with intense role-playing to reinforce the application of these analytic tools in a realistic setting. The role-playing will be supervised and reviewed by practitioners who are experts in the relevant legal problems. Instructor: McGovern. 3 units.

736. Advanced Issues in Children's and Family Law. In depth research and discussion on topics related to children's and/or family law. Possible topics include child development and its implications for law and policy; child abuse; child welfare, including childcare and its implications for women; alternative reproductive technologies and their implications for women, children and culture; race and ethnicity issues in the dev. of law and policy re: children and families; the response of law to non-traditional families; a study of the effect of divorce on society and law. Students will complete at least one principal paper, and be responsible for class leadership and participation. Please visit the Law curriculum page for course specifics. Instructor: D. Coleman. 2 units.

741. Selected Topics in National Security and the Law of Armed Conflict. The 1-credit advanced seminar will bring together six Duke Law students with six senior attorneys in the national security and law of war divisions of the Israeli Defense Forces and Ministry of Justice to examine contemporary developments in the law of armed conflict. The seminar will focus on key areas of national security law and the law of armed conflict in which existing law is indeterminate and contested, with particular attention to conflicts involving non-state actors. The developments of the past decade will be considered in a historical and comparative perspective. Instructor: Morris. 1 unit.

747. Developing the Scholarship Agenda. This course is to learn how to produce original legal scholarship, and develop a focused agenda for scholarly research in the law. Seminar discussion of methodologies in scholarship integrated with colloquium in which established scholars present, and discuss new research. Instructors: Blocher and S. Buell. 3 units.

748. Strategies in Employment Discrimination Practice. Strategies in Employment Discrimination Practice. This seminar applies the legal principles studied in Employment Discrimination Law (Law 232) to a semester-long, simulated practice problem. The goal of the seminar is to reinforce legal concepts studied in the basic course, and to introduce through task-oriented exercises the real-world dimensions of an employment discrimination practice, including decisions about which cases to take, what facts must be gathered, what steps must precede the filing of a lawsuit, and what legal theory or theories should be pursued. Students will engage in interviews, negotiations and strategy sessions, and will prepare various file memos, letters, and an agency complaint. The course is co-taught with an experienced practitioner. Students must either have previously taken, or be concurrently enrolled in, Law 232. Instructor: Faculty. 1 unit.

749. Strategies in Commercial Transactions. This seminar takes selected legal issues from the course, Commercial Transactions, and places them in a setting in which students make strategic decisions that involve the weighing of legal, business, ethical and human relations considerations. As in the Commercial Transactions course, the emphasis in the seminar will be on debt arrangements, security devices, payment systems and bankruptcy planning. The goal of the seminar is to underscore how legal principles interact with other non-legal considerations in the resolution of business problems. You must be registered for LAW 215 to enroll in this course. Instructor: Merrell and Weistart. 1 unit.

752. International Investment Law. The purpose of this seminar is to explore this legal face of globalization by looking at how international law is implicated in the protection of FDI, the related international case law with special emphasis in the investment chapter of the North American Free Trade Agreement (NAFTA) and the evolution of different debates and criticism of the ideas behind the system for the promotion and protection of FDI. Instructor: Faculty. 2 units.

753. Law and Literature: Race and Gender. This seminar uses contemporary fiction to explore the intersection between literary and legal studies, with a particular focus on race and gender. Through literature and some film, the seminar examines the role of law in the structure of conflict, personal relationships, and social arrangements, with attention to privilege, perspective, and voice. Class discussion will layer the readings from each week, building on the materials previously read and discussed. Authors include Margaret Atwood, Richard Wright, Kazuo Ishiguro, Aravind Adiga, Toni Morrison, Ursula Hegi, and Nella Larsen. Instructor: Bartlelet and Holloway. 3 units.

754. Intellectual Property Transactions. Patents, trademark, copyrights, and trade secrets each connote the ability to reserve to the holder the right to practice the invention, apply the mark, copy the expression, or retain the secret, respectively. However, simple retention of these rights or absolute conveyance of these rights to others may not
maximize the holder's value in the property. Greater utility may be achieved by sharing some of the rights, while retaining others. This is the realm of intellectual property licensing. This course will survey key issues related to licensing each form of intellectual property, including the rationale behind the issues and alternative means of approach. The course will then touch on considerations of international licensing, licensing to the U.S. government, antitrust, and the non-negotiated license. Finally, the course will consider open licensing practices as found in open source software and the Creative Commons. Prerequisite: Intellectual Property. Instructor: Webbink. 2 units.

757. The Takings Doctrine. The Takings Clause of the Fifth Amendment governs two enormously controversial topics in Constitutional case law: overt physical takings of private land for 'public use', and regulations of private property, for a variety of public purposes ranging from protection to historical preservation, which give rise to "regulatory takings." Instructor: Zhang. Variable credit.

758. Originalism and Its Discontents. This course would acquaint students with the variety of originalist and nonoriginalist arguments, give them an opportunity to sharpen their views on the topic, and enable them to judge for themselves the strengths and weaknesses of each. Structured as a weekly two-hour seminar, the course would expose students to leading theories of originalism and to canonical works in the field. Instructor: Sachs. 3 units.

760. A Practitioner's Guide to Labor Law and Employment. This course is designed to provide a practical overview of the main labor and employment law issues that arise in the U.S. workplace. Using a variety of approaches to instruction, and including mock exercises, outside speakers, writing exercises (such as drafting communications to government agencies or corporate clients), and drawing from current developments in the law, instructors familiarize the student with basic concepts underlying the broad range of labor and employment law. Students will explore issues from multiple perspectives including the employee, the employer, the union, and compliance enforcers. Students should have taken the basic labor law course or have a familiarity with the National Labor Relations Act and Title VII of the Civil Rights Act. Instructor: Bowling and McCalley. 2 units.

765. Introduction to Technology in the Law Office. Technology is changing the practice of law in all fields and venues. This course will provide you with the theoretical and practical foundations to understand these changes, and to positively impact your firm's or organization's responses to such challenges. Instructor: Miller and Behrens. 2 units.

766. Private Law Beyond the State. If Globalization puts the dominant role of the State into question, private law must be affected as well. This seminar will look to the past, present, and the future of the relationship between private and the state. Instructor: Michaels. 2 units.

769. Social Science Research and the Supreme Court. This course will focus on social-scientific research on the U.S. Supreme Court. Primary emphasis will be placed on two issues. First it will analyze the various factors that enter into explanations of Supreme Court decision-making. The class will also assess the implications of Supreme Court decisions for politics and policy. Instructor: Knight. 2 units.

773. Research Methods in Business Law. This one credit seminar in advanced legal research will introduce students to specific sources and strategies for researching a variety of business law topics, including corporations, securities, and commercial bankruptcy and reorganization. Instructor: Scott. 1 unit.

774. Taboo Trades and Forbidden Exchanges. This class examines exchanges and transactions that are traditionally taboo, and sometimes illegal. What constitutes a taboo trade is culturally dependent, change over time and across cultures. Typical taboo trades in modern western societies include organs, blood, babies, sexual relations, votes for money, and a wide range of other issues. In other cultures and other times however, humans were sold as a matter of course, whereas land was considered inalienable. Instructor: Krawiec. 2 units.

775. Corporate Ethics and Governance. This course is a one-credit seminar taught in two-hour blocks that focuses on the increasingly important role played by the corporate ethics office within a corporation's governance structure. As we have learned from a series of corporate scandals starting with Enron and continuing through the financial crisis of 2008, despite the emphasis placed on corporate ethics and good governance practices required by legislation such as SOX and the recent Dodd-Frank Act, much work remains to be done. The course is designed to be highly interactive, and students in the course will examine the role played by the corporate ethics office to ensure proper board oversight of a corporation. Instructor: Merrell. 1 unit.

776. Supreme Court Litigation. This course will focus on a lawyer's role in the decision making process of the United States Supreme Court. That Court itself plays a unique role in our legal system to identify and resolve important disputed, and recurring issues of federal law. The role of counsel in that Court is markedly different in many respects than it is in other appellate courts. Ayer. 2 units.
777. Deal Skills for the Transactional Lawyer. Prepares students for transactional law practice, with emphasis on the "practical" skills required by the M&A lawyer at each stage of the deal-making process. Pre-requisites: Law 210 and Law 336. Instructor: Hynes. 3 units.

778. Law and Entrepreneurship. This perspective course serves as an anchor for the LLM-LE program. In addition to giving students a theoretical framework through which to understand the relationship of entrepreneurship and law, the course will feature regular opportunities to learn directly from entrepreneurs and entrepreneurial lawyers. Instructor: Frey. 2 units.

779. Well-Being and the Practice of Law. The class will examine why the "pursuit of happiness," a phrase written by a lawyer, has proved futile for many members of the legal profession and those aspiring to its ranks. This class will present the research to date on lawyers and happiness. We will examine the scientific data and academic literature on lawyer maladies, while examining holes in the collective wisdom and why the majority of lawyers are quite content. Instructor: Bowling. 1 unit.

780. Law and Bioethics. The course will examine central issues in bioethics, with an emphasis on issues raised by advanced reproduction technologies. The course will cover such topics as: parental genetic screening, sex selection on one's children, genetic enhancement; the imposition of criminal liability on parents for harm to fetuses; and who should pay for reproductive technologies. Instructor: Faculty. 2 units.

781. Music Copyright: A Historical, Incentives-Based, and Aesthetic Analysis of the Law of Music. Course will begin by exploring the historical structure of incentives in music and the changing economics of music production, including the preconditions for thinking of music as "property" and the gradual shift from patronage to a market-oriented system. It will then proceed to examine music's unusually complex and increasingly fraught relationship with copyright law. Pre-req Law 322. Instructor: Jenkins. 3 units.

782. Deal Skills II: Negotiating and Documenting Joint Venture Arrangements. This course offers both "practical skills" training for students interested in transactional law practice, and an opportunity to explore a form of corporate transaction—the "joint venture"—that is widely used in the business world but is not covered in typical law school M&A courses. Students will be assigned to lawyer teams and will represent their clients in connection with a hypothetical joint venture arrangement, including drafting a joint venture agreement, negotiating joint venture agreements with opposing counsel. Pre-requisites: Law 210 and Law 336. Instructor: Hynes. 3 units.

783. Adv. Torts: Dignitary Torts. This course will have four components: the common law of intentional infliction of emotional distress, defamation, and privacy; changes in the common law governing those torts necessitated by Supreme Court decisions handed down after 1964; changes in other common law jurisdictions (UK, Can. Aus. and NZ) by their partial response to the concerns that prompted NY Times v. Sullivan in 1964; and developments in the UK and Europe in response to the European Court of Human Rights decisions that the rights of free expression and of privacy are of equal value. Instructor: Faculty. 3 units.

785. Legal Writing in Civil Practice. Writing is integral to most aspects of state and federal civil law practice including communicating effectively with clients, asserting clients' rights, and advocating for clients in litigation. This advanced writing course helps prepare students for the rigor of legal analysis and writing in general civil practice by providing a variety of writing experiences including opinion and demand letters, pleadings, motions, and trial briefs with each assignment. The course will culminate in oral arguments on motions before members of the bench and bar. Instructor: Ragazzo. 2 units.

789. Writing: Federal Litigation. This course will provide students with the opportunity to learn several different types of persuasive writing used in federal litigation. The course will focus on one hypothetical matter involving federal law. Instructor: Baker. 2 units.

790. Writing for Publication. In a collective "workshop" setting led by a writing instructor, students will produce a scholarly paper of publishable length. This course is intended to appeal to students who are interested in pursuing an academic writing opportunity apart from or in addition to those available through Duke's journals, seminars devoted to particular areas of law, or independent study. Instructor: Mullem. 2 units.

791. Writing: Judicial Writing. This course is intended to appeal to any student who seeks a judicial clerkship or aspires to be a judge, or simply wants to learn more about how and why judges write judicial opinions. Students will consider the complexities of being on the bench, including judges' relationships with the public, with lawyers, with other judges, and with their clerks. Instructor: Magat. 2 units.

792. North Carolina Public Policy Integrated Externship. The North Carolina Public Policy Integrated Externship provides Duke Law students with a unique opportunity to learn how state legislation and policy is made
by participating in the process itself. The centerpiece of this course is an externship placement with one of the following: the North Carolina General Assembly, an executive branch agency, or a nonprofit working on public policy issues in Raleigh. Students are expected to find their own placement, but faculty are available to assist you to identify opportunities. What you are learning through the externship will be grounded and put in context through a seminar led by Professor Deborah Ross, a member of the NC House of Representatives, that is expected to meet every other week throughout the semester. This is a two-credit course and students will be required to provide at least 50 hours of service to their placement site over the course of the semester. There will not be a final exam, but students will have periodic writing assignments, including a bi-weekly reflection journal. Instructor: Andrew Foster. 2 units.

793. History and Constitutional Authority. This seminar will explore the various ways in which understandings of the authority of U.S. governmental actors are informed by historical practice. Students will discuss select articles, book chapters, and executive and congressional memoranda relating to aspects of the topic. Some sessions will focus on general theoretical questions, such as the relationship between governmental practice and the law. Other sessions will address specific constitutional questions, such as the war powers of Congress and the President. Each student will complete a substantial research paper by the end of the semester. Grading will be based on the paper, class participation and online postings. Instructor: C. Bradley. 2 units.

794. Law of Slavery. This course introduces students to the common law of American slavery. It focuses on the daily disputes that juries and judges adjudicated to demonstrate how slavery saturated southern law, encompassing not only conflicts over freedom and race, but also inheritance, mortgages, marriage, torts, contracts, and property. In the process the course continually returns to what we expect from a rule of law while engaging some of the major debates that have dominated slavery studies over the last thirty years. Instructor: Faculty. 2 units.

Independent Studies and Tutorials

601. Duke Law in DC: Federal Policymaking. This course is open to students participating in the Duke in DC integrated externship program, Law 679. The Federal Policymaking course is a graded 4 credit weekly class that focuses on the federal policy making process, with particular attention to the policy issues that are currently being debated in Congress and the executive branch. Students will develop critical analysis skills that are necessary to evaluate and affect the policy making process at the federal level, and will produce a 30 page final research paper for the course. This course is open to second and third year law students by permission only. 4 units.

604. Ad Hoc Tutorial. A group of five or more upper-level students may organize and lead a one- to two-credit ad hoc seminar on diverse topics under the supervision of a faculty member. Instructor: Faculty. Variable credit.

607. Duke Law in DC: Federal Civil Rights & Law. This course is open to students participating in the Duke in DC integrated externship program (Law 679: Duke Law in DC Externship). The Federal Civil Rights & Law course is a graded weekly class that focuses on federal civil rights law, policy and enforcement, with particular attention to civil rights issues in current events. Students will develop critical skills that are necessary to evaluate federal civil rights law and policy creation and enforcement, and will produce a 30-page final research paper for the course. This course is open to second and third year law students by permission only. 4 units.

608. Duke In DC Civil Rights Paper. This is the paper component of the Duke in DC externship, and class. Instructor consent required. Instructor: Faculty. Variable credit.

609. Arabic for Legal Studies. An introduction to the terminology and basic concepts of Arabic law. Reading and analysis of legal texts (codes, cases, contracts, wills). Communication about law and law-related issues in Arabic. Prerequisite: three semesters or equivalent of Arabic. Instructor: Faculty. 2 units.

610. Exchange Program. Students who have finished the first year of law school study may apply for a semester overseas at a number of institutions. Students need to have appropriate language facility for non-English medium institutions. Variable credit.

611A. Readings in Ethics. This discussion course centers around readings that, implicitly or explicitly, draw connections between the practice of law, the experience of being a lawyer, the substance of the law, and ethics (including not only professional responsibility but issues of moral commitment and action more generally). Each section of the course is expected to have a different specific focus, and different readings, but will center on the general topics of professionalism and ethics. This is a year-long course. Instructor: Law Faculty. Variable credit.

611B. Readings in Ethics. Second half of 611A. Instructor: Law Faculty. 0.5 units.

