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Courtesy of Duke School of Law Department of Communications and Duke University
(Les Todd, Bill Snead, Megan Morr, Chris Hildreth, and Jared Lazarus)

The information in this bulletin applies to the academic year 2019-2020 and is accurate and current, to the greatest extent possible, as of August 2019. 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 discrimination or harassment of any kind. Duke University has designated the Vice President for Institutional Equity as the individual responsible for the coordination and administration of its nondiscrimination and harassment policies generally. The Office for Institutional Equity is located in Smith Warehouse, 114 S. Buchanan Blvd., Bay 8, Durham, NC 27708, (919) 684-8222, oie-help@duke.edu. Sexual harassment and sexual misconduct are forms of sex discrimination and prohibited by the university. Duke University has designated Jayne Grandes as its director of Title IX compliance and Age Discrimination Act coordinator. She is also with the Office for Institutional Equity and can be contacted at (919) 660-5766 or jayne.grandes@duke.edu.

Questions or comments about discrimination, harassment, domestic violence, dating violence, and stalking can be directed to the Office for Institutional Equity, (919) 684-8222. Additional information, including the complete text of the discrimination grievance procedure and the harassment policy and appropriate complaint procedures, may be found by contacting the Office for Institutional Equity or visiting its website at https://oie.duke.edu/. Questions or comments about sex-based and sexual harassment and misconduct, domestic violence, dating violence, and stalking committed by a student may also be directed to Victoria Krebs, Associate Dean of Students in the Office of Student Conduct, at (919) 684-7336 or victoria.krebs@duke.edu. Additional information, including the complete text of the policy and complaint procedure for such misconduct, may be found at https://studentaffairs.duke.edu/conduct/z-policies/student-sexual-misconduct-policy-dukes-commitment-title-ix.

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

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 https://police.duke.edu/news-stats/clery for more details.

The Family Educational Rights & Privacy Act (FERPA), 20 USC § 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 https://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, master’s, 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 email to admissions@law.duke.edu. Please also see Duke Law School’s website at https://law.duke.edu.

This publication is available in alternative format on request. Please call (919) 684-2813.

August 2019
The Mission of Duke University

James B. Duke’s founding indenture of Duke University directed the members of the university to “provide real leadership in the educational world” by choosing individuals of “outstanding character, ability and vision” to serve as its officers, trustees and faculty; by carefully selecting students of “character, determination and application;” and by pursuing those areas of teaching and scholarship that would “most help 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 promote an intellectual environment built on a commitment to free and open inquiry; to help those who suffer, cure disease and promote health, through sophisticated medical research and thoughtful patient care; to provide wide-ranging educational opportunities, on and beyond our campuses, for traditional students, active professionals and life-long learners using the power of information technologies; and to promote a deep appreciation for the range of human difference and potential, 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
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## 2019-2020 Academic Calendar

### Summer 2019

**JD/LLM-LE Summer Immersion**
(for 2L JD-LLM-LE students only)

<table>
<thead>
<tr>
<th>Month</th>
<th>Dates</th>
<th>Days</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>May</td>
<td>13-31</td>
<td>M-F</td>
<td>Durham, North Carolina</td>
</tr>
<tr>
<td>June</td>
<td>3-7</td>
<td>M-F</td>
<td>Silicon Valley, California</td>
</tr>
</tbody>
</table>

**Master's Program in Judicial Studies**
(for MJS students only)

<table>
<thead>
<tr>
<th>Month</th>
<th>Dates</th>
<th>Days</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>May</td>
<td>20</td>
<td>M</td>
<td>First day of class</td>
</tr>
<tr>
<td>June</td>
<td>14</td>
<td>F</td>
<td>Last day of class</td>
</tr>
</tbody>
</table>

**Leiden Summer Institute**

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>June</td>
<td>16</td>
<td>Su Orientation</td>
</tr>
<tr>
<td></td>
<td>17</td>
<td>M First day of class, Term 1</td>
</tr>
<tr>
<td></td>
<td>28</td>
<td>F Last day of class, Term 1</td>
</tr>
<tr>
<td>July</td>
<td>1</td>
<td>M First day of class, Term 2</td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>F Last day of class, Term 2</td>
</tr>
<tr>
<td></td>
<td>15-17</td>
<td>M-W Reading and examination period</td>
</tr>
</tbody>
</table>

**Summer Institute on Law, Language & Culture**
(for International LLM students only)

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>July</td>
<td>19</td>
<td>F Orientation</td>
</tr>
<tr>
<td></td>
<td>22</td>
<td>M First day of classes</td>
</tr>
<tr>
<td>August</td>
<td>14</td>
<td>W Last day of classes</td>
</tr>
</tbody>
</table>

### Fall 2019

**Career Development**
(upper-level JD students)

<table>
<thead>
<tr>
<th>Month</th>
<th>Dates</th>
<th>Days</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>July</td>
<td>29-Aug. 1</td>
<td>M-Th</td>
<td>On-campus interviewing</td>
</tr>
<tr>
<td>August</td>
<td>2-25</td>
<td>F-Su</td>
<td>Professional Development &amp; Callback Days</td>
</tr>
</tbody>
</table>

**LEAD Week/Orientation**
(incoming students)

<table>
<thead>
<tr>
<th>Month</th>
<th>Dates</th>
<th>Days</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>August</td>
<td>19-23</td>
<td>M-F</td>
<td>International LLM students</td>
</tr>
<tr>
<td></td>
<td>20-23</td>
<td>T-F</td>
<td>1L JD students</td>
</tr>
<tr>
<td></td>
<td>21</td>
<td>W</td>
<td>LARW classes begin (times and rooms TBA)</td>
</tr>
<tr>
<td></td>
<td>22</td>
<td>Th</td>
<td>LARWINT classes begin (times and rooms TBA)</td>
</tr>
<tr>
<td></td>
<td>23</td>
<td>F</td>
<td>1 year LLM-LE students</td>
</tr>
</tbody>
</table>
# 2019-2020 Academic Calendar

## Fall 2019

<table>
<thead>
<tr>
<th>August</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>26</td>
<td>M</td>
<td>1L classes begin and upper-level classes begin</td>
</tr>
<tr>
<td>September</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>M</td>
<td>Labor Day (no classes)</td>
</tr>
<tr>
<td>5</td>
<td>Th</td>
<td>5 PM. Drop/Add ends</td>
</tr>
<tr>
<td>6</td>
<td>F</td>
<td>Clinic Intensive Training</td>
</tr>
<tr>
<td>October</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7-11</td>
<td>M-F</td>
<td>Fall Break</td>
</tr>
<tr>
<td>21</td>
<td>M</td>
<td>End of 7th week of classes</td>
</tr>
<tr>
<td>25</td>
<td>F</td>
<td>1L Midterms <em>(tentative date)</em></td>
</tr>
<tr>
<td>November</td>
<td></td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>T</td>
<td>Friday classes meet</td>
</tr>
<tr>
<td>27-29</td>
<td>W-F</td>
<td>Thanksgiving Break</td>
</tr>
<tr>
<td>December</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Th</td>
<td>Last day of classes</td>
</tr>
<tr>
<td>9</td>
<td>M</td>
<td>Examination period begins</td>
</tr>
<tr>
<td>20</td>
<td>F</td>
<td>Examination period ends</td>
</tr>
</tbody>
</table>

## Spring 2020

<table>
<thead>
<tr>
<th>January</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4-8</td>
<td>Sa-W</td>
<td>Wintersession Term 2020</td>
</tr>
<tr>
<td>6/8</td>
<td>M/W</td>
<td>LARW writing classes meet</td>
</tr>
<tr>
<td>9</td>
<td>Th</td>
<td>First day of classes</td>
</tr>
<tr>
<td>16-20</td>
<td>Th-Su</td>
<td>Intensive Trial Practice Weekend</td>
</tr>
<tr>
<td>20</td>
<td>F</td>
<td>5 PM. Drop/Add ends</td>
</tr>
<tr>
<td>24</td>
<td>F</td>
<td>Clinic Intensive</td>
</tr>
<tr>
<td>February</td>
<td></td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>Th</td>
<td>End of 7th week of classes</td>
</tr>
<tr>
<td>March</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9-13</td>
<td>M-F</td>
<td>Spring Break (no classes)</td>
</tr>
<tr>
<td>April</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Th</td>
<td>Last day of classes (Monday classes meet)</td>
</tr>
<tr>
<td>17</td>
<td>F</td>
<td>Reading and examination period begins</td>
</tr>
<tr>
<td>May</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>F</td>
<td>Reading and examination period ends</td>
</tr>
<tr>
<td>5</td>
<td>T</td>
<td>12 PM. Graduating students clearing deadline</td>
</tr>
<tr>
<td>9</td>
<td>Sa</td>
<td>Law School Convocation, diploma distribution</td>
</tr>
<tr>
<td>10</td>
<td>Su</td>
<td>Duke University Commencement</td>
</tr>
</tbody>
</table>
General University Administration