613A. Readings. The "Readings" will cover various topics. The course will be a year-long course. The course will function as a "book group" meant to facilitate informal discussion. This course does NOT fulfill the ethics requirement. Instructor: Faculty. 0.5 units.
613B. Readings. Continuation of LAW 613A. Instructor: Faculty. 0.5 units.

614. Reading Group in Constitutional Theory. This course explores a variety of foundational topics in constitutional theory. Those topics include the nature and limits of constitutional reasoning, theories of constitutional interpretation, the role of non-judicial actors in determining constitutional meaning, and mechanisms of constitutional change. The course will require reading disproportionate to the single credit. Attendance is mandatory. This course is a year-long course. Instructor: Levy, N.Siegel, and Young. 0.5 units.

615. Ad Hoc Internship. With approval from the Law School Administration (specifically the Associate Dean for International Studies), law students may register for a one-credit internship in a legal setting during the summer break. The internship must be closely linked to the student’s course of study. It is supervised by the Associate Dean for International Studies and by a senior lay practitioner in the legal setting. At the end of the internship, the student must submit a written evaluation that includes a discussion of the impact of the internship on the student’s educational program and career plans. Instead of a grade, students receive a credit/no credit notation on their transcripts which does not count toward the academic credit required for graduation. Instructor: Faculty. 0 units.

617. Environmental Law Readings Workshop. This course is intended for Masters of Law students pursuing a certificate in environmental law. Different faculty lead sessions on significant scholarship in the environmental law field. Department consent required. Instructor: Faculty. Variable credit.

618A. Foundations of Law: Teaching Fellow, Fall. This is a year-long course in which lead fellows will prepare for and lead three discussions in the fall semester and three discussions in the spring semester, for credit or monetary compensation. The lead fellows will decide prior to enrollment whether they will receive credit or compensation and will be enrolled accordingly. The course number for fall semester is 618A. The course number for spring semester is 618B. Instructor: Faculty. 1 unit.

618B. Foundations of Law: Teaching Fellow, Spring. This is a year-long course in which lead fellows will prepare for and lead three discussions in the fall semester and three discussions in the spring semester, for credit or monetary compensation. The lead fellows will decide prior to enrollment whether they will receive credit or compensation and will be enrolled accordingly. The course number for fall semester is 618A. The course number for spring semester is 618B. Instructor: Faculty. 1 unit.

621. Domestic Externship. Supervised field work, in conjunction with a related tutorial and substantial academic paper. Instructor: Faculty. Variable credit.


624. Capstone Project. Joint student/faculty research, writing and/or field work. Instructor: Faculty. Variable credit.


627. Externship Research Tutorial. A research tutorial developed in cooperation with an externship faculty supervisor, to supplement an externship and externship research paper. Variable credit. With permission only. Instructor: Faculty. Variable credit.

631. LLMLE Capstone Project. LLMLE student/faculty research, writing and/or field work. Instructor: Faculty. 2 units.

640. Independent Research. Law students in their second and third year of the J.D. or LL.B. programs may take no more than three credits of independent research toward the Juris Doctor degree. A J.D. student also enrolled in the LLM program may take for credit not more than four credits of independent research. Students enrolled in the one-year LL.M. program may take for credit not more than three units of independent research. Students undertaking independent research will meet regularly with the faculty member supervising the research in order to ensure contemporaneous discussion, review, and evaluation of the research experience. Instructor: Faculty. Variable credit.

641. Federal Public Defender's Office for the Eastern District of North Carolina. This is a proposal for a semester-long integrated externship at the Federal Public Defender's Office for the Eastern District of North Carolina (Raleigh) under the supervision of Professor Jim Coleman. Up to eight students will work at the FPDO for sixteen hours each week mentored and supervised by two attorneys in the FPDO who also will serve as adjunct instructors. As part of the integrated externship, students will participate in a course co-taught by Professor Coleman and the two attorney adjunct instructors on Defending the Federal Criminal Defendant. Other members of the faculty and outside guests also may contribute to the instruction. Students will also be permitted to undertake a substantial written research project which could yield up to an additional four credits. 4 units.
642. **Defending the Federal Criminal Defendant.** Each student will be responsible to lead either a case study or simulation exercise which ordinarily will take place in the second half of the class period. From time to time, we may have a guest lecturer (for instance, a Probation Officer or Magistrate Judge) or member of the faculty who will participate in simulation exercises of discussion of case studies. Variable credit.

643. **Federal Defender Externship Research Paper.** This is an optional paper for students participating in the Federal Defender Externship. It will involve a great amount of research. The paper can be 15-60 pages. The hours for the paper will vary. Variable credit.


670. **Duke Law in DC: Federal Policy Making.** This is a semester long externship that gives students who are interested public policy, public service, and careers in the public sector an opportunity to study federal policymaking firsthand, under the direction of Duke Law faculty, and practitioners. The program has three components: a semester long externship placement in a congressional or policymaking office; a weekly course, and a substantial research paper. The program is open to second- and third-year students. Instructor: Kaufman or Schroeder. 9 units.

676. **Duke Law in DC: Federal Policy Making.** This course is open to students participating in the Duke Law in DC program. This course will provide an educational focal point for the externs that will enable them to reflect upon their externships experiences, and place them in a larger perspective. It also educates the externs about important legal, and environmental elements that shape, and provide context for the policy making process at the federal level, and to provide externs with tools to evaluate critically important features of the federal policy making process. Instructor: Kaufman, and Schroeder. Variable credit.

677. **Duke Law in DC: Rethinking Federal Regulation.** This course is open to students participating in the Duke in DC integrated externship program (Law 679: Duke Law in DC Externship). The Rethinking Federal Regulation course is a graded, 4 credit weekly class that focuses on trends in regulatory philosophy, competing models for regulation, the nature of administrative rulemaking and enforcement of rules and regulations, and some of the sources of regulatory dysfunction. Students will develop critical analysis skills that are necessary to evaluate federal regulatory law, and will produce a 30 page final research paper for the course. This course is open to second and third year law student, by permission. 4 units.

678. **Law in DC: Fed Reg Reform Paper.** This course is the third component for the Law in DC: Federal Regulatory Class. The course is the paper element to the course. The course will be for variable hours (2-5). Instructor: Cox. Variable credit.

679. **Duke Law in DC: Externship.** This 9 credit externship is one of three components of the Duke Law in DC experience, which also includes a seminar course and a substantial research paper. With the support of the Externship Administration, students seek and secure a full-time externship position with a non-profit or government agency or office in Washington, D.C. Duke Law in DC externship students have the opportunity to gain substantial hands-on experience in order to advance their academic and professional development while working under the supervision of an attorney on high-quality real life work assignments. The Duke Law in DC Program is open to second and third year law students with permission only. 9 units.

610. **Law Domestic Study Away.** Variable credit.

### Wintersession Courses

800. **Basics of Accounting.** Duke Law School presently offers an excellent class in Accounting for Lawyers. This course is no substitute for that offering. Instead, among the objectives of the course is to raise an interest among students to learn more about accounting and its role in society. At a minimum, this winter term offering aims to acquaint those with NO prior experience with accounting or finance with the rudiments of the basic understanding of accounting and present value calculations. Instructor: Faculty. 0.5 units.

801. **Government Contract Litigation.** Students will learn about government contract law with a focus on litigating bid protests, i.e., challenges to the awards of government contracts, as well as disputes arising under ongoing contracts. In the first class, after a lecture on the formation of government contracts, students will engage in mock arguments on a motion and preliminary injunction. In the second class, after a lecture on performance issues arising under government contracts, students will participate in a mock mini trial involving a performance dispute. Students should gain an understanding of the process for litigating bid protests and disputes as well as a basic familiarity with issues in government contract law. Instructor: Faculty. 0.5 units.

803. **Valuation: How to Determine Economic Worth.** Examining appropriate methods for valuing business enterprises with an emphasis on the maturity, uniqueness, and future growth prospects of individual entities. Big
picture approach to highlight wide variety of valuation techniques without getting lost in spreadsheets. Team projects to understand worth, negotiate value, and assess how value was derived in an actual M&A transaction. Instructor: Faculty. 0.5 units.

804. Capital Markets Financing and Advanced Business Strategy. Students will engage with the basics of capital markets financing. They will examine products related to capital markets as well as recent trends in capital markets financing. Particular attention will be paid to initial public offerings and leveraged financing among other common corporate financing instruments. Instructor: Faculty. 0.5 units.

805. The Evolution of the Banking Sector. We will examine how the banking sector, ranging from investment banks to community banks, have been forced to alter their business models in response to intensified regulation and new economic realities. Specifically, how Dodd-Frank has impacted such institutions’ regulatory requirements, capital strategies, and long term viability. Using examples involving securitization and real estate lending, we shall compare and contrast the old norm versus the new reality. Instructor: Patel. 0.5 units.

806. E-Discovery: Nuts and Bolts. This course will take a pragmatic approach to exploring the most common e-discovery issues that litigators confront in their day-to-day practices. Topics covered will include: the e-discovery obligations imposed by the Federal Rules of Civil Procedure; retention policies for electronically stored information; producing and reviewing electronically stored information; offensive and defensive e-discovery strategies; and best practices for counseling clients on litigating in a world with email, cloud computing, Facebook, Twitter, and Instagram. Instructor: Faculty. 0.5 units.

807. Drafting Civil Motions and Oppositions. This course will teach students the basics of motions practice. It will be made up partly of lecture, but mostly of in-class review and editing of students’ draft motions (displayed anonymously). Students will be asked to draft a short motion (with limited authorities, which will be supplied) before the first class, and, between the two class sessions, both to draft a second motion or an opposition, and to revise their first motion with the benefit of class suggestions. Instructor: Faculty. 0.5 units.

808. Contract Drafting. Contract Drafting is an upper-level clinical course that teaches basic practical skills in contract drafting through written drafting exercises. The exercise will be done both in and outside of class, and extensive peer and instructor editing will be used draft in practice. The course will be a combination of lecture and in-class drafting and editing exercises, with an emphasis on the exercises. Instructor: Faculty. 0.5 units.

809. Litigation Strategy in the Corporate Context. This course will explore the intersection of counseling and litigation, focusing on the litigator’s role in broader corporate strategy and the ways in which businesses, funds, and other entities use litigation both offensively and defensively to achieve goals beyond what is set forth in the pleadings. Using recent examples from the field of mergers and acquisitions, we will identify and critique prevalent procedural devices, methods, and arguments with an eye towards understanding how clients rely on litigators for more than drafting briefs and reviewing documents. Completion of a business associations course is recommended. Instructor: Faculty. 0.5 units.

810. M&A Litigation in Practice. Students will be provided documents with a hypothetical deal and be given a specific stage of litigation to focus on for preparing for class, with the goal of gaining a better understanding of how and why M&A deals are routinely challenged by stockholders seeking injunctions. Students will be asked to provide insight on litigation strategy, answer questions, and make abbreviated oral arguments advancing their respective positions, thereby gaining practical knowledge of both the mechanics and strategy involved in such cases. Instructor: Faculty. 0.5 units.

811. The Real World of Civil Litigation: A View from the Plaintiff's and the Defendant's Side. Students will examine the handling of litigation, including complex cases, from the plaintiffs' side, where Len usually sits, and the defense side, which is Bo's territory. The course will focus on pretrial issues, rather than trials, and will cover some but not all of the following: (a) complaints and motions to dismiss; (b) class certification motions and defenses; (c) obtaining and avoiding summary judgment; (d) development of a case strategy; and (e) development of a discovery plan. Instructor: Faculty. 0.5 units.

812. Corporate Counsel 101. Students will look at several salient issues that confront in-house counsel. Who is the client? How does one assess risks? How to work with outside counsel? What is the role of Board of Directors? Students will also engage with the key components of Sarbanes Oxley. Instructor: Faculty. 0.5 units.

813. IP in the Digital Age: Creating a Video Game. By developing and publishing a mock video game, students will learn basic intellectual property and contract drafting issues that face a software company. Best practices and practical business considerations will also be discussed. Instructor: Faculty. 0.5 units.
814. Basics for the Finance Lawyer. This course will serve as a practical introduction to the practice of law and concepts related to a general commercial finance transaction. Students will engage in an article-by-article review of a sample loan agreement and hypothetical proposed transaction, thereby becoming familiar with the relevant business considerations and types/structure of documents, the interplay of contract provisions across an entire deal, and the underlying legal framework. Instructor: Faculty. 0.5 units.

815. Advising the Business in Distress. This course will examine the role of legal counsel (both inside and outside) in advising a business which is encountering stress that impedes its ability to implement its strategy or that might force it into a restructuring or formal reorganization. Students will explore the legal restrictions and options available to such companies as they attempt to address these challenges. Instructor: Faculty. 0.5 units.

816. Creating an Entity. Students will learn to prepare organizational documents for business corporations and limited liability companies. Students will prepare articles, bylaws, subscription agreements, and related minutes and correspondence for the organization of a business corporation. Students will review, in detail, the organizational documents of a limited liability company. Instructor: Faculty. 0.5 units.

817. Excel for Lawyers. Whether in a litigation or transactional practice, highly effective attorneys share in common the ability to track, manage, and present information in an efficient and accessible way—including in the form of numbers and figures. Students in this course will learn the basics of Excel specific to the practice of law, and how to make Excel work for them, including how to find and use functions in Excel's function library, write simple formulas and practice good formula design and when and how to use absolute, relative, and mixed addressing. Instructor: Faculty. 0.5 units.

818. Impact Litigation: LGBT/HIV Case Study. Using the LGBT/HIV rights movement as a case study, this course will examine the unique challenges to successfully conducting impact litigation designed to enact social change, and discuss practical methods to overcome those challenges. Specifically, students will discuss the importance of client and venue selection, trial themes, and media strategy. Students will learn techniques for client preparation and discuss the development of creative legal theories needed to fit LGBT claims into existing legal protections. The course will also analyze the role of litigation within a broader political and social movement. Instructor: Faculty. 0.5 units.

820. Deposition Practice. Students will learn the basic nuts and bolts of taking and defending depositions: how to prepare for a deposition, how to formulate effective questions, what objections to raise and when, how to handle difficult witnesses, etc. Students will have the opportunity to conduct a simulated deposition and will receive constructive feedback on their performance. Instructor: Faculty. 0.5 units.

821. Drafting Pleadings in International Law Disputes. Students will learn the nuts and bolts of how to draft pleadings in international law disputes. They will study the standard drafting methods employed in written pleadings before the International Court of Justice, an investor-state arbitration tribunal, and the World Trade Organization. Emphasis will be placed on developing good drafting skills and on learning what common mistakes to avoid. Instructor: Faculty. 0.5 units.

823. Introduction to India Legal Environment. This course will offer an overview to the students of the legal environment in which business is undertaken in India. We will review the fundamentals of the legal system and its origin, which will require a historical observation of India since its independence from the United Kingdom in 1947. The course will address basic tenets of market entry and establishing a legal structure for business in India. Instructor: Faculty. 0.5 units.

824. Doing Business in China. Students will engage the many legal issues, particularly regulatory and intellectual property-based, presented by business opportunities in China. Cultural differences, business formalities, conflicting laws, and enforcement issues will all be addressed. Instructor: Faculty. 0.5 units.

825. Practice and Strategic Development of International Transactions. This course explores the fundamental issues, strategic considerations, and principles inherent in transnational business transactions and the role of the international attorney in structuring and implementing such transactions. Class time is devoted to a case study of a merger and acquisition transaction involving the purchase of a Brazilian entity by a US multinational corporation. The process of constructing an "international deal" is analyzed step by step, exploring all phases of the venture. Focus is given to recognizing and anticipating potential areas of conflict and evaluating the appropriate and legally viable measures available to address these issues. Instructor: Faculty. 1 unit.

826. Constitutional Law in Latin America: Organization of Government and Comparison of Judiciaries. Students will learn about the organization of the Executive, Legislative, and Judicial Branches of the Government, with an emphasis on the judiciary, showing that it is the government branch that has sustained the most important transformation in the last 40 years and the analysis of the transformation causes. Instructor: Faculty. 0.5 units.
828. Drafting Discovery Requests and Motions. Students will learn to plan and draft interrogatories, requests for documents, and requests for admission, as well as typical discovery motions to quash involving privilege, work product, undue expense, etc. Students will write and turn in draft motions and requests and receive feedback from the professor and peers. Instructor: Faculty. 0.5 units.

829. Neuroscience, Juries and Decision-making. This course will provide insights into the mind of the American jury. Some class time will be spent introducing the role of juries in determining liability and damages before moving on to decisional theory and its relation to the American jury. Using current models of jury decision processes, combined with cutting edge neuroscience and evolutionary biology, students will examine how and why juries reach their decisions. Three professors of Neurobiology and a leading jury consultant will join instructors in decoding the American Jury. Instructor: Faculty. 0.5 units.

832. In-House Investigations. Students will study the range of legal and practical issues in the conduct of in-house investigations of potential illegality by corporate employees and officers. Students will participate in simulated exercises involving interviews of a CEO or a company employee in the course of a hypothetical investigation. Instructor: Faculty. 0.5 units.

833. Pretrial Aspects of a Federal Criminal Case: A Prosecution and Defense Perspective. Students will examine the pretrial stages of a federal criminal case from the eyes of a federal prosecutor and a federal public defender. The course will focus on the pretrial stages and will cover some of the following: (a) use of the grand jury, (b) charging decisions, (c) development of a case strategy; (d) evaluating benefits of pretrial motions, including motions to suppress; (e) plea negotiations; and (f) client management. Instructor: Faculty. 0.5 units.

836. Human Rights Case Study. Students will examine the proliferation of biometric security data surveillance technology and its implications for human and civil rights. The course will consider what types of policy prescriptions should be in place to ensure minimum technological and electronic privacy standards; testing and evaluation protocols that may be needed to assess the efficacy and legality new technologies; whether an international convention or treaty is needed on biometric collection during military occupation; and how biometric security data surveillance used by the military abroad can ultimately impact the utilization of such technology domestically in both criminal and civil law contexts. Instructor: Faculty. 0.5 units.

837. Legal and Policy Aspects of U.S. Civil-Military Relations. The seminar will address the Constitutional and statutory structure of U.S. civil-military relations, as well as contemporary issues relating to the role of the armed forces in policy debates, politics, and social issues. In addition, it will examine case studies that illustrate the tensions that can arise between the armed forces and the civilian leadership in a variety of circumstances. Methodologies and approaches for ensuring productive civil-military relations will also be discussed. Text: Course pack of several law review and other articles. Instructor: Dunlap. 0.5 units.

838. Information Privacy after the Snowden Leaks. Edward Snowden's disclosure of classified documents to various news outlets has created substantial media coverage of privacy issues. This class will examine aspects of information privacy that are impacted by what the press has reported. The class will review what is meant by the term "privacy", the relationships between private companies and government agencies, the privacy laws that apply to government and the private sector, the differing privacy reactions in Europe, Asia, and the US, and the impact of new technologies on information privacy. Instructor: Faculty. 0.5 units.

840. Introduction to the Bankruptcy System. Students will learn the basic framework of the commercial bankruptcy system from one of the pre-eminent bankruptcy judges in the country. Students will have the opportunity to practice certain formalities of commercial bankruptcy, including planning and filing for corporate bankruptcy. Instructor: Faculty. 0.5 units.

841. International Commercial Arbitration. This course will give students a practical understanding of the process of international commercial arbitration. It will cover aspects of conducting and arbitration and enforcement options. Instructor: Faculty. 0.5 units.

842. There's an App for That -- Mobile App Development & Distribution. Students will become acquainted with the basics of developing and distributing mobile software applications, including the primary mobile apps platforms and marketplaces and their differences, other distribution channels, monetization strategies, and legal developments in key areas, including privacy and location based services. Instructor: Faculty. 0.5 units.

843. Pharmaceutical and Biotech US and EU Law. Students will be exposed to the basics of pharmaceutical and biotech law in the US and the EU. In particular, they will examine examples of the development of biotechnology products, taking into account patents, data exclusivity, orphan status (with a particular focus on the differences between the US and the EU laws) and bioethical issues. Particular attention will be given to biosimilar proteins and monoclonal antibodies. Instructor: Fuller. 0.5 units.
Judicial Studies Courses

319JS. Analytical Methods. This course will focus on developing literacy in quantitative and formal analysis in the social sciences, including statistics, empirical evidence, and game theory. The course is designed for students without social science backgrounds and will provide a foundation for reading and interpreting statistics, studies, and other quantitative methods or evidence judges may encounter. Instructor: De Figueiredo. 1 unit.

507JS. Study of the Judiciary. This course will focus on the study of the judiciary, and will address empirical, biographical, and jurisprudential areas of inquiry. Students will read papers and evaluate studies on many aspects of the judiciary. Teaching will be divided among scholars with various perspectives on the study of the judiciary, including those who criticize certain approaches to the general field. Instructors: Gulati and Knight. 2 units.

532JS. Finance for Judges. The purpose of this course is to familiarize sitting judges with the latest developments in finance in general and corporate finance in particular. The goal is to provide judges with information that will allow them to better understand the reports and testimony of financial experts and to assess their credentials and evidence in judicial proceedings. Instructor: M. Bradley. 1 unit.

543JS. International Law in US Courts. This course considers the role of international law—both treaty-based and customary—in the federal and state courts of the United States. The course will be co-taught by two leading international law professors who have somewhat differing perspectives on the application of international law in the American legal system. Instructor: C. Bradley and Helfer. 1 unit.

545JS. Comparative Federalism. This course will explore the history and political theory of federalism, divergent models of federalism (e.g., dual federalism, process federalism, cooperative federalism), the relationship between federalism and political identity, and the role of courts in enforcing federalism, with some attention to comparisons with other federal systems in Europe, Canada, and Australia. Instructors: Lemos and Young. 1 unit.

547JS. Accuracy and Error in the Criminal Justice Process. Although most criminal defendants are properly found guilty of the crimes with which they are charged, in recent years a substantial number of persons have been found to be wrongly convicted. This course will examine decision making in the various stages of the criminal justice process: from police to prosecutors, to judges and to juries. Recent bodies of research in the social sciences provide insights about where and how decisions go right and sometimes go wrong and how errors in one stage of the process can contaminate other stages. The course will discuss research bearing on such matters as the dynamics of false confessions, eyewitness errors, tunnel vision and system justification. Instructors: Vidmar, Coleman and Newman. 1 unit.

552JS. Judges' Seminar. The purpose of this seminar is to examine how judicial institutions and individual judges approach particularly complex and interesting problems. The sessions also will present the opportunity to expand on judicial treatment of these problems in order to advance and expand conceptions and principles for the improvement of the judicial profession. Instructors: McGovern and Rosenthal. 1 unit.

553JS. Thesis Research and Design. This course will include meetings with the student’s thesis adviser, as well as opportunities to discuss thesis ideas with a small group of other students. Students will prepare a short but substantial proposal/introductory investigation into their thesis topic, which will be evaluated by other students and the thesis adviser. Instructors: Knight and Gulati. 2 units.

558JS. American Constitutional Interpretation. This course will examine the interpretation of statutes and constitutions, both in theory and in practice. The first part of the course will focus on statutory interpretation. The second part of the course will focus on constitutional interpretation. Instructor: Siegel. 1 unit.
571JS. Constitutional Courts. This seminar will examine important constitutional issues that have arisen in recent Supreme Court cases and will use those cases as a vehicle for considering broader questions of constitutional interpretation and Supreme Court practice, such as theories of interpretation and the role of Stare Decisis. Instructor: Alito. 0.5 units.

577JS. Judicial History. This course will examine the question of what history has to teach us about law through a close reading of two short books, Grant Gilmore's The Ages of American Law and Judge John Noonan's Persons and Masks of the Law. Gilmore's approach is to sketch out broad tendencies in American legal thought and practice and relate them to the broader historical context; Noonan's is to focus on the individuals who were involved in specific legal disputes—parties, advocates, judges—and examine how the ways in which law shapes, and misshapes, our understanding of those disputes. Instructor: Powell. 1 unit.

581JS. Judicial Writing Workshop. Through this workshop, students will have the opportunity to study the opinion writing of judges famous for great writing. They will hear from visiting judges who are among today's best judicial writers. Finally, they will have the opportunity to submit one of their own opinions anonymously for evaluation by a workshop group in the class. Instructors: Carnes and Scalia. 0.5 units.

582JS. National Security and Foreign Relations Law. This course will explore some of the most current and controversial issues in national security law and foreign relations law. After discussing the two pivotal cases regarding presidential power, Youngstown Sheet & Tube v. Sawyer (the Steel Seizure case) and United States v. Curtiss-Wright Export Corporation, we will then focus on the detention of alleged terrorists at Guantanamo Bay and prosecution by military commissions. This course will also cover the high points of foreign relations law that is, the domestic constitutional, statutory, and common law principles that govern the interactions of the U.S. legal system with foreign actors and international law. 1 unit.

588JS. Problems in Self-Regulation. This course will examine areas of law that explore the benefits and problems with self-regulating professions. Particular attention will be paid to the medical profession, but emphasis will be on the general theme of how and when the state should delegate regulatory authority to private parties. Instructor: Richman. 1 unit.

593JS. Master's Thesis. Continuation. Instructor: Faculty. 4 units.

Non-JD International LLM Courses

190. Distinctive Aspects of United States Law. This course will introduce international students to several of the distinctive aspects of U.S. law in the context of international business disputes litigated in U.S. courts. Focus of the course will be on civil litigation, the discovery process under the Federal Rules of Civil Procedure, the use of expert witnesses by parties, class actions, the civil jury, and punitive damages. Instructor: Metzloff. 2 units.

195. Legal Analysis, Research, and Writing for International Students. A research and writing tutorial designed to introduce international students to the techniques of case and statutory analysis as well as the tools and methods of legal research. Instructor: Idzelis, Lile–King, J. Maher, Ross, or Stuart. 2 units.

212. Law, Language, and Culture. A four-week intensive course which will introduce international students to legal English, the American legal system, and the law school experience. Through small-group class interaction, encounters with lawyers, judges, and teachers, visits to classrooms, courtrooms and law firms, and interaction with popular media, students will learn to read and begin to produce good legal writing, to study and understand American law, and to make the best possible use of their American law school experiences. Instructor: Idzelis or Linnartz. 0 units.

700. SJD Research. SJD Research. Variable credit.

Summer Courses

Summer Curriculum for the Duke-Geneva Institute in Transnational Law

204G. Responding to Terrorism: Different Perspectives of Applicable Law. The first term of this course will discuss, from the American perspective, legal issues regarding the targeted killings by drone and the detention, interrogation and prosecution of alleged terrorists. The second term of the course will introduce students to international law regarding the admissibility to target, detain, interrogate and prosecute alleged terrorists, including from a European perspective according to which the fight against terrorism does not constitute an armed conflict. Both terms will use, as a pretext, the jurisprudence and controversies surrounding the treatment of members of the Taliban and Al Qaeda, in particular those held at Guantanamo Bay. Instructor: Sassoli. Variable credit.
206G. Comparative Regulation of Lawyers. This course will examine differences in how the legal profession is regulated in the United States and Europe. Comparisons to be made are differences in the training required for admission to the professions, different procedures and standards for certification, and differing approaches for creating and enforcing ethical norms, (though disciplinary systems or tort liability). The course will examine how different systems define the practice of law and how constraints are imposed on the performance of services by non-lawyers. Special attention will be given to the rules associated with multi-national practice. This course may be used to meet the ethic "rules" requirement for those seeking the J. D. degree at Duke. Instructor: Metzloff. Variable credit.

207G. International Sports Law. This course will concentrate on the study of organized sport, i.e., sport practiced within the framework of the rules of international sports bodies, in particular the IOC and the international sports federations. Lectures will be presented taking into account both national and international law. The course will examine arbitration and court action. Finally, sports having become a prime economic factor, contracts pertaining to employment, sponsoring, the sale of media rights, as well as legal and contractual liabilities will be discussed. Instructor: Faculty. Variable credit.

208G. Bioethics and the Law. This class will address the scientific, ethical and legal issues surrounding research in the biosciences. Instructors: Clayton and Farahany. Variable credit.

215G. Corporate Criminal Law. This course will cover the treatment in criminal justice systems of behavior in the corporate and business context. Topics focus on the U. S. criminal system, in which most cases are pursued in federal court and under U.S. federal law. It will deal with the procedure by which the U. S. government brings criminal cases against both individuals, and firms, considering both the doctrine by which corporations can be held criminally liable, and the constitutional rights of individual managers, and employees subject to investigation in the corporate context. Faculty. S. Buell. Variable credit.

219G. Introduction to International Taxation in the U.S. and Europe. This course is an introduction to international taxation in business transactions. After a brief explanation of basic income tax concepts, the principal rules of the United States taxation system relating to international business will be reviewed. The course will then focus on how the United States' rules interact with taxation systems in other countries. Instructors: Schmalbeck and Lidelkyte-Huber/Naray. Variable credit.

222G. Taxation of Cross-Border Transactions. This course is an introduction to international taxation, and business transactions. After a brief explanation of basic income tax concepts, the principal rules of the United States taxation system relating to international business will be reviewed. The course will also give attention to the United States rules interacts with taxation systems in other countries. The course will also focus on bilateral tax treaties as a means of promoting cross-border investments, and international trade through the avoidance of double taxation. The last topic to be covered will be an overview on the indirect taxation issues linked to the international transactions, and hence explain the mechanism of VAT-based tax systems in an international context. Instructor: Schmalbeck. Variable credit.

227G. Cross-National Insolvency. The first term of this course will focus on the insolvency of foreign states (like state owned entities or regions). This is a timely issue given the sovereign debt crisis in the Eurozone. The second part of term one will address cross-border insolvent situations. The second term of the course will focus on cross-border insolvency situations. Instructors: Gulati and Marchand. Variable credit.

237G. Reconciling Human Rights and Intellectual Property. This course explores the intersections between intellectual property and human rights law and policy. The first term introduces the key rules and institutions of each legal regime and the conceptual competing frameworks for analyzing their relationship. The second term examines several other interfaces between IP and human rights on the international plane, emphasizing the potentially conflicting approaches that different legal regimes adopt and that international law offers to address such conflicts. The final section of the course deals with indigenous peoples' rights. Instructors: Helfer and Ruse-Khan. Variable credit.

238G. Freedom of Expression and Its Competitors/Dignitary Torts. This course will cover the different approaches taken in Europe and the United States in resolving conflicts between freedom of expression and other basic social values and goals such as privacy, the protection of social morality and the preservation of the secular nature of civil society. Instructors: Haarscher and Christie. Variable credit.

243G. Commercial Arbitration. The first term of this course gives an overview of the arbitration rules of the most important international institutions administering cross-border arbitrations, including UN Commission of International Trade Law. The second term of the course examines the key procedural and substantive issues that arise in international arbitration cases. Instructors: McGovern and Wuehler. Variable credit.
249G. Families Across Borders. This course deals with the international life of families and the formidable challenges posed by their spanning different and mutually independent legal orders. The main focus will be placed on how the differences between the various conceptions of, and legislations on, family are accommodated when it comes to cross-border relationships, i.e., relationships having connections with more than one State. Instructors: K. Bradley and Romano. Variable credit.

251G. Regulation of Non-Governmental Organizations. The first term of this course will examine the international legal regime applicable to international non-governmental organizations (NGOs). Topics will include the basic private international law mechanisms which enable NGOs to act outside of their jurisdiction or origin, the consultative status they enjoy with the UN and other international organizations, and their standing with international courts and tribunals (or lack thereof). In the second term of the course, the regulatory apparatus applying to NGOs- both purely domestic and international- in the United States will be examined. Included will be discussions of the process of achieving recognition of tax exempt status, and establishing eligibility to special tax benefits such as deductible charitable contributions, local property tax exemptions, and the like. Department consent is required. Instructor: Schmalbeck. Variable credit.