Vincent Price, PhD, President
Sally Kornbluth, PhD, Provost
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Ravi V. Bellamkonda, PhD, Dean, Pratt School of Engineering
William Boulding, PhD, Dean, Fuqua School of Business
Marion E. Broome, PhD, RN, FAAN, Dean, School of Nursing
L. Gregory Jones, PhD, Dean, Divinity School
Judith Kelley, MPP, PhD, Dean, Sanford School of Public Policy
Mary E. Klotman, MD, Dean, School of Medicine
Paula B. McClain, PhD, Dean, Graduate School
Todd Steeleman, PhD, Dean, Nicholas School of the Environment
Edward J. Balleisen, PhD, Vice Provost for Interdisciplinary Studies
Abbas Benmamoun, PhD, Vice Provost for Faculty Advancement
Gary G. Bennett, PhD, Vice Provost and Dean of Undergraduate Education
Lawrence Carin, PhD, Vice Provost for Research
Jennifer Francis, PhD, Executive Vice Provost
Deborah Jakubs, PhD, Vice Provost for Library Affairs
Scott Lindroth, PhD, Vice Provost for the Arts
Luke A. Powery, ThD, Dean of Duke Chapel
Neal F. Triplett, MBA, President and CEO, Duke University Management Corporation

General Academic Administration

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Edward J. Balleisen, PhD, Vice Provost for Interdisciplinary Studies
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Jennifer Francis, PhD, Executive Vice Provost
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Stella A. Boswell, Assistant Dean, Career and Professional Development Center and Office of Public Interest and Pro Bono
Katharine B. Buchanan, Associate Dean, Alumni and Development
Femi Cadmus, Associate Dean of Information Services and Technology and Director of the J. Michael Goodson Law Library
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Lewis Hutchinson, Jr., Assistant Dean, Student Affairs
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Amanda S. Lacoff, Assistant Dean, Academic Initiatives
Jennifer D’A. Maher, Associate Dean, International Studies
Wayne V. Miller, Associate Dean, Academic Technologies
Andrew Park, Executive Director, Communications and Events
Crystal D. Sheffield, Associate Dean, Finance, Administration and Planning
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 7,000 undergraduates and 8,900 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 https://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.

The Distinction of Duke
Duke Law School has been a pioneer in dual-degree programs. About 15 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, its LLM in Law and Entrepreneurship, and the JD/MA in Bioethics and Science Policy)—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 for the best law school program in professionalism, the award for the best law school student government, and the 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, citizens, 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, the coordination and sharing of international environmental data, and review of wrongful criminal convictions.

Duke Law faculty serve 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 opportunities for professional skills development 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 Civil Justice Clinic (a partnership with Legal Aid of North Carolina), the Appellate Litigation Clinic, the Children’s Law Clinic, the Civil Justice Clinic, the Community Enterprise Clinic, the Environmental Law and Policy Clinic, the Health Justice Clinic, the HIV/AIDS Policy Clinic, the International Human Rights Clinic, the Start-Up Ventures Clinic, the Wrongful Convictions Clinic, and a new First Amendment Clinic. 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.

The Duke Center on Law & Technology prepares students for the growing influence of technology in the legal profession through collaboration with Duke’s Innovation and Entrepreneurship Initiative, engagement with local entrepreneurs, and provision of educational opportunities at the intersection of technology and the law, which is a focus of research and teaching for several faculty members across a range of legal specialty areas.
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 and financial 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 lawyers seeking an LLM degree in US law, as well as an SJD program for internationally trained lawyers who wish to earn a US doctorate in law. Duke fully integrates its international students in the curricular and extracurricular life of the school. Its summer institute in transnational law, which relocated to Leiden, Netherlands, from Geneva in 2018, is among the best summer programs offered by any law school. Another four-week intensive program at Duke Law is designed to introduce international students and visitors coming to Duke to the American law school experience. Additional activities and resources for students include the student-edited Duke Journal of Comparative and International Law, active student organizations focused on issues of international law and human rights such as the International Law Society, and the International Human Rights Clinic. 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.
Presented here are faculty holding academic appointments in the Duke Law School.

Karen L. “Kerry” Abrams, James B. Duke and Benjamin N. Duke Dean of the School of Law and Professor of Law, became the fifteenth dean of Duke Law School on July 1, 2018. Prior to her appointment, she was the vice provost for faculty affairs and professor of law at the University of Virginia. Abrams’ scholarly work has explored the history of immigration law, observing how courts and legislatures deployed cultural norms of marriage to exclude some racial groups while encouraging the migration of others. Her other work explores contemporary immigration and citizenship law, outlining the conflicting ways in which state family law and federal immigration and citizenship law define marriage and parentage.

She also has written about the regulation of DNA testing, marriage “fraud,” domicile and residency tests for in-state tuition, the rhetoric of pro- and anti-marriage equality arguments, the evolution of the law of annulment, and the US Supreme Court’s jurisprudence of constitutional family law. She has taught a variety of subjects, including introductory courses in immigration law and family law, as well as advanced courses such as citizenship law, immigration enforcement, and marriage in law and culture.

Abrams is a graduate of Swarthmore College, where she earned a BA in English literature with highest honors. She graduated with distinction from Stanford Law School, where she was president of the Moot Court Board. After law school, she clerked for Judge Stanwood R. Duval Jr. of the US District Court for the Eastern District of Louisiana and practiced law for several years in the litigation department of the New York law firm Patterson, Belknap, Webb & Tyler, primarily handling intellectual property and employment discrimination cases. From 2002 to 2005, she taught in the Lawyering Program at New York University School of Law. She was a member of the law faculty at the University of Virginia from 2005 to 2018.

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.

Sean E. Andrussier, Clinical Professor of Law (Teaching) and Director of Appellate Litigation Clinic, handles federal appeals through briefing and argument in several federal circuits. Andrussier also teaches Appellate Practice. He has taught Legal Analysis, Research and Writing. He is the faculty advisor to the Moot Court Board and a member of the Clerkship Committee.

After graduating from Duke Law School in 1992, Andrussier clerked for Judge Karen LeCraft Henderson of the US Court of Appeals for the DC Circuit, and for the late Judge M. Blane Michael of the US Court of Appeals for the Fourth Circuit. After clerking, he worked in DC for Theodore B. Olson (42nd Solicitor General of the United States) in the Appellate and Constitutional Law practice group of Gibson Dunn and Crutcher LLP. When he joined the Duke Law faculty in 2009, Andrussier was cochair of the appellate practice group of Womble Carlyle Sandridge & Rice, LLP, a 500-lawyer law firm operating in seven states and Washington, DC. His practice concentrated on constitutional law, appellate practice, and complex commercial litigation.

Andrussier is a longstanding member of the Appellate Rules Committee of the NC Bar Association; comprised of appellate judges and practitioners, the Committee crafts proposed amendments to the State's rules of appellate procedure. He serves on the Chief Justice's Commission on Professionalism, to which Chief Justice Martin appointed him for a term ending in 2020. Andrussier also serves on the Council of the Appellate Practice Section of the NC Bar Association (elected to three-year term: 2017–2020). In addition, he is a member of the Council of Appellate Lawyers of the American Bar Association and serves on that organization's pro bono committee.