253G. The Law of Energy and the Environment. This course will explore the legal and policy issues regulating the ownership, production and consumption of energy, as well as efforts to address the resulting environmental impacts. The course will consider both domestic (U.S.) and international legal frameworks. The second term is intended to provide students with a firm understanding of the main legal issues related to the relationship between a foreign investment in the energy sector and the protection of the environment. The course will also explore international environmental treaties. Instructors: Salzman and Gazzini. Variable credit.

254G. Political Rights. This course deals with the political rights of citizens as well as the connection between these rights and representative institutions on the local, national and international levels. Instructors: Jaag and Crayton. Variable credit.

263G. Separation of Powers. This course will examine some of the principal decisions of the United States Supreme Court dealing with the separation of powers, including cases pertaining to appointment, and removal of executive officers, delegation of legislative powers, the doctrine of standing, and incursion upon, and expansion of the power of the courts. Throughout the course, comparisons will be made to the treatment of similar issues in foreign countries, particularly the countries of the European Union. Variable credit.

275G. Customary International Law in Theory and Practice. This course will consider some of the theoretical and practical issues surrounding the concept of customary international law. As will be seen, debates over the content of customary international law arise in a wide variety of areas today (sovereign immunity, law of treaties, human rights, law of armed conflicts, environmental protection, investment protection, international trade, etc.). There will also be some consideration of the relationship between customary international law and the U.S. legal system. Instructors: C. Bradley and Mbengue. Variable credit.

290G. Introduction to American Law. The course will first introduce students to some of the distinctive aspects of United States law and legal institutions, including the U.S. legal profession, legal education, admission to the Bar and regulation of lawyers. The U.S. Constitution will be introduced through the discussion of several U.S. Supreme Court cases that address issues being hotly debated in the United States today. Other unique features of the American legal system will be discussed. Common law methods of statutory interpretation will also be covered and a sequence of products liability cases will be worked through to acquaint students with techniques of case analysis as a way of understanding how the common law changes and develops over time. Instructor: Faculty. Variable credit.

292G. Telecommunications Law. Telecommunications play a major role in everyone's life and in the economy. Regulations, which opened access to infrastructure, present several dimensions: international (WTO and ITU) regional (EU law) and national (US or Swiss law). The aspects involved are not only legal, but also economic and technical. This course deals with all these issues, and proposes, among other things, a comparative perspective between US and EU regulations. Instructors: Bovet and Yoo. Variable credit.

294G. Structured Finance and Securitization. The first part of this course will examine the legal and conceptual underpinnings of structured finance, securitization in an international context. The last part of the course will provide students with a firm understanding of the main legal issues related to foreign investments. Instructor: Schwarcz. Variable credit.

299G. Duke-Geneva Institute in Transnational Law. The Duke-Geneva Institute is designed to address the educational and professional needs of students and young lawyers with an interest in international and comparative law as well as those with an interest in transnational practice. Instructor: Faculty. 6 units.
534. Advising the Entrepreneurial Client. Advising the Entrepreneurial Client is a transaction-focused course which explores the lifecycle of a typical venture-capital or angel-investor backed company from inception to liquidity event. Students will be exposed to the types of issues, questions, deal structure and documentation that they will encounter—and the lawyering skills they will need—as a transactional lawyer for an entrepreneurial venture. Prereq: Law 210. Instructor: E. Buell. 3 units.

Asian-America Institute in Transnational Law

204H. International Debt Finance. This course will provide an introduction to the ways in which international laws regulate the cross-border financial markets. Particular attention will be paid to events in the global markets over the past two decades. Instructors: Gulati and Nobumon. Variable credit.

210H. Financial Derivatives. This course will cover selected policies, laws, regulations and practices relating to the derivative markets, focusing on exchange-traded and over the counter transactions and their participants. Instructors: Krawiec and Yoshiya. Variable credit.

213H. Constitutional Development and Democracy. This course will address constitutional development, and democracy in selected countries of Asia. Democratic constitutionalism has gradually taken root in Japan, South Korea, Taiwan, and recently Malaysia and Indonesia. Other countries such as Hong Kong, Singapore, and to some extent China. Students will be invited to examine the key factors that facilitate successful democratization, and constitutional reforms including the role played by constitutional courts. The course will then shift attention to Africa and particularly South Africa and Kenya where democratic transitions were accompanied, and intended to be sustained by substantial change. Instructor: Faculty. Variable credit.

214H. Contemporary Issues in the Law of the Sea and Space Law. This course will cover an introduction to the law of the sea, and examine its relevance in addressing contemporary challenges, including maritime territorial disputes, overlapping maritime claims, navigational rights, piracy, human trafficking at sea, maritime pollution, fisheries regulation, and dispute settlement. The course will also cover the study of space law to help understand the socio-economic environment of space law from the legal standpoint and provide a detailed overview of the substantive rules of law relating to the peaceful use of outer space, liability, registration, space commercialization, launching activities, remote sensing, and environmental issues. Instructor: Faculty. Variable credit.

216H. International Financial Transactions. This course will provide an introduction to the major types of financial instruments, and transactions in the international finance markets. Coverage will focus on risks, and structures, and major legal regulatory issues. It will deal with several cases related to legal issues in the corporate governance area including: the duty of directors to shareholders, and the company; the business judgment rule; the duty of directors to company creditors; piercing the corporate veil; the role of the company auditor to investigate, find and correct illegal conduct; anti-takeover defenses by target management, etc. After theoretical analysis, and comprehensive discussion of these topics, the class will consider the most critical question: how to hold the management of a publicly-held corporation responsive to social concerns. Instructor: Faculty. Variable credit.

217H. Wrongdoing and the Recovery and Distribution of Assets. This course will explore the processes for individuals, corporations and states to obtain and distribute assets from solvent wrongdoers. The mechanisms for recovering assets include tort law, the United Nations Convention Against Corruption (UNCAC), domestic legislation and varieties of mutual legal assistance. Various forms of alternative dispute resolution, aggregate litigation and political processes will also be discussed. Instructors: McGovern and Young. Variable credit.

218H. Legal Traditions and Cultures: East and West. This course offers students an opportunity to develop an understanding of the legal and cross-cultural dimensions of resolving international business disputes through means of arbitration in a global context. It will present and introduction to the law of international commercial arbitration. It will also consider legal and cross-cultural dimensions of resolving state-to-state international business and economic law disputes. Instructors: Ali and Picker. Variable credit.

219H. Entrepreneurship and Innovation. This course is intended to provide a broad introduction to key elements of the law of entrepreneurship and a foundation for thinking about the law and policy of innovation. Instructors: Ward and Shen. Variable credit.

222H. Copyright in International Law: From Inception to Implosion. This is a course in the origins and evolution, as well as the contemporary dimensions, and challenges of copyright jurisprudence, law and practice in the global environment. Students will explore the ways in which natural and positive law have struggled to keep pace with the often unanticipated, and sometimes sudden emergence of powerful new technologies in the presence of disparate political and economic contingencies. Topics will include the liability of online intermediaries, and
assessment of the mounting up of protective mechanisms (such as paracopyright provisions) and erosion of defensive ones (such as the first sale doctrine) and a discussion of contemporary Western attempts to use copyright and trade to challenge value systems of the East. Instructor: Faculty. Variable credit.

223H. Comparative Corporate Law. The corporation is a complex mechanism for getting together to make money and do other good things. It is bedevilled, however, by a host of problems, all of which eventually stem from what we are: social animals. While the basic structure of companies in modern economies is largely universal, different countries—with their different legal systems, market structures and other social institutions, such as norms and culture—address these issues differently. This course provides an introduction to the field of comparative corporate governance. Instructors: Licht and Shen. Variable credit.

226H. Police, Prosecutors and Organized Crime. This course will examine organize crime from the perspective of it being a social and legal construct and how it is studied and responded to by various governments. The course will examine the four key transformations in how societies have viewed organize crime: 1) From the Mafia in the US as being seen as the only group that qualified as organized crime under the RICO statutes; 2) The acknowledgment of organized crime groups in Asia and the Caribbean; 3) An understanding of organized crime in Asia and other areas outside the US; 4) The connection between organized crime groups and corporate scandals, particularly in Japan. Instructors: Beare and Fenwick. Variable credit.

229H. Minorities and Territories in India and China. This course will introduce students to comparative constitutional perspectives from the emerging economies of the two most populous countries—India and mainland China. After a brief exposure to the fundamental principles of constitutional law and governance structure in each jurisdiction, the course will explore two areas in greater detail. Instructors: Deva and Zhu. Variable credit.

231H. Law and Governance in Southeast Asia. This course will be a comparative survey of constitutionalism in various countries in South East Asia. Instructors: Harding and Pangalangan. Variable credit.

237H. Reconciling Human Rights and Intellectual Property. This course explores the intersections between intellectual property and international human rights law and policy. The first term introduces the key rules and institutions of each legal regime. The second term of the course examines interfaces between IP and human rights in the form of four sets of case studies. Instructors: Helfer and Maurushat. Variable credit.

238H. Introduction to the Common Law: US and Commonwealth. The first half of this course will concentrate on Common Law function in civil disputes in the United States. The second term will examine the divergent impact of the Common Law approach on the development in Public Law in the U.K. and the U.S. Instructor: Faculty. Variable credit.

241H. Regulation of International Finance: Institutions and Policies. This course is designed to develop the understanding of modern global banking and the transnational activities of very large banks. Instructor: Baxter and Avgouleas. Variable credit.

260H. Emerging Patterns of Litigation in China and Common Law Asia. Student will begin by getting acquainted with the dominant features of the civil litigation process in a few selected common law jurisdictions in Asia. The discussions will be primarily on the overriding objective of the civil procedure rules and the effect of non-compliance with the provisions of the rules of court in the jurisdictions under consideration. It will also explore the impact of traditional values, and practice of civil justice reform, and the tension between legal professionalism, and the informal institution of dispute resolution. Finally the course will bring politics back into civil justice reform, and examine the use, and abuse of civil justice in dealing with the increasing social conflict, and the potentials, and limits of courts in developing the rule of law in China. Instructor: Faculty. Variable credit.

284H. Globalization of the Family. The modern family is globalized. Often spouses come from different countries, have children in different countries, and have property in different countries. Moreover, globalization leads to the creation of communities of cultural minorities within nation states that demand legal autonomy over their family matters. This course will address issues in which globalization plays a role, such as marriage tourism, polygamous marriage, marriage and acquisition of citizenship, religious family law tribunals, and custody disputes across borders. It will address questions of comparative law, conflict of laws, and substantive family law. Students need no background in these areas. Instructors: Michaels and Hacker. Variable credit.

287H. The Global Financial Crisis and Bankruptcy. This course will offer a comparative approach to insolvency law with a focus on corporate insolvency systems. Given the recent worldwide financial crisis, the need for insolvency reform has been once again publicized, and many countries are in the midst of such reform. This course will consider the philosophical underpinnings of insolvency law and secured transactions. Recent and on-going insolvency law reform efforts in Asia will also be highlighted. Instructors: Booth and Kashiwagi. Variable credit.
290H. **Introduction to American Law.** The first term of this course will introduce students to some distinctive aspects of United States law and legal institutions. The structure of the U.S. legal profession will be discussed by examining the education, bar admission, and regulation of lawyers, as well as the means for selecting judges. The second term will continue this substantive focus on individual rights under the U.S. Constitution, including the rights relating to free speech and religion granted by the First Amendment and those of due process and equal protection bestowed by the Fourteenth Amendment. Instructors: K. Bradley/Charles. Variable credit.

293H. **International Insolvency: Countries and Companies.** The first term of this course will focus on the insolvency of sovereign states and quasi-sovereigns (like state owned entities or regions). The second half of term one will be spent examining the cross-border issues which have arisen in that context. The first half of term one will provide some historical background on state insolvencies and mechanisms to solve them. The second term will address cross-border aspects of insolvency law and Chinese bankruptcy law. The basic characteristics, principles and practice of cross-border insolvency will be presented in a comparative perspective. Recent developments to unify the proceedings of international insolvencies will be examined. Instructors: Gulati and Shi. Variable credit.

299H. **Asia-America Institute in Transnational Law.** The Asia-America Institute brings together participants and faculty members from around the world to study and live together in a residential college setting at the University of Hong Kong. The program is designed for students, lawyers, and others with an interest in international and comparative law and, in particular, for those who are or plan to be engaged in international practice at law firms or financial institutions. 6 units.
The Juris Doctor: The First Professional Degree in Law

Duke Law School offers a JD program that is rigorous, relevant, innovative, and interdisciplinary. First-year students begin their study of law through the traditional core courses of civil procedure, constitutional law, contracts, criminal law, property, and torts, and legal analysis, research, and writing. At least one core first-year course is a small section between thirty and thirty-five students and rarely does any first-year class exceed seventy-five students. The first-year writing course is taught in sections of less than thirty students. In 2013-14, the Law School added a new course to the first-year curriculum, Foundations of Law, to provide students with an introduction to the history and development of legal thought and to the central role of agencies and regulation in our legal system.

From the first-year foundation, Duke has built an extensive upper-level curriculum that blends traditional coursework with an extensive array of practical skills courses and clinics and opportunities to study in small groups with faculty.

While the core curriculum is strong across the board, Duke has given special attention to those areas in which there is likely to be a growing demand for lawyers over the coming decades—business and finance law, international and comparative law, constitutional and public law, and fields relating to science and technology such as intellectual property and environmental law.
JD/LLM in International and Comparative Law

The JD/LLM in international and comparative law allows students to earn both the JD and LLM degrees in three years, with a summer of additional coursework. Courses for the LLM degree focus on international and comparative law and prepare students for careers in international law practice. During the six semesters of law study and in coursework at one of Duke’s summer programs, JD/LLM students participate in 21 course credits of approved classes specifically for the LLM degree in addition to 87 course credits required for the JD degree. Courses for the LLM include international law; comparative law; research methodology in international, foreign, and comparative law; and coursework or an independent study for which a significant piece of writing is required.

Candidates for the JD/LLM in international and comparative law must maintain a minimum grade point average of 2.5 in these courses and must also show competency in at least one foreign language.

JD/LLM in Law and Entrepreneurship

The JD/LLM in law and entrepreneurship program allows students to earn both the JD and LLM degrees in three years, with a summer of additional coursework. Coursework in the LLM degree provides students with a deep understanding of the historical and current perspectives on entrepreneurship and the law; enables students to understand the business, institutional, and strategic considerations applicable to entrepreneurs; fosters an understanding of the public policy and legal frameworks that promote innovation; ensures that students master both the core substantive law and the lawyering skills that are necessary for effective representation of entrepreneurs; and provides students with an opportunity to explore their own potential for entrepreneurship.

Students must complete 87 course credits for the JD degree and an additional 20 course credits in entrepreneurship, business law, and IP courses for the LLM degree, for a total of 107 course credits. Upper level courses for JD/LLMLE students include Law 534 (Advising the Entrepreneurial Client), Law 778 (Law and Entrepreneurship), Law 319 (Analytical Methods), Law 203 (Business Strategy), Law 532 (Venture Capital Financing), and Law 441 (Start-up Ventures Clinic).

JD/MA and JD/MS Degrees

Duke offers the opportunity for students to earn both a law degree and a master’s degree in conjunction with a number of different departments in The Graduate School. Students who wish to pursue a MA or MS degree may apply to The Graduate School after matriculating at the law school.

JD/MBA and Accelerated JD/MBA Degrees

Students and faculty affiliated with Duke Law School and The Fuqua School of Business have many opportunities to collaborate on issues at the intersection of law and business. Students who are particularly ambitious and focused in this area may apply to both the JD and The Duke MBA through a single application that is reviewed by each school separately.

Course of Study

Students who are admitted to both degree programs may choose to begin their studies either at Duke Law School or at The Fuqua School of Business. The JD/MBA can be completed in four years, rather than the five it would take to complete each degree separately.

A typical course of study might begin with the first-year curriculum at the law school, followed by the first-year curriculum in The Duke MBA, and then two years of classes selected from both schools, with approximately two-thirds of the courses taken in the law school. However, other students may spend their first year at the business school and their second at the law school, or the first two years at the law school and the third at the business school. This flexibility is typical of the opportunities in the JD/MBA program.

Accelerated JD/MBA Option

Typically, JD/MBA students will complete both degrees in four years (eight semesters) of study. However, with careful course scheduling, some students are able to complete their JD/MBA in three and a half years (seven semesters). Students who pursue this option are attracted by the opportunity to get a head start on their entry into the job market. Students do not need to commit themselves to the accelerated JD/MBA option during the
application process; one can explore the possibility during the first year of study at Duke. For more application information, visit http://law.duke.edu/admis/degreeprograms/jd-mba.

JD/MBA Careers

JD/MBA students have a wide range of career options, whether they choose to pursue legal practice informed by a deeper understanding of business and finance, work in finance or management drawing on their legal expertise, or some other combination of the two disciplines. Three summers for both legal and business employment and internships allow students to gain experience in both fields. And they can take full advantage of the resources and advice of both Duke Law’s Career Center and the Duke MBA Career Management Center.

Graduate Degree Programs (LLM, SJD)

LLM in Law and Entrepreneurship

The Law and Entrepreneurship LLM Program is an advanced legal studies program designed for students who want to be entrepreneurial lawyers. It provides students with a deep immersion in certain fields of business study from the perspective of a lawyer. Core courses in intellectual property, law and entrepreneurship, venture capital, and private investment help students acquire a deeper understanding of the applicable substantive law and the professional skills needed to lawyer effectively in an entrepreneurial context.

The program emphasizes the development of professional skills in a hands-on setting. To that end, the program includes an integrated externship with a private law firm, general counsel’s office, venture capital firm, trade association, government agency, or another similar setting. By combining rigorous coursework with experiential learning, the program provides students with a deep understanding of entrepreneurship and its relationship to law; the business, institutional, and strategic considerations applicable to entrepreneurs; and the public policy and legal frameworks that promote innovation. The program also ensures that students master both the core substantive law and the lawyering skills that are necessary for effective representation of entrepreneurs and provides students with an opportunity to explore their own potential for entrepreneurship.

Many students who apply to this program have practiced law for several years and wish to focus their practice on entrepreneurial ventures. Admission to the LLM in law and entrepreneurship is a separate process from that of other Duke Law degrees.

LLM for International Law Graduates

Duke’s LLM program for international lawyers and law school graduates is designed to provide an introduction to the legal system and the practice of law in the United States as well as the opportunity to take advanced training in specialized areas of law. The program of study is normally completed in one academic year, which begins for all new students in late August.

Most international LLM students at Duke are professionals with two or more years of experience at well-known law firms. They also are judges, prosecutors, academics, and members of government ministries, corporations, and financial institutions. The LLM program usually includes a small number of talented, very recent law graduates, as well.

Applicants must hold a first degree in law from an accredited institution outside the United States. The law degree should be the equivalent of the JD or LLB degree. Correspondence course degrees will not be considered for admission to the LLM program.

Admission for international students to the LLM or SJD programs is separate from the JD admissions process. Prospective candidates for these programs should contact the international programs office or review the LLM and SJD application process online.

While it is not necessary, applicants are welcome to visit Duke Law School, meet staff and students, observe classes, and interview with a member of the international studies staff. Applicants are encouraged to contact Duke Law alumni for more information about the international LLM program.

Master’s Degree in Judicial Studies

Through Duke’s LLM program in judicial studies, judges learn the analytical skills and research approaches necessary for studying judicial institutions and apply those skills to studies of domestic and international judicial
institutions, common and emerging legal issues, general judicial practices, and judicial reform efforts. Eligible candidates must have a JD or an LLM from an accredited US law school or an equivalent degree from another country, and be a current or former judge.

The degree program consists of 22 course credits, four of which are earned through the writing of a thesis based on original research. The program consists of two four-week terms offered over two consecutive summers. Each term features courses comprising nine course credits. Courses will vary depending on faculty and current events, but will generally focus on the study of the judiciary, methods in quantitative and formal analysis, statutory and constitutional interpretation, international law, and judicial writing.

**SJD for International Law Graduates**

A very small number of exceptional international students who have already completed an LLM program with distinction from an American law school or from a common law program may gain entry to this program.

Applicants should submit samples of their written work and a description of their special research interest. The application file is reviewed by a faculty committee.

Students admitted to candidacy in the program are assigned a primary faculty advisor and a committee of two additional faculty members. The completion of the degree requires a minimum of two-to-three years and normally will involve at least one semester of courses in addition to those taken for the LLM degree. The student’s progress is monitored through oral and written examinations before the student may proceed to the thesis stage of the degree program.

Only outstanding students preparing for careers in academia should apply to the SJD program. The entire application will be reviewed by the Faculty Committee on Comparative and International Studies. Applicants are requested not to contact individual Duke Law School faculty members. If further information is necessary, the applicant will be notified. Admissions decisions will be made starting in late March.
Beyond the Curriculum

Duke University School of Law publishes the full text of its nine journals in free and accessible online format at http://law.duke.edu/scholarship/journals. We support and encourage open access to legal scholarship. Three of the journals continue to publish print issues in addition to their electronic versions; the others are electronic only.

**Law and Contemporary Problems.** Since 1933, Duke Law School has published the quarterly *Law and Contemporary Problems*. The journal is distinctive among professional legal publications in both approach and content. Each issue is devoted to papers on a particular topic of contemporary interest. These topics often reflect an interdisciplinary perspective with contributions by lawyers, economists, social scientists, scholars in other disciplines, and public officials. The journal also publishes student notes related to past symposia. *Law and Contemporary Problems* is monitored by a faculty editorial board and each issue is assembled under the guidance of a special editor. Upper-level law students serve on the editorial staff of this publication.

Approximately forty upper-level law students serve on the editorial staff of this publication. Fifteen to twenty rising second-year students are selected each year on the basis of academic performance during the first year at Duke Law and demonstrated writing ability in an annual writing competition. Up to three rising third-year students are selected each year on the basis of academic performance during the first two years at Duke Law.

**Duke Law Journal.** Established in 1951 as the *Duke Bar Journal*, the *Duke Law Journal* publishes eight issues a year. Edited by students, the journal is among the most prestigious and influential legal publications in the country.
Approximately one half of the content of each issue consists of student notes dealing with current legal developments. The rest of the issue is devoted to articles and comments by professors, practitioners, and judges. The *Journal* also hosts an annual administrative law symposium.

**Alaska Law Review.** Since 1983, Duke Law School has published the *Alaska Law Review*. Alaska has a range of cutting edge legal issues in the areas of natural resources law, environmental law, land use planning, economic development, state/federal relations, and Native American rights. It has no law school, but has the highest number of lawyers per capita of any American state. To meet the needs of this diverse legal community, the Alaska Bar Association contracted with Duke Law School to provide a professional law journal. Student editors have primary responsibility for writing, editing, and managing the *Alaska Law Review*. Each spring, student members of the *Law Review* travel to Alaska for one-on-one meetings with legislators and legal professionals to garner insight into the state’s unique laws.

**Duke Journal of Comparative and International Law.** The *Duke Journal of Comparative and International Law* was established in 1990. The journal, which is published electronically three times per year, publishes articles from international scholars and practitioners, and student notes. The staff includes upper-class JD students and several international students earning the LLM degree at Duke.

**Duke Environmental Law and Policy Forum.** Duke Law School began publishing the *Duke Environmental Law and Policy Forum* in 1991. The *Forum* is an interdisciplinary semiannual journal published electronically through the Law School with strong connections to Duke University’s Nicholas School of the Environment. The *Forum* publishes legal and policy articles from academics and professionals as well as student notes. To fulfill its commitment to both legal and policy analyses of environmental issues, many of the *Forum’s* staff members are students at the Nicholas School of the Environment and the Sanford School of Public Policy.

**Duke Forum for Law and Social Change.** Established in 2008, the *Duke Forum for Law and Social Change* is Duke Law School’s newest journal. The *Forum* aims to bring concrete social issues to the forefront of the Duke Law community through its annual symposium and accompanying publication, as well as through semi-annual Town Hall Forums. Each year, the *Forum* focuses on one theme relating to social change. The themes cover a wide range of social issues, from poverty initiatives, to education policies, to the continuing impacts of discrimination. The *Forum* is student-edited and published electronically.

**Duke Journal of Gender Law and Policy.** The *Duke Journal of Gender Law and Policy* was established in 1994 as an interdisciplinary publication devoted to discussing issues of gender, race, class, and sexuality in the context of law and public policy. The journal encourages works from multiple perspectives, with particular emphasis on practical analysis, in an effort to identify the connections between social science and the law, scholarship and public policy, and academic work and professional practice. It is student-edited and published electronically.

**Duke Law and Technology Review.** *Duke Law and Technology Review* is an e-journal committed to publishing short, timely and accessible essays at the intersection of law and technology. Each essay, called an issue brief or iBrief is generally ten to twenty pages in length and combines the readability of a journalistic article with scholarly analysis. Keeping pace with evolving technology, *Duke Law and Technology Review* focuses on cutting-edge legal issues that arise in areas such as intellectual property, business law, free speech and privacy, telecommunications, criminal law, and bioethics.

**Duke Journal of Constitutional Law and Public Policy.** The *Duke Journal of Constitutional Law and Public Policy* examines legal issues at the intersection of constitutional litigation and public policy. Published electronically, the *Journal* serves as a practical resource for lawyers, judges, and legislators who confront cutting-edge constitutional and public policy issues, and as a forum for intellectual discourse surrounding these issues. The *Journal* aims to enhance the community’s understanding of constitutional law and public policy, and to arm practitioners with arguments and proposals for reform.

### Office of Student Affairs

The goals of the Office of Student Affairs are to ensure a collegial and supportive experience for all students and to assist students in maximizing the effectiveness of their individual efforts by providing opportunities for academic, leadership, professional, and personal development. The office staff works to create a climate in which each student is encouraged to develop individual talents and strengths through means which contribute to the overall quality of the community.
The office efforts are focused on three areas: (1) support of academic work; (2) support of activities to complement student academic work; and (3) support of activities of student life unrelated to academic study. Within these areas of involvement, staff members help administer Duke Law School rules and policies, including the Honor Code; serve as liaisons for accommodation requests for disabled students; and counsel students on personal issues that may arise, providing referrals to outside professionals as appropriate.

In an effort both to communicate its mission to Duke Law School students and to articulate the school’s expectations, the Office of Student Affairs is guided by the Duke Law Blueprint, which was created in 2002 and received the 2005 American Bar Association award for one of the top two professionalism programs in the country. Not only does the student orientation program “Lead Week” focus on the Blueprint, but activities such as the Duke Law Wellness series, “Live with Purpose” programs, and International Week also reiterate the importance of the Blueprint ideals throughout the year. The Office of Student Affairs website, http://law.duke.edu/students/, provides more information about the Blueprint, as well as other helpful student links.

Duke Law Student Organizations

Student organizations at Duke Law School represent a wide variety of cultural, intellectual, social, political, athletic, religious, and artistic interests, and their activities are an important complement to the curriculum. Students participate in more than fifty organizations under the umbrella of the Duke Bar Association (DBA), Duke Law’s student government. The DBA funds student groups, organizes social and community service events, and acts as a liaison between students, the faculty, and the administration. Any Duke Law student interested in starting a new organization may propose a charter to the DBA.

American Bar Association Law Student Division. The ABA/LSD promotes law student contact with the nation’s largest professional association for lawyers, the American Bar Association. Each year the student body elects ABA/LSD representatives who serve as liaisons between students and the ABA. For a small enrollment fee, any law student may join the Law Student Division and receive product discounts, a subscription to the ABA magazine, Student Lawyer, and information about the ABA’s programs and publications on specialized areas of the law. The ABA/LSD also promotes various advocacy and essay contests throughout the school year. The ABA/LSD shall be responsible for furthering the purposes and goals of the American Bar Association (ABA), particularly to promote the full and equal participation in the profession by minorities and women; to represent law students in the ABA and to represent the ABA to law students; to help shape the policies and priorities that affect legal education; and to create a deliberative forum for the exchange and expression of law student views and a voice with which to advocate those views.

Admiralty and Maritime Law Society. The Duke University School of Law Admiralty and Maritime Law Society is established to raise awareness and explore various aspects of admiralty and maritime law for those who intend to enter the field or have a general interest. The Admiralty and Maritime Law Society seeks to provide a series of speakers, to discuss a range of both contemporary and historical issues in maritime law, as well as to connect members with current practitioners and others in the field.

American Civil Liberties Union. Since its founding in 1920, the American Civil Liberties Union (ACLU) has been the nation's guardian of liberty, working in our courts, legislatures, and communities to defend and preserve individual working rights and liberties guaranteed by the Constitution and the laws of the United States. The Duke Law ACLU seeks to contribute to the academic dialogue of the Duke community by fostering intelligent and meaningful discussion of civil and individual liberties.

American Constitution Society. The American Constitution Society for Law and Policy is one of the nation’s leading progressive legal organizations. Founded in 2001, ACS is composed of law students, lawyers, scholars, judges, policymakers, activists, and other concerned individuals who are working to ensure that the fundamental principles of human dignity, individual rights and liberties, genuine equality, and access to justice are in their rightful place in American law.

Animal Legal Defense Fund. The Duke Law chapter of the Student Animal Legal Defense Fund (SALDF) is dedicated to providing a forum for education, discussion, and scholarship in the field of animal law for students at the law school. Furthermore, the SALDF is dedicated to helping Duke Law School students explore ways of incorporating the practice of animal law into their legal careers after law school.
Asian Law Students Association. ALSA provides a forum in which members of the law school community can explore issues and engage in activities of interest to American students of Asian descent, foreign students from Asia, and other students and alumni interested in Asia and law. ALSA currently belongs to the National Asian Pacific American Law Students Association. In attending the national conferences of NAPALSA, group members may engage in dialogue with other law school students and maintain contact with the National Pacific Bar Association. In addition, ALSA fosters the social interaction of its members within Duke Law School and among the graduate and professional schools by hosting events such as a welcome dinner and a Lunar New Year dumpling celebration.

Association for Social Entrepreneurship & Innovation. The Duke Law Association for Social Entrepreneurship & Innovation (ASEI) promotes entrepreneurial legal leadership in the service of society by: supporting students interested in applying legal expertise to advance positive social change; developing social entrepreneurship-related career resources and networking opportunities; increasing awareness of social entrepreneurship and innovation at Duke Law; collaborating with social entrepreneurship organizations throughout the Duke community; and facilitating opportunities for student involvement in community projects at the intersection of law and social enterprise.

Black Graduate and Professional Student Association. The Black Graduate and Professional Student Association is an organization designed to represent all minority graduate and professional students on the Duke University campus. BGPSA’s primary mission is to enhance the Duke experience for members through community service, social, and academically based programming. As an umbrella organization, members include students from the following groups: Black & Latino MBA Organization, Black Law Students Association, Black Seminarians Union, Bouchet Society, Hurston-James Society, and Student National Medical Association. Through academic forums, luncheons, community service initiatives, social events, and a spring recognition ceremony, BGPSA hopes to assist in the development of future minority leadership in the Duke community and the world at-large.

Black Law Students Association. The Black Law Students Association exists to address the unique needs and concerns of the black law students at Duke Law School, and to promote diversity within the Duke Law community and within the legal profession. Through the use of consistent social interaction and programming geared largely toward scholarship, career development, and community assistance, BLSA fosters academic achievement, community involvement, and, ultimately, the development of future black leadership in the legal profession.

Business Law Society. The Business Law Society promotes social and academic interaction among Duke Law students interested in the various aspects of business, corporate, and financial law. BLS sponsors social activities, speakers, and symposia—including its showcase event, “Esq.”—that encourage cultural exchange and academic discussion, and generally provides a forum through which members may pursue their interests in developing a career in business law. The goal of the BLS is to enhance the legal education of its members and promote an interdisciplinary curriculum in business, corporate, and financial law.