Sarah C. W. Baker, Clinical Professor of Law (Teaching), teaches Legal Analysis, Research and Writing. Before joining the Duke Law faculty in 2011, she practiced law as an associate in the litigation and employment groups at Smith, Anderson, Blount & Dorset in Raleigh, NC. She specialized in oral advocacy and legal research and writing, including drafting trial briefs, motions, and appellate briefs, and served as a member of the litigation team in complex commercial cases. She also provided counseling on labor and employment issues to employers. Baker clerked for Judge Allyson K. Duncan of the Fourth Circuit Court of Appeals after graduating from Duke Law School, with honors, in 2006.

At Duke Law, Baker served as a Note Editor for the Duke Law Journal and as a Hardt Cup coordinator and member of the Moot Court Board. She also organized an ad hoc seminar on gender and the law. She is a member of Duke Law School’s Future Forum.
Baker received her BA in 2001 from the University of Virginia, where she was a Jefferson Scholar and an Echols Scholar. Before entering law school she worked as a regional manager for key accounts for The Advisory Board Company in Washington, DC.

Lawrence G. Baxter is the David T. Zhang Professor of the Practice of Law and the Faculty Director of 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.

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 in 1979.

Stuart M. Benjamin is the Douglas B. Maggs Professor of Law 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, 4th ed. 2015), 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 North Carolina Evidentiary Foundations (3d ed. Lexis/Nexis, 2014; 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. Burns (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 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. 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. 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. 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, as well as a codirector for the Center for International and Comparative Law and the Faculty Director of the Leiden Institute. 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 counsel 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 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. Bradley has written numerous articles concerning international law, United States foreign relations law, and constitutional law, including articles published in the Harvard, Yale, Columbia, Stanford, Michigan, Pennsylvania, Virginia, Duke, and Georgetown law journals. He is also the coeditor of Presidential Power.
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 the Jeffrey and Bettye Hughes 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.

Erika J. S. Buell, Clinical Professor of Law (Teaching) and Director of the Program in Law & Entrepreneurship, draws on her extensive experience in corporate law and working with technology companies to teach courses in the area of entrepreneurship, financing and transactions.

Buell has advised startups and other technology companies over the last thirteen years. Most recently, she led corporate and transactional legal matters as in-house corporate counsel for Revolution Money Inc., a high-profile startup payments company, from its early round of preferred stock financing through its sale in 2010 to American Express for approximately $300 million. In addition to debt and equity financings supporting the credit card and online payments business, she handled employee equity issuances and strategic alliances for Revolution Money. She also advised on tax and corporate structure, as well as board and other corporate governance matters.

Prior to Revolution Money, Buell worked for Computer Sciences Corporation in Austin, Texas as an in-house lawyer focusing on intellectual property issues. She counseled on both proprietary and open-source software licensing and services agreements and advised the corporation regarding strategic targets. In addition to her experience working directly at technology companies, Buell was a corporate and tax associate at Hale and Dorr LLP in Boston (now WilmerHale) where she began her career advising both private and public clients during the technology boom of the late 1990s. Her experience there included early and follow-on venture capital investments, initial public offerings and mergers and acquisitions.

Buell graduated cum laude from New York University School of Law and summa cum laude from Colby College.


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.

Femi Cadmus is the Archibald C. and Frances Fulk Rufty Research Professor of Law, Associate Dean of Information Services and Technology, and Director of the J. Michael Goodson Law Library. Her almost three decades-long professional career in law libraries spans...
both academic and law firm libraries, where she has taught legal research and analysis and law practice technology to law students and attorneys.

Cadmus comes to Duke Law from Cornell University, where she was Edward Cornell Law Librarian, Associate Dean for Library Services, and Professor of the Practice from 2011-2018. Her previous professional experience also includes positions at the law schools of Yale University, George Mason University, and the University of Oklahoma.

Cadmus is active in regional and national library associations, including the American Association of Law Libraries, in which she is currently president. She also serves on the advisory boards of LawArXiv, the Global Online Access to Legal Information (GOALI), and LLMC Digital. Her research focus, publications, and presentations cover such topics as law and technology, the evolving role of the modern-day law library, open access to legal information, and law library management and administration.

Cadmus's educational background includes an LLB from the University of Jos, Nigeria; a BL from the Nigerian Law School; an LLM (Law in Development) from the University of Warwick, England; and an MLIS from the University of Oklahoma. She is admitted to practice in New York.

Guy-Urriel Charles, Edward and Ellen Schwarzman Professor of Law, is the founding director of the Duke Law Center on Law, Race and Politics. He served as senior associate dean for faculty & research from 2014 to 2018. 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 and was the recipient of the 2016-2017 Distinguished Teaching Award; 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 dean there. He was named the Stanley V. Kinyon Teacher of the Year for 2002-2003. He has been a visiting professor at Georgetown, Virginia, and Columbia law schools. A past member of the National Research Commission on Elections and Voting and the Century Foundation Working Group on Election Reform, Charles has served as the director of the Institute for Law & Politics, a senior fellow in law and politics at the Institute on Race and Poverty, and a law school faculty affiliate at the Center for the Study of Political Psychology, University of Minnesota.

Doriane Lambelet Coleman, Professor of Law, specializes in teaching and scholarship related to children, medicine, and law. Coleman has also practiced, taught, and written about sports law, with a focus on the Olympic Movement and eligibility issues including doping and gender.

She is a faculty affiliate of Duke University’s Center for Child and Family Policy, the Trent Center for Bioethics, Humanities and the History of Medicine, and Duke Law School’s Center for Sports Law and Policy. She is also a member of Duke Hospital’s Ethics Committee.

Coleman received her Juris Doctor degree from the Georgetown University Law Center (1988), where she was an associate editor on the Georgetown Law Journal. She received her bachelor of arts degree from Cornell University (1982) with distinction in all subjects. Coleman practiced law for the Washington, DC firm of Wilmer, Cutler & Pickering (now Wilmer Hale), from 1988 to 1991.

In her previous life (as Doriane Lambelet), Coleman ran the 800 meters in collegiate and international competition. She was the US National Collegiate Indoor Champion in 1982 and the Swiss National Champion in 1982 and 1983. During 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 the Practice of Law, is director of the Center for Criminal Justice and Professional Responsibility, and codirector of the Wrongful Convictions Clinic at Duke Law School. He is a graduate of Columbia University (JD 1974), Harvard University (AB 1970), and Phillips Exeter Academy (1966).

A native of Charlotte, North Carolina, Coleman’s experience includes a judicial clerkship for the US District Court for the Eastern District of Michigan, a year in private practice in New York, and fifteen years in private practice in Washington, DC, the last twelve as a partner at Wilmer, Cutler & Pickering. In private practice, he specialized in federal court and administrative litigation; he also represented criminal defendants in capital collateral proceedings, including Ted Bundy through Bundy’s execution in 1989.

Coleman has also had a range of government experience, including two years as an assistant general counsel for the Legal Services Corporation, a stint as chief counsel for the US House of Representatives’ Committee on Standards of Official Conduct, and a year as deputy general counsel for the US Department of Education.

Coleman joined the Duke faculty full-time in 1996, where his teaching responsibilities include criminal law, wrongful convictions, and appellate litigation. His academic work, conducted through the Center for Criminal Justice and Professional Responsibility, centers on the legal, political, and scientific causes of wrongful convictions and how they can be prevented. His administrative work for the University has included chairing the Lacrosse ad hoc Review Committee in 2006, and chairing the Athletic Council (2010-present). He also periodically serves as a mediator and monitor in major employment discrimination cases.

James D. Cox, the Brainerd Currie Professor of Law, 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.
Nakita Cuttino is a Visiting Assistant Professor of Law. Her primary research interests are in the areas of banking regulations, consumer finance, and securities law. Her research focuses on the efficacy of and risks related to the emerging markets of fintech services, cryptocurrencies, and more generally the use of artificial intelligence in the financial sector. Her work seeks to assess whether these emerging markets reasonably fit within existing regulatory schemes or if such schemes should be reassessed to better serve the modernization of financial services and democratization of wealth in the United States.

Prior to joining the Duke Law faculty, Cuttino practiced as a corporate associate with Simpson Thacher & Bartlett LLP in the Houston and New York offices, specializing in complex debt finance transactions with lending commitments ranging from $200 million to $1.5 billion as well as public and private security offerings with gross proceeds ranging from $300 million to $1.5 billion. Prior to joining Simpson, she served as a law clerk to Judge Eric L. Clay of the US Court of Appeals for the Sixth Circuit.