Christian Legal Society. The Duke Law School chapter of the Christian Legal Society is a multi-denominational fellowship of Christian law students working to integrate their faith in Christ with their law school experience and their legal careers. They seek to fulfill this mission through Bible study, meetings, prayer, and outreach endeavors, such as group-sponsored coffee breaks and bearing witness to the character of God individually in their other activities in the law school.

Coalition Against Gendered Violence. The group’s mission is threefold: (1) to raise awareness in the Duke Law community about domestic violence and sexual assault; (2) to foster student advocacy on behalf of domestic violence and sexual assault survivors; and (3) to identify gaps in services available to domestic violence and sexual assault victims in the Triangle area and develop pro bono projects to fill those gaps.

Court Jesters. The Court Jesters, Duke Law’s improv comedy group, aims to create a supportive and creative community of Duke Law students wishing to develop their oratory, improvisational, and interpersonal skills in a comedic and safe setting. Trust and confidence developed through improv can allow students to try new things and grow as people and advocates.

Duke Bar Association. The Duke Bar Association coordinates professional, social, and other extracurricular activities of the student body. The DBA resembles in its composition and purpose both a university student government and a professional bar association. It addresses student grievances and serves as a mediator between students, faculty, and the administration. The association oversees all student organizations, publicizes Duke Law
School activities, sponsors athletic and social programs, and disburses funds to support the school’s organizations. The DBA also hosts robust soccer, bowling, and softball leagues, bringing students together from each class, both genders, and the dozens of countries represented at Duke Law, proving a popular choice for relaxing outside of law school.

**Duke Education Law and Policy Society.** The Duke Education Law and Policy Society is an interdisciplinary organization of students and faculty from Duke Law School and the Sanford School of Public Policy. The Society promotes dialogue, research, and professional development in the area of education law and policy by (1) creating a community of individuals engaged in educational issues; (2) engaging in education-oriented service activities; and (3) sponsoring symposia and lectures from local and national scholars and practitioners, research presentations, and other events for the social and academic enrichment of its members and the broader university community. The society addresses all issues dealing with education, including rural and urban education, higher education, judicial remedies, racial, ethnic, and gender equality, administration-labor relations, and the achievement gap.

**Duke Environmental Law Society.** Founded in 1988, Duke Environmental Law Society strives to promote student discussion and awareness of environmental issues. This is achieved by hosting individual speakers and panels to facilitate student discussions, participating in national competitions and conferences, and coordinating social and community service events. The goals of the DELS are to enhance legal education through the creation of a vital environmental law program at Duke Law and to promote career opportunities in environmental law in both the public and private sectors. Membership is open to all interested students.

**Duke JD/MBA Club.** The mission of the Duke JD/MBA Club is to bring together JD/MBA students to discuss topics of mutual interest, explore career options, and discuss and resolve the unique issues encountered by JD/MBA students during matriculation through the program. Specifically, the society seeks to serve as an advocate and organizational voice to both The Fuqua School of Business and Duke Law School for JD/MBAs on curricular and other issues; develop recommendations to the faculty and administrations of both schools for curricular innovation and improvement; and work with admissions offices from both schools to recruit for and expand the dual-degree programs at both schools.

**Duke Law Democrats.** Duke Law Democrats is an organization of law students interested in democratic issues. Members promote progressive ideals by participating in the political process, exploring democratic issues in the legal profession, and providing a forum for political discussion.

**Federalist Society.** The Duke chapter of the Federalist Society is a group of conservative and libertarian students interested in the current state of legal order. The society was founded on the principles that the state exists to preserve freedom, that the separation of governmental powers is central to the United States Constitution, and that it is the province and duty of the judiciary to say what the law is, not what it should be. The society seeks both to promote an awareness of these principles and to further their application through its activities. In the past, the group has hosted distinguished judges and other speakers and has sponsored debates between members of the academic community. Membership is open to interested students.

**Government and Public Service Society.** The GPS Society is a support group for students interested in pursuing careers in public interest or public service. The group sponsors social events for like-minded law students and helps organize an annual speaker series featuring attorneys who work in public interest and public service.

**Graduate and Professional Student Council.** The Duke University GPSC advocates for students pursuing advanced degrees in all of the graduate and professional schools, serving as an umbrella organization for local student governments and student groups. GPSC programming aims to foster social cohesiveness and promote increased interaction across departments and schools. In addition, GPSC oversees election of the Graduate and Professional Young Trustee, appointment to the Board of Trustees standing committees, and selection of representatives to many university committees. The General Assembly’s bimonthly meetings are open to all.

**Health Law Society.** The Health Law Society is an interdisciplinary organization of students and faculty with interests in exploring professional and academic aspects of health care. The society focuses on the following general areas: curricular expansion and integration, public service and education, and professional development. HLS draws on the surrounding academic community to bring educational events to Duke Law School and to draw on other diverse resources available within its membership to build the understanding of health care issues within the law school.
**Hispanic Law Students Association.** The goal of HLSA is to unite Hispanic law students and to provide a support network to connect students with global alumni. The organization was created to aid new students making the transition to law school, and to encourage prospective Hispanic students to come to Duke. HLSA brings together a variety of individuals in order to discuss the issues they will face as Hispanic lawyers in the future, including the responsibility of a Hispanic lawyer in society, the need for positive role models in Hispanic communities, and the availability of inexpensive/free legal aid. These discussions are intermingled with social activities where Hispanic and other law students can experience the richness of the Hispanic culture. HLSA is also active in the University Hispanic group, MI GENTE, which sponsors salsa parties and other social events. HLSA endeavors to enhance Duke Law School’s environment by sharing the richness of the Hispanic culture with the school.

**Human Rights Law Society.** The Human Rights Law Society works to achieve three major objectives. First, they provide a forum for students interested in human rights to share their ideas and work together to put on events and initiatives. Second, they serve the law school and the larger Duke community by providing information and discussion about human rights. Lastly, they work to make careers in human rights law a feasible option for more law students by developing connections with human rights organizations and building networks among Duke graduates.

**Immigrant Education Project.** The Immigrant Education Project provides pro bono service to immigrants in the Triangle area. Through the IEP, students work with new immigrants to help inspire a sense of security and control over their lives by educating immigrant teenagers and adults about their legal rights and responsibilities in accordance with immigration law, and informing them of where they can go for low-cost immigration legal help and other services.

**Innocence Project.** Through the Duke Law Innocence Pro Bono Project, Duke law students work in conjunction with students from other North Carolina schools, and in cooperation with the North Carolina Center on Actual Innocence, to identify cases of potential innocence among North Carolina prisoners. Cases move through a three-stage process: (1) identification of innocence claims from letters written to the project coordinators; (2) review of the materials and recommendation for future action; and (3) student/attorney investigation of the cases in an effort to prove actual innocence. Students can be involved at any stage of the process they choose, and many will see a case through from start to finish. Through their work on the Innocence Project, students report a greater appreciation for and sense of perspective about justice within the US legal system.

**Intellectual Property and Cyberlaw Society.** The Intellectual Property and Cyberlaw Society brings together law students and scientists doing cutting-edge work in this booming field. The group sponsors speakers and panel discussions on patent, trademark, copyright, telecommunications, and other closely related areas. The group also sponsors the annual “Hot Topics” symposium, which attracts accomplished practitioners working in different aspects of intellectual property law.

**International Law Society.** The ILS facilitates involvement in and awareness of a wide set of international legal issues by organizing thematic conferences, student presentations and debates, language tables, informal gatherings for the international law community at Duke, and by bringing in a variety of guest speakers. Past ILS events have included presentations by foreign LLM students on issues affecting their home countries, a conference on the legal and humanitarian precedent set by the US intervention in Afghanistan, film screenings, panels with professors, and trips to international law conferences. Members of the ILS recently have given outstanding performances in moot court competitions dealing with international law, such as the Jessup International Law Moot Court Competition and the WTO Moot Court Competition.

**Iraqi Refugee Assistance Project.** The Iraqi Refugee Assistance Project provides pro bono advocacy on behalf of Iraqi refugees from the Middle East who are seeking resettlement, and refugees in America who already have been resettled. IRAP matches law students with pro bono supervising attorneys to help refugee applicants successfully navigate the rules and processes for resettlement. IRAP offers students the opportunity to do substantive legal work while helping those in dire need.

**J. Reuben Clark Society.** This organization is based on its members’ desire to affirm the strength brought to the law by a lawyer’s personal religious conviction. It strives through public service and professional excellence to promote fairness and virtue founded upon the rule of law. The organization also represents the contingent of Latter-day Saint law students at Duke Law School, but is open to all students.
Jewish Law Students Association. JLSA is an organization of students and faculty, primarily from Duke Law School but including many nonlaw students, who share an interest in Judaism and Judaism-related issues. JLSA offers a variety of social events, such as a Hanukkah party, wine tastings, and bagel brunches. JLSA also offers educational events, such as “lunch and learns” with local rabbis, and lectures, seminars, and religious programming, such as the Graduate Student Shabbat, Break-fast, and Passover Seder.

Law & Economics Society. The Duke Law and Economics Society provides a forum for Duke Law students interested in the academic field of law and economics. We aim to further the Duke Law community experience by exposing students to emerging research in the field and by fostering discussion and thought about the interesting ways in which the fields of law and economics interact.

Law & Entrepreneurship Society. The Law & Entrepreneurship Society brings together Duke Law students hoping to start and manage their own businesses upon graduation, those aiming to provide legal advice to entrepreneurs in their future careers, and those interested in the topics of emerging growth companies and venture capital more generally. The group sponsors speaker events and networking opportunities throughout the school year, connects current students with Duke alumni working in start-ups and venture capital, and last year pioneered a Transactional Law Competition—a mock trial type competition for aspiring transactional lawyers.

Law & History Society. The Law & History Society is an interdisciplinary organization that seeks to provide a forum for law students who are interested in the study of history. Throughout the year, the society invites scholars of history to the law school with the aim of providing engaging discourse that bridges the gap between the two disciplines.

Mock Trial Board. The Mock Trial Board is a student-run organization that seeks to promote the engagement of students in mock trial competitions at both the intra- and interscholastic levels and, in doing so, to promote the practical development of aspiring lawyers at Duke Law School. The Mock Trial Board hosts the intrascholastic Duke Mock Trial Tournament (Twiggs Beskind Cup) and sends teams to compete in interscholastic competitions, such as the American Trial Lawyers Association Competition and the National Trial Competition.

Moot Court Board. The Moot Court Board is composed of second- and third-year students who represent the highest level of oral and appellate advocacy at Duke Law School. Members are selected from the top finishers in intramural moot court competitions and represent Duke at interscholastic tournaments around the country. Board members also direct the annual Hardt Cup and Dean's Cup intramural competitions.

National Security Law Society. National Security Law Society is a nonpartisan organization with three chief goals: exploring careers and opportunities in national security law; discussing matters in the field in forums led by professional experts and by fellow students; and promoting the involvement of Duke Law students in national security law, chiefly by facilitating summer internships and building an alumni network of graduates working in the field.

Off the Record A Capella. Off the Record, the premier co-ed a cappella group at Duke University School of Law, strives to provide a musical outlet for talented Duke Law students, promote a cheerful school environment with entertaining performances, and embody the ideals of Duke Law beyond the school’s academic excellence. Our members share great pride in our commitment to each other, in every harmony we create, and in the community for which we sing.

OutLaw. OurLaw is the student group dedicated to serving the Lesbian, Gay, Bisexual, Transgendered, Queer and Ally student community at Duke University School of Law. OurLaw’s goal is to both educate and become involved with the law school and surrounding community regarding legal and social issues relevant to LGBT/Q people, as well as to provide a fun and comfortable social network for LGBT/Q students at Duke. The organization features over 25 different programs annually, and works with other Duke LGBT/Q student groups to increase visibility on campus.

Public Interest Law Foundation. The Public Interest Law Foundation is a student-run organization at Duke Law School that is dedicated to helping students finance their summer public interest legal internships. PILF carries out its mission by sponsoring various fundraising events throughout the year and then distributing the proceeds as summer fellowships to both first- and second-year law students. PILF’s signature event is a semi-formal auction, which raises thousands of dollars for student summer fellowships.
Refugee Asylum Support Project. RASP is a pro bono project developed with the Association of the Bar for the City of New York and their refugee program. Students work with lawyers in New York to help complete research used in the asylum cases. The program offers students the opportunity not only to learn different aspects of immigration law, but also about conflict situations throughout the world from first-hand accounts of those seeking asylum.

The SJD Association. The SJD Association aims to represent the interests of the Doctor of Juridical Science (SJD) students and candidates at Duke Law School. We also welcome participation from students who are interested in pursuing careers in academia.

South Asian Law Students Association. SALSA is committed to being a forum for interaction through social and cultural events relating to South Asian Americans. SALSA works closely with Duke Diya, one of the university's largest student organizations, composed of hundreds of undergraduate and graduate students. SALSA also serves as a network and resource for its members to advance their academic and career goals. SALSA accomplishes this by offering advice and resources on classes and exams, sharing knowledge about summer positions, and providing practicing attorneys and law clerks as mentors. SALSA is open to all law students and encourages anyone interested in South Asian culture to join.

Southern Justice Spring Break. Each year, Duke Law students have the opportunity to travel to a variety of communities around the nation, including New Orleans, Atlanta, Miami, and rural North Carolina, and partner with local organizations to assist in providing pro bono legal services to underserved and underrepresented individuals.

Sports and Entertainment Law Society. The Duke Sports & Entertainment Law Society (SELS) is an entirely student run organization dedicated to exploring the legal issues and career opportunities available in the area of sports and entertainment law. By expanding access to sports and entertainment law, the organization's goal is to give interested students the opportunity to pursue this exciting, but also extremely competitive, area of legal practice. The organization is devoted to providing students the necessary resources, guidance, and contacts that will fully prepare them to engage in contemporary legal topics and further pursue these interests in a future professional career. In pursuit of these goals, the society hosts speakers and symposia on hot topics in the field, organizes trips and social events focused on sports and entertainment, and provides academic and professional guidance to students. In addition to hosting events, SELS also partners with organizations such as the Intellectual Property Society, Fuqua's Sports and Entertainment Business Association, and the Duke Law and Technology Review to further expand the possibilities to engage in activities relevant to sports and entertainment.

Street Law. Duke Law School's Street Law pro bono program is part of a nationwide Street Law program through which law students provide practical, participatory education about law, democracy, and human rights by teaching secondary school students about the US Constitution and Bill of Rights. Duke has two Street Law projects: Middle School Mock Trial, and the Durham Youth Home. Through the Middle School Mock Trial project, Duke Law students work with groups of middle schoolers to help them choose and play out roles in a simulated criminal or civil trial that is held at the law school, where law students serve as “jury” and a local judge presides. Through the Durham Youth Home Street Law Project, Duke law students work with kids in juvenile detention, to teach them about the criminal justice system, children’s rights, the political system and democracy. Through the Street Law Mock Trial Teen Court Collaborative Duke Law students assist middle school students in preparing arguments for juvenile cases in the Durham County Teen Court system. The goal of this program is to establish satellite courts to assist in alleviating the overcrowding of the current Durham County Teen Court system.

Student Organization for Legal Issues in the Middle East and North Africa. SOLIMENA a pro bono project is dedicated to providing educational, research, and professional development opportunities for students with an interest in the region and its peoples. The organization strives to stimulate dialogue and integrate discussion about the Middle East and North Africa into the law school curriculum and programming. SOLIMENA functions as a forum in which people can feel comfortable expressing all kinds of ideas and viewpoints, and works to promote the values of openness, tolerance, and respect. SOLIMENA aims to create a network of students, faculty, and administrators devoted to analyzing the legal, political, economic, and cultural complexities of the region through sustainable initiatives that will make a permanent mark on the law school community.
Transfer Students Association. This organization is committed to making the integration to Duke Law School an easier process for incoming transfer students. The organization benefits both the individual transfer student and the overall Duke Law community. Prospective transfer students benefit from the opportunity to ask current transfer students about their experience at Duke and about transferring in general. Transfer students also benefit from an immediate formal support group upon arrival to allow for a quicker integration into the greater Duke Law community. Additionally, the greater Duke Law community benefits from being able to participate in TSA social events that are designed to help transfers and other students integrate and meet one another early in the semester.