Cuttino graduated from Duke University School of Law in 2012 and earned her BBA, magna cum laude, from Howard University in 2008.

S. Hannah Demeritt, Clinical Professor of Law (Teaching) and Supervising Attorney of the Health Justice Clinic, received her JD, with high honors and membership in the Order of the Coif, from Duke Law School in 2004. She received her BA from Reed College (Portland, Oregon) in 1992. Between graduation from Reed and acceptance into Duke Law, she worked as a social worker, advocating for indigent clients, in Portland and in New York City. As a law student, Demeritt performed pro bono work, interned at Legal Aid, and completed two of the Duke Law clinics. She was also a senior staff editor on Law and Contemporary Problems.

After graduating from Duke, Demeritt clerked for the Honorable Robin Hudson for three years, at the North Carolina Court of Appeals and the North Carolina Supreme Court. After clerking, she practiced for three years as a solo practitioner in Durham, representing primarily indigent criminal defendants at the trial and appellate levels. She also represented juveniles in delinquency court and served on the Executive Committee of the Juvenile Defense Section of North Carolina Advocates for Justice from 2008-2010. In 2010, Demeritt went to work as an assistant appellate defender in the North Carolina Office of the Appellate Defender. There, she served as cocounsel on JDB v. North Carolina, a case she had worked on pro bono in State court prior to joining the Office of the Appellate Defender. In June 2011, the US Supreme Court decided JDB in her client’s favor.

From 2007-2009, while still in solo practice, Demeritt also worked part-time in the Health Justice Clinic at Duke, traveling the state to supervise students providing off-site legal assistance. She also taught legal writing to 1Ls at North Carolina Central University School of Law. Demeritt has also been teaching legal ethics at Duke for several years and returned to work at Duke Law full-time, as a supervising attorney in the Health Justice Clinic, in 2011.

Demeritt is admitted to practice in North Carolina and the United States Supreme Court. She is a member of the American Bar Association (and its Professional Responsibility section), the North Carolina Academy for Justice, and the North Carolina Gay Advocacy Legal Alliance.

John M. de Figueiredo is the Russell M. Robinson II Professor of Law, Strategy, and Economics at the Duke Law School and The Fuqua School of Business. He is also Director of the Duke Center for Institutional and Organizational Performance and a Research Associate at the National Bureau of Economic Research.

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. He has been on sabbaticals as a member at the Institute for Advanced Study in Princeton, NJ, as well as at the Stanford University Graduate School of Business.

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, 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 an 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 Duke 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" 39 Journal of Corporation Law, 725-768 (2014), 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.

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.

In addition to numerous articles, DeMott is the author of a treatise, Shareholder Derivative Actions, initially published in 1987 and updated annually, and a casebook, Fiduciary Obligation, Agency and Partnership, published in 1991. She is the editor of The Liability of Asset Managers (Oxford University Press, 2012) with Danny Busch.

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, 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.

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 by the German Red Cross in its 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 op-ed, "Bringing Bergdahl Home Was the Right Choice—Deserter or Not," was published by Time Magazine (online) in March of 2015. Additionally, his commentaries "To Ban New Weapons or Regulate Their Use?" and "Is It Really Better to be Dead Than Blind?" appeared on the Just Security blog in April of 2015. 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, "The Hyper-Personalization of War: Cyber, Big Data, and the Changing Face of Conflict," appeared in the fall 2014 issue of the Georgetown Journal of International Affairs.

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.
Ofer Eldar, *Associate Professor of Law*, joined the Duke Law faculty in 2016, after receiving a PhD in financial economics from the Yale School of Management. His research interests include corporate governance, corporate finance, financial regulation, and banking, and more generally, banking organizations. One strand of his recent work applies novel empirical methods to examining a longstanding debate in corporate law about the desirability of regulatory competition among different states’ corporate laws, and a second strand focuses on the recent rise of social enterprises that combine profit and social missions, and the design of benefit corporation statutes.

Eldar earned a BA in law from Queen’s College, Cambridge University in 2001 and an LLM in corporate law in 2004 from New York University School of Law, where he served as graduate editor of the *NYU Journal of Legislation and Public Policy*. In 2012, he earned an MA in economics from Yale University, and in 2014 he earned a JSD from Yale Law School, where he served as a Kauffman fellow in law and economics.

Eldar practiced corporate law as an associate at Freshfields Bruckhaus Deringer in London from 2005 to 2007, and at Weil, Gotshal & Manges in New York from 2007 to 2009. At Weil Gotshal he worked on the restructuring of AIG’s derivatives portfolio following the financial crisis, as well as a corporate governance research project that formed the basis for the Key Agreed Principles Strengthening US Corporate Governance, published by the National Association of Corporate Directors and the Business Roundtable.

Kate Evans, *Clinical Professor of Law*, joined the faculty July 1, 2019. She is the director of the Immigration Clinic. She is a nationally recognized clinician and immigration advocate. A graduate of New York University School of Law, where she was a student leader in the Immigrant Rights Clinic, Evans comes to Duke with a distinguished and diverse background as a lawyer and teacher.

A clinical professor since 2012, Evans has helped to launch immigration law clinics at the University of Idaho College of Law and University of Minnesota School of Law. She has also published immigration law scholarship in the *NYU Review of Law and Social Change*, *Minnesota Law Review*, *Brooklyn Law Review* (forthcoming), and several practitioner-oriented publications. Evans earned her bachelor’s degree with honors from Brown University, where she majored in international development studies, and later worked for Doctors Without Borders in New York, Guatemala, and Uganda as an advocate and administrator. She graduated magna cum laude from NYU Law, where she was a Root-Tilden Kern Scholar and a member of the Order of the Coif and won the dean’s award for exceptional work in the Immigrant Rights Clinic.

After graduation from law school, Evans clerked for Judges Harriet Lansing and Thomas Kalitowski on the Minnesota Court of Appeals and Diana Murphy on the US Court of Appeals for the Eighth Circuit.

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 *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 is a *Professor of Law and Public Policy Sciences* who earned his AB in 1955, JD in 1959, and MA (Drama) in 1959 from the University of North Carolina and his LLM in 1960 from Yale University. 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 for 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.

Michael Frakes, Professor of Law and Economics, joined the Duke Law faculty in 2016 from Northwestern University’s Pritzker School of Law, where he was an associate professor. He is generally interested in empirical research in the areas of health law and innovation policy. His research in health is largely focused on understanding how certain legal and financial incentives affect the decisions of physicians and other health care providers. His research in innovation policy centers on the relationship between the financing of the US Patent and Trademark Office and key aspects of its decision-making. Michael also serves as a faculty research fellow at the National Bureau of Economic Research.

While at Northwestern, Frakes also served as a faculty fellow at the Institute for Policy Research. He was previously an assistant professor of Law at Cornell Law School from 2011-2014.

Frakes’ scholarship has appeared in, or is forthcoming in, various economics and law and economics journals including the American Economic Review, the Review of Economics and Statistics, the Journal of Health Economics, the Journal of Empirical Legal Studies, and the American Law and Economics Review, along with various law reviews including the Stanford Law Review, the University of Chicago Law Review, the Duke Law Journal, and the Vanderbilt Law Review. He is currently serving as the Principal Investigation on an R01 award from the NIH, exploring the effects of immunizing physicians from medical liability on the extent and quality of the medical care they deliver.

Frakes received his BS in economics from the Massachusetts Institute of Technology in 2001, his JD, cum laude, from Harvard Law School in 2005, and a PhD in economics from MIT in 2009. He was an associate at Skadden, Arps, Slate, Meagher & Flom in Wilmington, Delaware, from 2005 to 2007. From 2009 to 2011, he was an academic fellow at the Petrie-Flom Center for Health Law Policy, Biotechnology, and Bioethics at Harvard Law School.

Brandon Garrett, L. Neil Williams, Jr. Professor of Law, joined the Duke Law faculty in 2018. Prior to his appointment, Garrett was the White Burkett Miller Professor of Law and Public Affairs and Justice Thurgood Marshall Distinguished Professor of Law at the University of Virginia. He is a widely cited authority on criminal procedure, wrongful convictions, habeas corpus, corporate crime, scientific evidence, civil rights, civil procedure, and constitutional law whose recent research includes studies of DNA exonerations and organizational prosecutions. His most recent book is End of Its Rope: How Killing the Death Penalty Can Revive Criminal Justice, published in 2017 by Harvard University Press. It examines data collected on all death sentences in the US from 1990 to 2016, and develops a theory of why imposition of the death penalty has declined so quickly.

Anne Gordon, Clinical Professor of Law (Teaching), is the director of Duke Law’s externship programs. Before joining Duke Law, Gordon taught at the University of California, Berkeley School of Law, where she helped lead the Appellate Advocacy Program and served as a senior research fellow at the California Constitution Center. Her research focuses on the constitutional right to education. She spent the 2015-2016 academic year as a distinguished visiting professor at Instituto Tecnológico de Monterrey in Puebla, Mexico, teaching professional skills and comparative constitutional law.

Before teaching, Gordon was a staff attorney with the Ninth Circuit US Court of Appeals and practiced criminal appellate law and capital habeas with the Habeas Corpus Resource Center and the Fifth and Sixth District Appellate Projects. She has also worked with refugees in Ethiopia, sex workers in Chicago, and farmers in Cambodia.

Gordon received her AB from Princeton University’s Woodrow Wilson School of Public and International Affairs, and graduated cum laude from the University of Michigan Law School. After law school, she clerked for Judge Boyce F. Martin Jr. of the US Court of Appeals for the Sixth Circuit.

Sara Sternberg Greene, Professor of Law, is an interdisciplinary scholar whose interests span consumer law, bankruptcy, poverty law, access to justice, tax, and contracts. 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 presented at a recent expert workshop on Access to Civil Justice at the United States Department of Justice about her ongoing access to justice research. Her forthcoming article in the Iowa Law Review discusses the connection between distrust of the criminal justice system and resistance to utilizing the civil justice system, as well as racial disparities in civil justice utilization. Additionally, she is engaged in a long-term study of the effectiveness of different methods of legal aid services.

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, Candace M. Carroll and Leonard B. Simon Professor of Law, focuses her scholarship and teaching on evidence theory, constitutional criminal procedure, and federal criminal justice policy. Her recent work concerns the status and significance of silence in criminal investigations, the relationship between constructing narratives and achieving factual accuracy in the courtroom, and the criminalization of dishonesty in legal institutions and the political process, and the impact of popular culture about the criminal justice system.


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, 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. Griffin also spent five years as a federal prosecutor in the Chicago US Attorney’s Office.

Ben Grunwald, Assistant Professor of Law, joined the Duke Law faculty in 2017 after serving as a Bigelow Fellow at the University of Chicago Law School. He previously clerked for the Honorable Thomas Ambro on the United States Court of Appeals for the Third Circuit. He holds a JD, a PhD in Criminology, an AM in Statistics, and a BA from the University of Pennsylvania.

Grunwald’s academic interests include criminal procedure, criminal law, constitutional law, juvenile justice, and empirical methods. His recent work has examined the capacity of open-file discovery to check prosecutorial power, the relationship between sentencing guidelines and the fairness of sentences, and the optimal age of majority for separating the juvenile and adult justice systems.

Mitu Gulati is a 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, earned a BA in 1972 from Haverford College; a BA in 1974 and MA 1976 from the University of Oxford; an MA in 1976 and a PhD in 1986 from Princeton University; and a JD in 1982 from Yale University. 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. 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. He also serves as a Permanent Visiting Professor at the iCourts: Center of Excellence for International Courts at the University of Copenhagen, which awarded him an honorary doctorate in 2014.

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 School of Law. 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 has authored more than 70 publications and has lectured widely on his diverse research interests. He is the coauthor of The Law and Politics of the Andean Tribunal of Justice (Oxford University Press, forthcoming 2016); Human Rights and Intellectual Property: Mapping the Global Interface (Cambridge University Press, 2011) and Human Rights (2d ed., Foundation Press, 2009). He has also published Intellectual Property and Human Rights (Edward Elgar, 2013) (editor), and a monograph, Intellectual Property Rights in Plant Varieties: International Legal Regimes and Policy Options for National Governments (2004), with the UN Food and Agriculture Organization. His articles have appeared in leading American law reviews, including the Yale Law Journal, the Columbia Law Review, the California Law Review, the Virginia Law Review, the University of Pennsylvania Law Review, and Law and Contemporary Problems, as well as in numerous peer-reviewed political science and international law journals, such as International Organization.

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 an MPA from Princeton University, where he was a Woodrow Wilson Fellow, and a BA 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, Krinsky & Lieberman, focusing on international law, intellectual property litigation, and civil liberties.

Charles R. Holton, Clinical Professor of Law (Teaching) and Director of the Civil Justice Clinic, teaches a seminar and mentors students in basic civil litigation skills and oversees their handling of actual cases for clients who are not able to obtain adequate representation in the civil justice system, collaborating closely with lawyers from Legal Aid of North Carolina (LANC). Holton also teaches Arbitration: Law
and Practice and coaches the law school’s Vis Moot team which competes each year in an international arbitration competition in Vienna, Austria. Holton regularly serves as an arbitrator for the American Arbitration Association and is a member of its National Panel.

Established in 2014, the Civil Justice Clinic is operated in partnership with LANC, where Holton is a former chair of the board of directors and a longstanding member of the local advisory committee for LANC’s Durham office. He was named Pro Bono Attorney of the Year for 2013 by the North Carolina Bar Association, and he received the 2012 Pro Bono Award from the national Legal Services Corporation. He is president of the non-profit Caris Foundation, which provides education, housing, and health services in Honduras and Durham. In December 2015 Holton was appointed by NC Chief Justice Mark Martin to a three-year term on the NC Equal Access to Justice Commission.

Holton is past chair of the Construction Law Section of the North Carolina Bar Association, and currently serves on the Pro Bono Committee of the NCBA. He also serves as an arbitrator on the National Panel of Arbitrators for the American Arbitration Association and is the coauthor of two publications: "Carolina Construction Law" and "Practical Legal Ethics in North Carolina," as well as various articles and seminar materials.

Holton worked in private law practice for over 40 years handling cases involving products liability, construction, unfair trade practices, and professional negligence defense. He has tried numerous matters in state and federal courts of North Carolina, as well as appearing in the courts of Virginia, Georgia, New York, and New Jersey.

Holton graduated with a BA, summa cum laude, from Abilene Christian University and received his JD, with distinction, from Duke Law School in 1973.

Jayne Huckerby, 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).

Jennifer Jenkins, Clinical Professor of Law (Teaching) and Director of the Center for the Study of the Public Domain, teaches intellectual property and directs Duke’s Center for the Study of the Public Domain, where she heads its Arts Project—a project analyzing the effects of intellectual property on cultural production. She is coauthor of Bound By Law, a comic book about copyright, fair use, and documentary film, and several short pieces on intellectual property issues.

Jenkins received her BA in English from Rice University, her JD from Duke Law School, and her MA in English from Duke University. After graduation from Duke, she joined the firm of Kilpatrick Stockton in Atlanta, Georgia, where she was a member of the team that defended the copyright infringement suit against the publisher of the novel The Wind Done Gone (a parodic rejoinder to Gone with the Wind) in Suntrust v. Houghton Mifflin. While in Atlanta, she also guest-lectured on copyright law at the Emory University School of Law and Kennesaw State University. At Duke, she coauthored, filmed, and edited Nuestra Hernandez, a fictional documentary addressing copyright and appropriation. (This video was shown at the New York University Law School conference “A Free Information Ecology in the Digital Environment” and at the Duke University Conference on the Public Domain.)

Trina Jones, Jerome M. Culp 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 Cleaveland 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. He is codirector of the Duke Law Center for Judicial Studies.

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 university’s Center for Political Economy. He also has taught at the University of Chicago and the University of Michigan and was an attorney with the Peninsula Legal Aid Center in Hampton, Virginia. He has served as a visiting professor at the International Center for Business and Politics of the Copenhagen Business School and a visiting scholar with the Russell Sage Foundation and the Max Planck Institute in Bonn, Germany. Knight holds a bachelor’s degree and JD from the University of North Carolina at Chapel Hill and an MA and a PhD in political science from the University of Chicago.