Veterans Disability Assistance Project. Started in 2006, the Veterans Disability Assistance Project helps local veterans receive the benefits they deserve. Students undergo extensive training, meet and screen prospective clients during intake sessions, and prepare initial disabilities claims and appeals under the supervision of volunteer attorneys accredited by the Veterans’ Administration. The VDAP pro bono project also participates in community veteran events and holds fundraisers for groups that assist injured veterans. This group allows students to both hone their legal skills and help those who have served our country.

Video Game Law Society. The Video Game Law Society is a student-run organization dedicated to exploring the emerging legal issues in the worldwide gaming industry. They also focus on the social and competitive aspects of gaming by creating opportunities for students to connect outside of the classroom.

Volunteer Income Tax Assistance. Through work with VITA, students provide pro bono services to clients in the Durham community, filing tax returns for low-income and minority taxpayers so that they may receive the largest refund available to them without undergoing the cost of using a paid preparer.

Women Law Students Association. The mission of the Women Law Students Association is to help women thrive in our law school and to ease the transition between the academic and the work environments. WLSA strives to create a community that will raise awareness of women’s issues and move toward the betterment of women in the legal profession. We also seek to provide a forum for students to enhance their Duke University School of Law experience. All law students, male and female, may join WLSA. Additionally, our events are open to the entire Duke community.

Entertainment and Recreation

Many recreational facilities are available to students on Duke’s campus. The Bryan Center houses cafes, theaters, lounges, patios, ping pong, pool, and foosball tables, and an art gallery. The student-run Duke University Union presents cultural activities, including major speakers, musical performances, art exhibits, radio and television programs, and theatrical productions. Durham and nearby areas offer additional entertainment options. Vibrant revitalization efforts throughout downtown Durham and at the American Tobacco Campus have resulted in a wealth of diverse eateries and entertainment venues.

Duke is ideally situated to provide sports and recreation opportunities for students, both on and off campus. Law students may use the Wilson Recreation Center, as well as the university’s tennis courts, swimming pools, fitness trails, and golf course. Near campus, students enjoy woodland hiking, horseback riding, trail biking, and sailing. Law student teams participate in intramural sports such as softball, basketball, and soccer. North Carolina’s mild climate makes outdoor activities possible during most of the school year. Weekend excursions to other parts of the state can be very rewarding; several Appalachian ski slopes are less than four hours away, and Atlantic beaches are less than three hours away.

Duke is a member of the Atlantic Coast Conference, and the university’s sports teams compete on campus during the school year. In particular, Duke’s legendary men’s and women’s basketball teams, and recently the football program, have made the sports a passion for the “Dukies.” Many law students join the annual camp out and lottery for basketball tickets.

Academic Year Employment

The study of law is demanding. It is designed to occupy the full attention of students and calls for the highest level of concentration. It is unwise for students to dilute their efforts with outside work, especially during the critical first year of study. Accordingly, no first-year student shall engage in employment without permission of the associate dean, and in no case shall engage in employment for more than twenty hours per week. While students should limit their employment during the school year for academic reasons, no student may be employed for more than twenty
hours per week during the academic year. This twenty-hour limitation is not only a rule of Duke Law School, but it is also an American Bar Association condition for full-time students who are seeking to graduate in three years.

For those who find some outside earnings necessary to meet the expense of studying law at Duke, arrangements have been made to provide some part-time employment at the law school. A number of positions in the law library are filled by law students, and many students are employed in their second or third years as research assistants for faculty members.

Law student spouses who seek employment will find opportunities comparable to those in most other areas of the country. Laboratory workers, computer programmers, development officers, teachers, and medical personnel are some of the positions spouses have typically held in the past. The University Human Resources, Duke Temporary Services, and the medical center personnel offices assist interested persons in locating suitable employment on campus.

Public Interest and Pro Bono Programs

Programs that supplement and enrich the curricular learning for students are sponsored by many departments at Duke Law School, including the Office of Public Interest and Pro Bono. Some of the public interest and pro bono programs and events are described here. For more information, visit [http://law.duke.edu/publicinterest/](http://law.duke.edu/publicinterest/).

**Pro Bono Project.** The Pro Bono Project provides Duke Law students with an opportunity to hone their legal and professional skills and build relationships important to their future careers, while also providing an important public service to the community.

Each year, students contribute thousands of hours to organizations in the local community and nationally through pro bono projects. Students may choose individual placements supervised by community attorneys or join a student-organized group project. Group pro bono projects include: Cancer Pro Bono Project; Coalition Against Gendered Violence; Guardian ad Litem; Environmental Law Project; Immigration Education Project; Innocence Project; Iraqi Asylum Support Project (IRAP); Justice Matters (a Christian Legal Society pro bono project); Legal Aid of North Carolina (LANC) Ambassadors Project; Mediation Project; NC Wills Project; Refugee Asylum Support Project (RASP); Social Enterprise Law Project; Southern Justice Spring Break Trip; Street Law; Teen Court; Veteran’s Disability Assistance Project; and Volunteer Income Tax Assistance Project (VITA).

**Public Interest Retreat.** The Public Interest Retreat, started in 1998, is an annual weekend retreat for members of the Duke Law community who are interested in public interest or public service as part of their legal careers. The retreat provides an opportunity for students, faculty, and administrators to reflect on their public service aspirations and career-planning. Distinguished speakers, including alumni working in public interest, are invited each year to address the participants as well as to participate in small group activities and workshops.

**Summer Public Interest Fellowships.** Duke Law students can avail themselves of numerous summer fellowship grants that are offered only to Duke Law students. These funds enable students to accept otherwise unpaid employment with government and nonprofit employers in the United States and abroad. Funding comes through a number of endowments set up to provide Summer Public Interest Fellowships, which are offered on a competitive basis to 1L and 2L students. The Dean's Summer Service Grant provides guaranteed funding to any 2L student who secures summer public interest or government employment, and also completes ten hours of pro bono service during the school year. Another large source of funding for summer fellowship grants for Duke Law students is raised by the students themselves through the Public Interest Law Foundation (PILF).

**Externship Program.** The Office of Public Interest and Pro Bono also administers the Externship Program, through which students may engage in unpaid work for credit with a nonprofit organization, government office, or judicial organization. The Externship Program includes the Duke in DC, and Federal Public Defender integrated externship course experiences.
Duke Law provides library and technological support for research and learning using an innovative approach that integrates the programs of the law library and the academic technologies department. The stated mission of Duke Law School Information Services focuses on providing an information environment to prepare Duke Law students for responsible and productive lives in the legal profession.

J. Michael Goodson Law Library

Law is a research-oriented profession, and the published sources of law, in print and electronic formats, are the basic working materials for both the practicing attorney and the legal scholar. Recognizing its place at the center of the Duke Law School community, the Goodson Law Library was fully renovated in 2008. The project expands the strengths of the library in providing a mix of spaces for study, research, and reflection encouraging both collaborative projects and individual quiet study, and integrating technology and library services. At Duke, law students have ready access to the materials of legal research through the resources of outstanding collections of print and electronic information sources and the support of highly trained librarians to help them develop research skills to last throughout their professional careers. The library offers more than 500 seats in individual study carrels, at tables, and in reservable study rooms, as well as soft seating. More information about the library can be found at
Services

The success of a law school library depends as much on the quality of the services it provides as on the strengths of its collection. At Duke, a unified service desk provides law students streamlined, one-stop assistance with circulation, reference, computing, or other technology tasks from a highly knowledgeable and skilled staff. The library staff includes eleven librarians with graduate degrees, seven of whom also hold additional degrees in law. Law-trained staff members serve as instructors in the first-year research and writing program and regularly offer seminars in topics of advanced legal research. An Empirical Research Analyst assists faculty members with statistical projects, and is available for consultation with students and journal editors. The Digital Initiatives Librarian provides support applications and offers programming for faculty scholarship, teaching, and learning.

Collections

The Goodson Law Library serves as a resource for legal materials for both the law school and the university community. The law library increasingly prefers electronic sources of legal information while continuing to develop and maintain in house collections of print and other resources to support research and scholarship at all levels and time periods. With more than 520,000 volumes, 43,000 e-books and forty databases it is a major research collection of legal literature that includes the primary sources of law from courts, legislatures, and administrative agencies, along with treatises, journals, and other materials that explain, analyze, and provide commentary on all legal topics. The collection is especially strong for areas of concentration in the law school curriculum, including business and finance law, constitutional and public law, environmental law, and intellectual property and international law. Because nearly every area of legal study is enhanced by consideration of comparative or international perspectives, the library has substantial research collections in foreign and international law. The foreign law collection is extensive in coverage, with long-standing concentrations in European law and business law materials, and growing collections in Asian and Latin American law. The international law collection is strong in primary source and treatise material on both private and public international law topics, and is supplemented by collections held at the main campus library.

Together, the Duke University libraries make up one of the major research collections in the country. Law students can use digital resources, and borrow materials from other libraries in the Duke system and libraries at other local universities. Cooperative programs with other libraries, both on and off campus, ensure that needed materials are available for Duke Law community.

Academic Technologies

The Academic Technologies department was founded on the principle of convergence—the convergence of technologies that create, store, manipulate, and present digital data of all kinds, from plain text e-mails to rich multimedia. Academic Technologies provides desktop, laptop, and mobile device support, and collaborates with Duke's other IT organizations, especially the Office of Information Technology, to assure a full range of IT services is available to the school. On behalf of the law school we maintain computers and printers in the library dedicated to student use. We are responsible for the web presence of the law school and for audio-visual technologies in all classrooms. The department provides training and support directly to faculty and students who wish to use technology in all aspects of the educational experience. Services are outlined at [http://law.duke.edu/actech/](http://law.duke.edu/actech/).

The law school website has pages for departments and most programs. All the school’s journals have been available online, in full text and searchable, since 1997; conferences and major addresses at the law school are usually live webcast and archived on the web. The majority of courses have Sakai course sites that provide access for students to course e-mail lists, syllabi, e-reserves, and other materials.

The law school classrooms are fully networked and have built-in capabilities to project images from computers, DVDs and Blu-Ray discs. The classrooms have power at nearly every student seat, and network access for all laptops through ubiquitous Wi-Fi and ethernet cable connections available at many seats. All standard classrooms but one can be used for videoconferencing, and class sessions can be recorded either centrally or in the room. All A/V equipment can be used by students for classes, or by student groups at other times.
The Scheinman Media Lab and the Digital Initiatives Lab have video recording equipment, an all-digital production facility and knowledgeable staff, whose mission is to assist in the production of educational materials, whether faculty or student produced, and to document key events and presentations at the law school.

The school is a member of the Computer Assisted Legal Instruction consortium (CALI), and makes CALI exercises freely available to students to support the law school curriculum.

The law school strongly recommends that all entering students own notebook computers. Academic Technologies staff members can offer advice to students about computer purchases and assist law students in making productive use of computers as an integral part of their law school experience. Student computer recommendations and orientation materials can be viewed at http://law.duke.edu/actech/orientation/.

The senior staff of Information Services includes:

- Richard A. Danner, BA, MS, JD, Senior Associate Dean for Information Services and Rufty Research Professor of Law;
- Melanie J. Dunshee, BA, JD, MALS, Assistant Dean for Library Services and Senior Lecturing Fellow; and
- Wayne Miller, BA, PhD, Assistant Dean for Academic Technologies and Senior Lecturing Fellow.
International Students at Duke

Duke Law School warmly welcomes international students from countries throughout the world to all its programs of study. The presence of students from a wide variety of cultures and legal systems greatly enhances the education of all Duke Law School students. Highly qualified foreign university graduates who seek exposure to the American legal system and the legal profession are encouraged to apply to one of the following degree programs. Information about graduate programs for international students at Duke University School of Law and study abroad opportunities is also available online at http://law.duke.edu/international/.

Degree Programs for International Students

Juris Doctor (JD)

International students with excellent academic qualifications and English proficiency may seek admission to pursue the JD and joint-degree programs. Applicants should recognize that they will enter a program designed for extremely capable professional students who already possess a substantial background in American culture and familiarity with the American educational system. The burdens of a new educational system in a wholly new environment are especially demanding for students who have not previously studied in the United States.

International applicants whose first language is not English must present a high score on the Test of English as a Foreign Language (TOEFL). Applicants who already hold a university-level degree from an English medium institution may, however, inquire about exemption from this requirement. All JD applicants are required to take the
Law School Admission Test (LSAT). Candidates who have earned professional law degrees in countries with a legal system not dissimilar to that found in the United States or who have extraordinary records in their first law degree may be able to receive credit for as much as one-third of the coursework required for the completion of the JD degree. All inquiries about the JD program should be directed to the Duke Law School Office of Admissions, which oversees admissions to this program. For more information, visit [http://law.duke.edu/ADMIS/](http://law.duke.edu/ADMIS/).

**Master of Laws in Law and Entrepreneurship (LLM)**

Outstanding international applicants who hold a JD or LLM from an American law school or are a currently active member of a bar in at least one US jurisdiction may be considered for admission to this program. Please review the information about this degree in the chapter “Degree Programs” on page 102, and the admissions process in the chapter “Admissions” on page 44, or contact the admissions office or visit their website at [http://law.duke.edu/ADMIS/](http://law.duke.edu/ADMIS/) for more information.

**Master of Laws (LLM)**

The Duke LLM degree program is designed for graduates of law faculties outside of the United States. The LLM program typically enrolls approximately ninety students from as many as thirty-five different countries. Participants in the LLM program will include practicing lawyers; judges; academicians; prosecutors; staff members from ministries, banks and corporations; and a small number of outstanding recent law graduates.

The LLM degree requires two semesters of study in residence at Duke. Students may elect to take one first-year course, which will bring them into contact with entering American JD students who are facing similar academic challenges for the first time. LLM students will also enroll in a seminar or an independent study course with a faculty member, the end product of either being the submission of a substantial piece of written work by the student. LLM students as a group undertake a two-credit introduction to American law course. The course is taught by a Duke Law faculty member and provides insight into distinctive aspects of American law. LLM students have the opportunity to visit North Carolina and Durham courts and meet attorneys practicing in a variety of areas. A two-credit legal analysis, research, and writing course is required of LLM students who do not have a strong common law background. The course prepares students for the kinds of writing responsibilities expected of qualified American law practitioners. All LLM students will receive orientation to the law library and the computer system. Additional courses are individually selected by the student with the guidance of a faculty advisor. LLM students participate in classes with JD students and the same grading scale is applied. International students whose first language is not English and who meet other specified criteria, however, may receive extra time on final examinations. Students are expected to complete the degree in one year unless special alternative arrangements are made.

**Doctor of Juridical Science (SJD)**

International students who have already earned a degree in American law or in a common law country at the master’s level may apply for admission to the SJD program. Admission is extremely selective, and students should apply only if they have achieved exceptional academic records at both their home and their American institutions. SJD candidates are expected to be able to demonstrate that they have the capacity to conduct original research and to produce a thesis that will be a significant contribution to legal scholarship. Applicants should submit transcripts from all previous academic institutions at which they have studied; references from at least two faculty members very familiar with the applicant’s credentials, including one from a faculty member acquainted with the applicant’s studies in the United States or common law country; a sample of written work; and a written description of their research interest. Students admitted to provisional candidacy in the SJD program will be asked to complete one to two semesters of coursework at Duke before taking a qualifying exam and developing a proposal for the thesis component of the degree. The student’s research and thesis will be supervised by a faculty member highly qualified in that area of law and by two additional faculty members in the same or related fields. The successful SJD candidate must then receive formal admission to the SJD program. The SJD normally involves a minimum of three to four years. It should be noted that very few students gain admission to this program of study. For additional information, contact the international studies office.
Admission of International Students to LLM or SJD Programs

An admissions process separate from the JD admissions is maintained for foreign students applying to the LLM or SJD programs. Prospective applicants should write for forms and information to Jennifer Maher, associate dean for international studies, at Duke Law School, International Studies, 210 Science Drive, Box 90365, Durham, NC 27708-0365; (919) 613-7033; international@law.duke.edu. An application fee of $70 is charged and should accompany the application. Students from countries where English is not the principal language are required to present a high score on the Test of English as a Foreign Language (TOEFL), which is administered by the Educational Testing Service of Princeton, New Jersey. For further information, appropriate officials at the student’s university should be consulted.