Kimberly Krawiec, Kathrine 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.

Jamie T. Lau, Associate Clinical Professor of Law (Teaching) and Supervising Attorney of Center for Criminal Justice and Professional Responsibility. Lau teaches a seminar on wrongful conviction. Lau’s law practice includes representing inmates asserting innocence in state and federal court. He has played a role in several exonerations, including that of Wrongful Convictions Clinic client Howard Dudley in May 2016, after nearly twenty-four years of wrongful incarceration.

Previously, Lau worked for the North Carolina Innocence Inquiry Commission, where he investigated post-conviction claims of innocence and served as lead investigator in the case of State v. Kenneth Kagonyera. Following the NC IIC investigation, Mr. Kagonyera and four codefendants were exonerated by the courts for their alleged role in a murder. Notably, all five defendants in the Kagonyera case had pleaded guilty, which Lau says highlights the great pressure defendants face to accept plea deals even when they are innocent.

Lau earned his JD, cum laude, from Duke Law School. He has a BA in Economics, with distinction, from the University of California, Berkeley. Before entering law school, Lau taught middle school mathematics in New York City and earned an MS in secondary mathematics education from Lehman College.

Lau is licensed to practice law in North Carolina. He is also a member of the bars for all federal district courts in North Carolina and the United States Court of Appeals for the Fourth Circuit. Lau is a member of numerous professional organizations, including the American Bar Association, the North Carolina Bar Association, and the North Carolina Advocates for Justice.

Margaret H. Lemos, Robert G. Seaks LLB ‘34 Professor of Law and Senior Associate Dean of Faculty and Research, 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, New York University, Texas, Minnesota, Vanderbilt, and Notre Dame law reviews.

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 is the Levi Family Professor of Law and Judicial Studies and Director of the Bolch Judicial Institute. Levi was previously the James B. Duke and Benjamin N. Duke Dean of the School of Law. The 14th dean of Duke Law School, he served from 2007 to 2018. 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.
David Levi earned his AB in history and literature, magna cum laude, from Harvard College. He graduated Order of the Coif in 1980 from Stanford Law School, where he was also president of the Stanford Law Review. Following graduation, he was a law clerk to Judge Ben C. Dunaway of the US Court of Appeals for the Ninth Circuit, and then to Justice Lewis F. Powell, Jr., of the US Supreme Court.

Levi 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 (2009-2015). 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 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, Levi was elected a fellow of the American Academy of Arts and Sciences. From 2010 to 2013, he served on the board of directors of Equal Justice Works. In 2014, he was appointed chair of the American Bar Association’s Standing Committee on the American Judicial System, and in 2015, he was named cochair of the North Carolina Commission on the Administration of Law and Justice. He became president of the American Law Institute (ALI) in 2017 after serving as a member of the ALI Council and an advisor to the ALI’s Federal Judicial Code Revision and Aggregate Litigation projects.

Marin K. Levy is a Professor of Law. Her teaching and research interests include civil procedure, judicial administration, remedies, and federal courts. Her work has been published or is forthcoming in the Yale Law Journal, the University of Chicago Law Review, the Cornell Law Review, and the Duke Law Journal, among others. Levy is also a coauthor of Federal Standards of Review: Appellate Court Review of District Court Decisions and Agency Actions (2nd ed.) with Judge Harry T. Edwards and Linda A. Elliott.

Levy joined the Duke Law faculty in 2009 and was the recipient of the 2016-2017 Distinguished Teaching Award. Prior to Duke, she served 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.

Levy received her JD in 2007 from Yale Law School, where she was the editor in chief of the Yale Law & Policy Review. She is a 2004 graduate of the University of Cambridge, where she earned an MPhil in the History and Philosophy of Science and Medicine. Levy received a BA in Ethics, Politics, and Economics and in English from Yale College in 2003, graduating cum laude with distinction in both majors.

Ryke Longest, Clinical Professor of Law, Clinical Professor of Environmental Science and Policy at Duke’s Nicholas School of the Environment, 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.

Mathew D. McCubbins, Ruth F. DeVarney 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 of 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. Kammerer 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 award in 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 network director for the Political Science Network (PSN) within the Social Science Research Network.

Bryan McGann, Clinical Professor of Law (Teaching), is the director of the Start-Up Ventures Clinic and faculty advisor to the Duke Law Coalition Against Gendered Violence. Prior to joining the Duke Law faculty in 2016, McGann had a broad career as a lawyer, entrepreneur, and commercial banker. He is of-counsel to the Smith Anderson firm in Raleigh, an entrepreneur-in-residence at the University of North Carolina, and a contributor to the Blackstone Entrepreneurs Network.

McGann is the inventor and founder of the Pill Pockets® brand pet treats, the world’s leading medicine delivery aid for animals. After building and commercializing the brand, McGann’s company was acquired by Mars, Incorporated, and today the Pill Pockets® brand is sold...
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. Three 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 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. He has given more than fifty speeches in the past few 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 Fifth 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.

Darrell Miller, Melvin G. Shimm Professor of Law, focuses his scholarship and teaching on issues of civil rights, constitutional law, civil procedure, and legal history.
His scholarship on the Second Amendment and the Thirteenth Amendment appears in prominent law reviews such as the Yale Law Journal, the Columbia Law Review, and the New York University Law Review, and in the online companions to the Harvard Law Review and the Texas Law Review. In addition, Miller has been cited in opinions of the United States Supreme Court, the United States Court of Appeals for the DC Circuit, the United States Court of Appeals for the Seventh Circuit, and in congressional testimony and legal briefs.

Miller joined the Duke Law faculty as a professor of law in 2013 after visiting in the spring 2012 semester. He previously was professor of law at the University of Cincinnati College of Law. While at Cincinnati, the students twice recognized Miller with the Goldman Teaching Excellence Award.

Before entering the legal academy, Miller spent five years litigating complex and appellate matters with a large law firm in Columbus, Ohio. Prior to that, he clerked for Judge R. Guy Cole, Jr. of the United States Court of Appeals for the Sixth Circuit.

Miller attended Harvard Law School where he graduated cum laude and served as a Notes Editor for the Harvard Law Review. In addition to his law degree, Miller holds degrees from Oxford University, where he studied Modern History and English as a British Marshall Scholar, and from Anderson University.

**Madeline Morris, Professor of Law,** is an expert in counterterrorism law and policy, international criminal law, the law of war, transnational jurisdiction, and public international law. 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. In 2005, she founded the Guantanamo Defense Clinic at Duke Law School, which she directs.


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.

**Jeremy Mullem, Clinical Professor of Law,** directs the Legal Writing Program at Duke Law School. He teaches first-year Legal Analysis, Research and Writing, and Contract Drafting and Writing for Publication for upper-level students. His research interests center on the uses of language and rhetoric by lawyers and judges, on the development of scholarly legal writing, and on legal research and writing pedagogy.

From 2002 until 2006, Mullem was an instructor with and then acting associate director of the Program in Legal Rhetoric: Writing and Research at American University, Washington College of Law. Before that, he was a graduate associate and then associate director of the Writing Resource Center at the University of Iowa College of Law.

Mullem received his AB in 1992 from Stanford University, his JD in 1995 from the University of California at Los Angeles School of Law, and his MFA in 2001 from the University of Iowa Writers’ Workshop. He practiced law in Silicon Valley and his short fiction has appeared in several literary journals.

**Theresa A. Newman, Charles S. Rhine 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), 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.

**Michelle Benedict Nowlin, Clinical Professor of Law (Teaching) and Supervising Attorney of the Environmental Law and Policy Clinic,** supervises clinic students from the law school and the Nicholas School of the Environment and coteaches the seminar portion of the clinic. She also teaches a course in food and agricultural law and policy.

Nowlin has dedicated her career to the protection of natural resources and public health through the practice of environmental law. Prior to joining Duke's faculty, she was a senior attorney with the Southern Environmental Law Center in Chapel Hill. At SELC, she represented nonprofit environmental and community organizations throughout the southeast. She led SELC’s Hog Industry Project to develop a comprehensive regulatory program for Concentrated Animal Feeding Operations, drafted legislation to improve regulation of the interbasin diversion of water, and represented organizations in federal, state and administrative courts to protect coastal resources, wetlands, and public lands. For her advocacy work, she was named an Honorary Warden by the North Carolina Audubon Society in 2006, and received the Bill Holman Award for Environmental Advocacy, awarded by the Conservation Council of North Carolina, in 1997. She completed a fellowship awarded by the Ford Foundation and worked in private practice for two years in Washington, DC, prior to joining SELC.

Nowlin’s clinic practice focuses on the protection of endangered species and water quality, wetlands regulation, environmental justice, environmental impact assessment, and sustainable agricultural production. She enjoys working with and mentoring students, whose enthusiasm, energy and idealism spark creative approaches to solving current environmental problems and inequities.

Nowlin is a member of the North Carolina Bar and the DC Bar, and is admitted to practice in the state and federal courts of North Carolina, the US Fourth Circuit Court of Appeals, and the US Supreme Court. She has served on the boards of directors of several nonprofit...
and civic organizations, including a term as chair of the Environment, Energy and Natural Resources Law Section of the North Carolina Bar Association. She was named a Neighborhood Hero by Durham's Inter-neighborhood Council in 2007, in recognition of her community work. Nowlin currently serves on the boards of the Duke Campus Farm and Toxic Free NC.

Nowlin earned her BA with highest honors from the University of Florida, where she was also inducted into Florida Blue Key and Phi Beta Kappa. She earned a dual JD/MA from Duke Law School and the School of the Environment in 1992. While at Duke, she was on the founding committee and served as editor-in-chief of the Duke Environmental Law and Policy Forum.

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 Targeting Americans: The Constitutionality of the US Drone War (2016), 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 Emeritus David Lange.

Sarah Powell, Clinical Professor of Law (Teaching), teaches Legal Analysis, Research, and Writing and upper-year courses. Before joining the Duke Law faculty, Powell was a litigator and senior associate with Covington & Burling LLP in Washington, DC, focusing on complex civil litigation and white-collar criminal defense.

Powell maintains an active pro bono practice. She is a member of the Criminal Justice Act Appellate Panel for the US Court of Appeals for the Fourth Circuit, representing criminal defendants in direct appeals. Other representative pro bono matters include having represented criminal defendants in both state and federal proceedings, including a successful death penalty appeal; assisted the Maryland Office of the Public Defender, representing a juvenile charged with armed carjacking and other matters; represented a Nigerian refugee fleeing the threat of female genital mutilation who was granted asylum in the US; served on a full-time pro bono assignment at the Neighborhood Legal Services Program, providing legal representation to low-income DC residents at all stages of litigation, including successfully gaining custody for a young mother in a parental kidnapping trial.

Powell received her JD from Duke University School of Law, where she served as a note editor for the Duke Law Journal. She received her BM, with distinction, and master’s of music from Indiana University Jacobs School of Music. Prior to law school she sang as an opera singer.

Powell’s professional experience informs her strong interest in legal education for practice and in lawyer professionalism. She has written about Biglaw practice on the legal blog, Above the Law. Her recent book on practice in a large law firm today is Biglaw: How to Survive the First Two Years of Practice in a Mega-Firm, or, the Art of Doc Review (Carolina Academic Press, 2013).

Jo Ann Ragazzo, Clinical Professor of Law (Teaching), teaches Legal Analysis, Research and Writing, and Legal Writing in Civil Practice.

Ragazzo is a graduate of East Carolina University with a BS in education. She received her JD with honors in 1984 from the University of North Carolina, where she was a member of the Law Review. Since 1984, Ragazzo has been in private law practice as an associate and partner in Durham and Chapel Hill with an emphasis on civil dispute resolution, including jury trials, bench trials, arbitrations, and mediation. She has represented parties in state and federal courts in cases involving medical malpractice, personal injury law, a variety of real property disputes as well as residential and commercial construction. She has also represented children and parents in Orange County Juvenile Court, and served as guardian ad litem for minors in a variety of court proceedings.

Ragazzo is admitted to practice before all North Carolina state courts, US District Courts for the Eastern, Middle and Western Districts of North Carolina, US Court of Appeals for the Fourth Circuit, and US Supreme Court. She is a member of the NC State Bar and the 15-B Judicial District Bar. She is a mediator certified by the North Carolina Dispute Resolution Commission and an arbitrator for 15-B Judicial District.

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 Kaufmann 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 Kaufmann 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 most recent articles are: “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).

Allison J. Rice, Clinical Professor of Law (Teaching) and Director of the Health Justice Clinic. She is also engaged in HIV/AIDS policy research and advocacy, with a focus on health care access and implementation of the Affordable Care Act. She collaborates with health care advocates in North Carolina and nationally on health care access issues. Rice is a regular speaker and trainer on HIV legal issues, presenting to medical providers, case managers, government officials, and community members

In the Health Justice Clinic, Rice supervises law students who provide legal representation to individuals living with HIV, cancer and other serious medical conditions, in cases involving estate planning, disability, insurance, public benefits, breach of confidentiality, and discrimination. In the HIV/AIDS policy clinic, she works with students on policy projects which have included monitoring and evaluating health plans offered through the Affordable Care Act with respect to their suitability for people living with HIV; studying insurance assistant programs offered by AIDS Drug Assistance Projects (ADAP) and advocating with North Carolina policy makers for expanded insurance cost assistance in the North Carolina ADAP program; reviewing and preparing comments on the proposed North Carolina 1115 Waiver; studying North Carolina HIV control measures and educating the HIV community about HIV criminalization. Many of these policy projects are collaborations with the North Carolina AIDS Action Network, of which Rice is a board member.

Rice has previously taught Legal Writing and Legal Ethics maintains a writing and ethics focus in her clinic supervision. Rice is also interested in the use of technology in law practice and teaching.

Rice began her legal career in 1984 as a staff attorney at Legal Services of Southern Piedmont in Charlotte, NC. She was later appointed Managing Attorney. Prior to coming to Duke, Rice also did legal work for a small public interest law firm and the corporate counsel’s office of an environmental consulting firm. Ms. Rice received her BA in History from Colgate University in 1975, and her JD, magna cum laude, from Boston University in 1984. She lives in Durham with her husband, Lou Perron, a designer and real estate broker, and two college-age children.

Rebecca Rich, Clinical Professor of Law (Teaching) and Assistant Director of Legal Writing, teaches Legal Analysis, Research and Writing. She received her JD in 2006, with honors, from Duke University School of Law, where she was a member of Duke Law Journal. She received her BA in 2001 from Goshen College in Goshen, Indiana.

After graduating from law school, Rich served as a law clerk to the Honorable Patricia Timmons-Goosden on the North Carolina Supreme Court. She then practiced civil litigation in Raleigh, NC, with the law firm of Ellis & Winters LLP. Rich is a member of the North Carolina bar and is admitted to practice in all North Carolina federal courts.

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 2016.


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 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
Stephen E. Roady, **Professor of the Practice of Law**, holds a joint appointment as a professor of the practice of law at Duke Law School and as a faculty fellow in the Nicholas Institute for Environmental Policy Solutions. Prior to his appointment, he devoted more than three decades to litigation and administrative advocacy defending and enforcing the public health and environmental protections contained in federal statutes enacted originally in the United States between 1970 and 1990. His work focused particularly on protecting air and water quality, mountains and streams, and ocean and coastal resources. Most recently, he managed the ocean program at Earthjustice (the public interest law firm known formerly as the Sierra Club Legal Defense Fund).

During the course of his career, Roady has litigated and provided advice and counseling in both federal court and agency proceedings on separate matters arising under the Clean Air Act, the Clean Water Act, the National Environmental Policy Act (“NEPA”), the Endangered Species Act (“ESA”), the Magnuson-Stevens Fishery Conservation and Management Act (“MSA”), the Marine Mammal Protection Act (“MMPA”), the Comprehensive Environmental Response, Compensation and Liability Act (known as the “Superfund” statute), and the Resource Conservation and Recovery Act (“RCRA”). A number of his federal court cases set precedents. They expanded the duty to consider environmental impacts under NEPA. They buttressed public access to information under the Clean Air Act. They imposed clear duties on the federal government to manage fishing in a sustainable manner under the MSA. And they protected the Missouri River from significant and unauthorized water withdrawals.