Applications and supporting material should reach Duke by January 20. Students are advised that it may take up to two months for TOEFL examination results to reach Duke. Late TOEFL scores and other application materials can seriously delay or even jeopardize admissions decisions. Applicants will be notified of acceptance beginning in late January. Admissions decisions will continue until the LLM class is full. It is recommended that applicants try to apply as early as possible. Admission is for matriculation in the fall semester only. A deposit fee of $500 will be required to confirm acceptance of a position at the law school.

Financial Aid

Duke offers some financial assistance based on merit to outstanding international students. Upon admission, all non-US citizens will need to provide proof of sufficient financial support for tuition and living expenses for the degree program before the university initiates the student visa process. International students admitted to the JD program must demonstrate that they have funds available for all three years of study. Duke Law School does not award new scholarship funds on the basis of need or merit once the student matriculates.

Housing

Duke University has an abundance of well-appointed, reasonably priced housing in the area. Compared to most urban areas, the cost of living and quality of life in Durham are excellent. Most students prefer to have a car since off-campus public transportation is not readily available.

Placement with American Law Firms

International students may find that they would like to complete their legal education with an internship at an American law firm. Students are welcome to use the services of the law school’s Career and Professional Development Center, which has a counselor who works with international students and JD students seeking overseas positions. The office sponsors special sessions for international students in order to explain the placement process, to help with writing resumes and with interview techniques, and to offer other kinds of assistance as necessary. Students from Duke participate in an annual job fair held in New York at which law firms from the United States and abroad interview job applicants. The visa office at Duke will help students obtain permission to engage in a period of practical training following completion of the degree program. Duke Law School cannot guarantee that students will have success in locating a position with an American law firm. To facilitate the job search, international students are advised to make contact with American law firms, if possible, before they leave their home countries. Students who have the benefit of at least two years of legal experience before they pursue the LLM degree are often the most successful in identifying positions with American law firms. Information about taking state bar examinations is available in the Office of Career Services. Many students prepare for a state bar examination at Duke University.

Special Features of Duke for International Students

The size of the international student body at Duke Law School is large enough to make its presence felt at the school, but not so large as to be a totally separate entity. All international students are supported in their efforts to become an integral part of the Duke community. To this end, the university’s International House sponsors orientation sessions, offers the opportunity for foreign students to have a host family in Durham, and provides a number of special programs and services throughout the year. Duke Law School also conducts a week-long orientation for all new students and several separate sessions designated specifically for international student concerns. International students are selected as representatives to the Duke Bar Association. All clubs and
associations, the International Law Society and Pro-Bono Program in particular, encourage the participation of international students. The Duke Journal of Comparative & International Law provides opportunities for international students to submit articles and for as many as five LLM students to participate as staff members in the production of the journal.

The Office of the Associate Dean for International Studies is responsible for the admission of international applicants, orientation, academic and adaptation counseling, and other services for international students. Each LLM student is assigned to an academic advisor who offers guidance with course selection. The legal research and writing course is carefully structured to familiarize students with the law library, legal writing techniques of a gradually more demanding nature, and the skills necessary for a beginning law office associate to function effectively. The course Law 790.01 (Distinctive Aspects of US Law) provides an introduction to various areas of American law, the legal profession, and the judicial process. The goal of the LLM program is to provide international students with the most complete exposure to American law and culture that can be accomplished in one academic year.

All international students are welcome to attend the law school’s two summer overseas institutes, which are held during the month of July. The Duke-Geneva Institute in Transnational Law is cosponsored by the University of Geneva Faculty of Law and located in Geneva, Switzerland. The Asia-America Institute in Transnational Law is conducted in Hong Kong jointly with the University of Hong Kong law faculty.

Courses at each institute are taught in English, by American (usually Duke) and non-American faculty. One course provides an introduction to the American legal system. In addition to course instruction, both institutes offer afternoon seminars on international or comparative law topics. The Duke-Geneva Institute takes advantage of the many international organizations located in Geneva to take students to the organization for presentations on international law topics by highly placed officials. The Asia-America Institute has a strong emphasis on Asian and financial institutions, with faculty and speakers who are experts on those topics. LLM students enrolled at Duke who attend an institute may be able to earn up to six course credits toward their degree.

The institutes enroll approximately sixty students each year from Duke and other American law schools, as well as students and graduates from law schools throughout the world. While the largest group of students tends to come from the United States, students enroll from a wide range of countries, including Azerbaijan, Bulgaria, China, Denmark, Estonia, France, Germany, Hungary, Japan, Korea, Kyrgyzstan, Macedonia, Mongolia, Nigeria, the Philippines, Portugal, Taiwan, and Thailand. The Asia-America Institute, in particular, typically includes judges, lawyers, faculty members, and government officials.

Brochures describing both institutes can be obtained from Duke University School of Law. For additional information on admissions, faculty, and course listings, visit http://law.duke.edu/internat/institutes.
The advantages of attending a small, nationally renowned law school like Duke University School of Law are profound in the area of career and professional development. Our mission at Duke Law School is to help every graduate launch his or her career with the right job—not just any job. While data paint only a very small part of the picture, Duke Law School enjoys one of the strongest employment records among US law schools.

It is a firmly held belief within Duke Law School that the alignment of personal values and professional aspirations is at the core of a meaningful career. During students’ three years at Duke, our philosophy is to help students learn about themselves, what they value most in a career, and to introduce students to the universe of possible career opportunities. We want each graduate to leave Duke Law School with professional opportunities that match his or her unique values and goals, and to be informed decision-makers about their careers—a skill many lawyers may never develop. We structure the pursuit of the “right” job into three broad steps and collaborate with students to help them skillfully execute each one. The three steps are:

• Learn about your own strengths and values.
  • Engage in the law school beyond the classroom.
  • Serve the community.
  • Risk trying something new.
Students enter Duke Law School at differing points along the career path and we are eager to support them at any stage. What is clear is that individuals who are able to determine where their passions lie and what interests them are most readily able to achieve those goals.

The Career and Professional Development Center organizes a variety of programs throughout the year aimed at increasing professionalism, job search skills, and knowledge of the legal profession, among law students. Basic skills are covered such as drafting legal resumes and cover letters. We require mock interviews, videotaped if desired, to improve communication and interpersonal skills. We also support commercial self-assessment tests and counseling conversations about goals and values. An integral part of Duke’s professional development program is the involvement of alumni and other practitioners from around the world. Recent events at the law school include the Business Law Career Symposium, the Current Issues in Intellectual Property Symposium, the Blueprint for Professional Success, the Public Interest Retreat, the International Lawyers’ Videoconference Series, and numerous other speakers. Equally important are programs where upper-level students describe their experiences to newer students.

In the summer following the first year of law school, Duke students engage in a diverse array of jobs. Many choose to work with public interest organizations such as those involved in children’s rights advocacy, Native American rights or the development of legal systems in developing countries around the globe. Students also experience government legal work, with entities like the Securities & Exchange Commission, a US attorney’s office or the EPA. Others choose to collaborate with a Duke professor over the summer, doing research and writing and cementing a personal and professional bond with a member of our outstanding faculty. Some students decide to experience life in a law firm for the summer. Other students find jobs abroad in Europe or Asia in connection with Duke Law School’s summer programs in Geneva and Hong Kong. Our goal at the law school is to work with students starting early in their first year so they can identify a summer opportunity that they believe is in line with their personal values and objectives.

Second-year students typically begin pursuing summer opportunities while simultaneously working for their first-year summer employer. Again, students engage in many different types of summer jobs, although typically a large number are interested in law firm work. Whatever one’s goals, we encourage students to work closely with us. Every student needs to pursue opportunities through multiple channels, including networking, research, and letter writing to employers, contacting alumni and on-campus interviewing. We help students identify employers to contact and prepare them to meet the employers that typically interview at Duke annually. These include:

- law firms and offices from the largest legal markets such as Atlanta, California, Chicago, New York, and Washington, DC;
- firms and offices—large and small—from Boston, Charleston, Charlotte, Dallas, Denver, Florida, Houston, Phoenix, Raleigh, Seattle, and many other cities and states;
- law firms hiring students for Beijing, Hong Kong, London, Shanghai, and Tokyo;
- public interest organizations in fields ranging from environmental policy to legal aid;
- the federal government, including the Department of Justice, the Securities & Exchange Commission, as well as the EPA, FDA, IRS, and others;
- county attorneys; and
- corporations.

With hundreds of employers on campus each year and more actively soliciting Duke applicants through regional job fairs, resume collects and our Video Interview Program, Duke students are able to interview with a broad array of employers. The law school also organizes career fairs in a number of cities around the country to provide students with additional opportunities to meet employers. Beyond these, there are literally thousands of professional opportunities available to Duke Law students, so we strongly encourage our students to investigate the world beyond on-campus interviewing and Duke organized events. As a point of reference, students working in law firms for the summer typically earn between $1,500 to $3,000 per week, depending on the firm and city. Students who work for public interest organizations during the summer are eligible to apply for summer public interest fellowships sponsored by the law school and other organizations. In addition, the Public Interest Law Foundation, which is
composed entirely of students, works throughout the year to raise money for fellow classmates who choose summer employment in public interest organizations. All students who want to receive funding for summer public interest work are eligible to do so.

Duke Law School graduates launch their legal careers throughout the United States and around the world. Typically, approximately one-third of Duke students choose to work in either New York or Washington, DC, following law school. Ten to 15 percent of each graduating class chooses to practice in North Carolina—from Charlotte to Raleigh and beyond—with a similar amount heading to California and cities including San Francisco, Los Angeles, and San Diego. Boston, Charleston, Chicago, Denver, Philadelphia, and Seattle, as well as cities in Florida and Texas, draw the interest of up to 10 percent of our students, too. Indeed, few law schools match the dispersion of their graduates that is found at Duke, and the law school today has almost 11,000 alumni living and practicing law in almost every state in the country. We also have a significant alumni population who live and practice law abroad. Duke’s extensive alumni network is very active and supportive of students who are seeking employment during and after law school.

The Career and Professional Development Center prides itself on introducing students to the practice of law and giving young attorneys the tools they need to make educated career decisions for years to come. We have an outstanding team of extremely dedicated and talented professionals with multiple advanced degrees and professional experience in private and public legal practice, business, consulting, counseling, and other fields.
Alumni and Development Office

Duke Law School graduates are among the most geographically dispersed of any of our peer law schools. Our alumni can be found across the country and around the world, yet their relationship with Duke Law School remains close. Every graduate of Duke Law is a member of the Law Alumni Association. The Office of Alumni & Development, working with the Duke Law Alumni Association, connect the school’s alumni with the law school and with each other. Information about alumni programs sponsored by Duke Law School is also available online at http://law.duke.edu/alumni/connected/.

Law School Leadership Boards

Duke Law School has two leadership boards: the Board of Visitors and the Law Alumni Association Board of Directors. More information is available at http://law.duke.edu/alumni/connected/boards/.

Board of Visitors

The Board of Visitors serves as an advisory board to the law school’s dean and administrators, the university administration and the university Board of Trustees on matters of student development, external affairs, fundraising, and faculty and academic affairs. Membership consists of a chairperson; general, senior, and life members; international members; and parent members.
Local Alumni Clubs

The Office of Alumni & Development coordinates and supports the activities of local Duke Law clubs in the United States and abroad, to increase both a sense of community and an awareness of the needs of the law school. These clubs organize social and educational events which are often attended by a Duke Law administrator or faculty member. Besides serving a social and networking function for local alumni and encouraging a sense of community, Duke Law clubs also provide practical assistance to the admissions and career services offices of the law school.

Duke Law School also pursues a strong alumni relations program with our growing international alumni body. The alumni and development office, in conjunction with the international studies office, sponsors programs for current international students to explain alumni relations and development programs and to encourage students to stay in touch with Duke Law School after graduation. There are several active Duke Law clubs outside the United States. Alumni events are held each year in conjunction with the transnational institutes in Europe and Asia. To learn more about our international engagement and our most recent international reunion, visit [http://law.duke.edu/alumni/international/](http://law.duke.edu/alumni/international/).

Reunions and Alumni Weekend

The Office of Alumni & Development works with an alumni committee from each class to organize reunions by class at five-year intervals. Reunions are held in the spring of each year, and offer a full weekend of activities designed to encourage alumni to reconnect with Duke Law School, former professors, and classmates. Class committees are formed to help plan reunion activities, encourage attendance and assist in raising class gifts to benefit Duke Law. At the fiftieth reunion, alumni are inducted into the Half-Century Club. For more information, visit [http://law.duke.edu/alumni/reunion2014/recap/](http://law.duke.edu/alumni/reunion2014/recap/).

Alumni Awards

The Law Alumni Association presents five awards to outstanding graduates and friends. More information is available at [http://law.duke.edu/alumni/reunion/alumniawards/](http://law.duke.edu/alumni/reunion/alumniawards/).

- **The Charles S. Murphy Award** is presented to an alumnus or alumna whose devotion to the common welfare is manifested in public service or in dedication to education. Charles S. Murphy T’31 L’34 devoted himself to public service, serving in the administrations of presidents Truman, Kennedy, and Johnson as well as serving as a trustee of Duke University.

- **The Charles S. Rhyne Award** honors alumni who exemplify the highest standards of professional ability and personal integrity. Charles Rhyne T’34 L’37 served on the Boards of Trustees at Duke and George Washington universities, and was president of the American Bar Association.

- **The A. Kenneth Pye Award** honors the life and work of former law school dean and Duke University chancellor A. Kenneth Pye. The Pye Award is designed to recognize contributions made to the field of legal education by Duke Law alumni or other members of the Duke Law School community.

- **The International Alumni Achievement Award** honors an international alumnus or alumna who has given distinguished service to his or her own profession and home country and has maintained strong ties with Duke Law School.

- **The Young Alumni Award** recognizes a graduate of fifteen years or less who has made significant contributions of leadership and service both professionally and to Duke Law School.
Alumni Programs for Students

Alumni frequently visit Duke Law School for a variety of reasons: to recruit for their firms, to participate in panels for the Office of Career Services, to speak about their practice specialty or pro bono activities, or to be guest lecturers in particular classes. We also offer an important electronic medium for alumni and students to connect via the professional networking site LinkedIn. The group is called STAR Student—Alumni Relationship and is a subgroup of the Duke Law Alumni group.

In addition to coordinating these activities, the staff of the Office of Alumni & Development is eager to get to know students throughout their law school careers. We are available to individual students and student organizations who wish to contact alumni. The Office of Alumni & Development, in fact, helps to usher students into alumni status by coordinating, along with the Office of Student Affairs, the law school’s Hooding Ceremony.

Fundraising

Financial strength is critical for Duke Law School to retain and build on its reputation as a global leader in legal education, to support faculty excellence, to attract the best students, and to foster innovative programs and clinics for teaching and legal research. Duke Law School has come a very long way in a few short decades—thanks largely to the support of alumni and friends. Our success is based on the dedication of our alumni who recognize the value of a world class education. As we enter the fourth year of our Duke Forward campaign, our donors have helped us achieve 73 percent of our $85 million fundraising goal. More information is available at http://law.duke.edu/campaign/.

Alumni Publications

The Duke Law Magazine, an award-winning publication, provides news and features about Duke Law programs, faculty research, student life, and alumni achievements.

Duke Law E-news, a monthly e-mail newsletter distributed by the Communications Office, is the latest way to stay current with news and events at Duke Law School. Subscribers to this free service will receive notification of speakers, conferences, alumni activities, and more.

The Advocate: An Alumni and Development Newsletter, is a biannual informational newsletter that provides alumni and friends an overview of the faculty, students, and programs that have been supported by generous philanthropic support.
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