Roady also worked in the Congress and has had extensive involvement in administrative proceedings. He was the principal staff member for the United States Senate Committee on Environment and Public Works drafting the permitting and enforcement provisions of the Clean Air Act Amendments of 1990. He represented a consortium of environmental organizations in negotiations with the Council on Environmental Quality as it formulated a new national ocean policy in 2009. Since 2010, he has assisted various Pacific Small Island Developing States as they work in the international legal community to protect against sea level rise and ocean acidification.

During 2001 and 2002, Roady served as the first president of Oceana, an international, nonprofit, non-government organization dedicated to protecting life in the sea. Under his tenure, Oceana grew from four staffers to forty and established a framework for protecting the oceans from pollution and overfishing.

Between 1998 and 2001, Roady started and led the Ocean Law Project, which established precedents under both NEPA and the MSA requiring the government to better protect the ocean ecosystem.

Roady is a graduate of Davidson College (AB 1971) and Duke Law School (JD 1976).

He has been teaching a course on ocean and coastal law and policy at Duke Law School and at Duke’s Nicholas School of the Environment since 2003. He received a Professor of the Year Award from the Duke School of the Environment in 2008, and that same year was named a Public Interest Fellow by Harvard Law School.

Roady has been a visiting professor at the William S. Richardson School of Law at the University of Hawaii and a professorial lecturer at the Johns Hopkins School of Advanced International Studies. In 2013, he provided separate briefings for Members of the Irish and German governments on lessons learned in this country with respect to sustainable fishery management.

Roady’s most recent writings focus on ocean stewardship duties under the Public Trust Doctrine, including a chapter in *Ocean and Coastal Law and Policy* (2d ed. 2015). Other published work includes articles explaining key federal statutes and doctrines that protect ocean life and articles that detail the legislative history of permitting and enforcement provisions of the Clean Air Act Amendments of 1990.

**Stephen E. Sachs, 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 federal jurisdiction, constitutional interpretation, sovereign immunity, and the legal status of corporations. He teaches Civil Procedure, Conflict of Law, and seminars on constitutional law. In June 2013, Sachs wrote an amicus brief to the Supreme Court on forum selection agreements in civil cases. The Court ordered the parties to be prepared to address the brief, which was discussed at oral argument and in the Court’s opinion. The brief was later named among the “Exemplary Legal Writing of 2013” by *The Green Bag Almanac & Reader*, a legal journal. Sachs clerked for Chief Justice John G. Roberts Jr. during the 2009-2010 Supreme Court term. He clerked for Judge Stephen F. Williams on the US Court of Appeals for the DC Circuit in 2007-2008, prior to joining Mayer Brown.

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*. Richard L. Schmalbeck, **Simpson Thacher & Bartlett Professor of Law**, 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, DC.

**Christopher H. Schroeder** is **Charles S. Murphy Professor of Law and Professor of Public Policy Studies**. In December, 2012, he 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. Schroeder 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 currently teaches...
a course on Federal Policymaking to Duke Law School's Duke in DC externs, as well as coteaching 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. Schwarcz, Stanley A. Star Professor of Law & 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 https://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 (3d ed.), is one of the most widely used texts in the field.

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 https://scholarship.law.duke.edu/cgi/viewcontent.cgi?article=2975&context=faculty_scholarship), 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, 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 Georgettown 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, business law advisor to the American Bar Association Section on Business Law, and senior fellow of the Centre for International Governance Innovation (CIGI).

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 research and teaching fall in the areas of US constitutional law, constitutional theory, and federal courts.

Siegel's scholarship addresses a variety of areas of constitutional law and, in doing so, considers ways in which a methodologically pluralist approach can accommodate changes in society and the needs of American governance while remaining disciplined and bound by the rule of law. His articles on collective action federalism offer constitutional justification for robust, but not limitless, federal power. His writings on constitutional politics and judicial statesmanship seek to understand how participants in the practice of constitutional law seek to vindicate the preconditions for the legitimacy of constitutional law. His constitutional theory scholarship analyzes, among other issues, how perceptions of the clarity or ambiguity of the constitutional text are affected in part by purposive, structural, historical, doctrinal, and consequentialist considerations. His work on sex equality and reproductive rights examines competing mediating principles of equality and identifies ways in which equality values are protected under both equal protection and substantive due process. And his contributions in the area of separation of powers document and justify the role of historical practice in partially constituting executive and judicial power, especially when such practice is considered along with structural constitutional concerns.

Siegel teaches Duke Law students, undergraduates in Duke University's Trinity College and in Duke Law's DC Summer Institute, and judges in Duke's Master of Judicial Studies Program. Throughout the year, he offers US Supreme Court updates and other talks at judicial conferences and law firms around the country.

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 during the tenure of Solicitor General Theodore B. Olson, and as law clerk to Judge J. Harvie Wilkinson III of the US Court of Appeals for the Fourth Circuit.

In 1994, 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.

Emily N. Strauss, Clinical Professor of Law (Teaching), teaches first-year Legal Analysis, Research, and Writing. She also teaches the upper-level Scholarly Writing Workshop. Prior to joining the Duke Law faculty in 2016, Strauss was an attorney with Sullivan & Cromwell LLP in New York. She was a member of the litigation department, and her practice focused on securities litigation and criminal and regulatory investigations, including fraud, antitrust, executive misconduct, and bribery-related matters. Previously, Strauss was Special Counsel at a nonprofit promoting the rule of law in developing countries.

Before law school, Strauss was a Peace Corps volunteer in West Africa and a high school teacher in China. She is a member of the bars in New York and Massachusetts.

Casandra L. Thomson, Clinical Professor of Law (Teaching), teaches first-year Legal Analysis, Research, and Writing. She also teaches Negotiation and Writing in Civil Practice: Sports Arbitration for upper-level students.

Thomson joined the Duke Law faculty in 2015, and received the law school’s Distinguished Teaching Award in 2018. Prior to coming to Duke, Thomson was an attorney with Lathan & Watkins LLP in Los Angeles. She was a member of the litigation department, and her practice focused on complex commercial litigation, including antitrust, RICO, fraud, and insolvency-related matters. She regularly practiced in both state and federal courts, and appeared in arbitral proceedings before the Players’ Status Committee of the Fédération Internationale de Football Association and the Court of Arbitration for Sport. Thomson clerked for the Honorable John F. Walter of the US District Court for the Central District of California.
Thomson received her JD, cum laude, from the University of Michigan Law School in 2000, and her bachelor of arts with distinction in political science from the University of Michigan in 1998. She is a member of the bars of California and Illinois, as well as a number of federal district and appellate courts.

**Jeff Ward, Associate Clinical Professor of Law, Associate Dean for Technology & Innovations, and Director of Duke’s Center on Law & Technology (DCLT).** Duke’s Center on Law & Technology coordinates Duke’s leadership at the intersection of law and technology with programs such as the Duke Law Tech Lab, a pre-accelerator for legal technology companies, and the Access Tools initiative, a program to help students and Duke’s community partners to employ human-centered design thinking and available technologies to create tools to enhance access to legal services.

Ward focuses his scholarship and professional activities on the law and policy of emerging technologies (blockchain, artificial intelligence, robotics, IoT, etc.), the future of lawyering, and the socio-economic effects of rapid technological change, with a focus on ensuring equitable access to the tools of economic growth and the resources of the law.


Ward is involved with several law-tech leadership organizations, including the Kauffman Foundation-supported Legal Technology Laboratory, the American Association of Law Schools Section on Technology, Law, and Legal Education, the North Carolina Bar Association’s Committee on the Future of Law. Through this work and through his role as a 2017-2019 Duke Alumni Association "Faculty Fellow," Ward frequently presents nationwide on technology- and economic development-related topics.

Prior to serving as director of the DCLT, Ward was director of the Start-Up Ventures Clinic, supervising attorney in the law school’s Community Enterprise Clinic, and an associate with the Chicago office of Latham & Watkins, where he focused on M&A and capital markets transactions and served as a Public Interest Law Initiative Fellow with the at the Community Economic Development Law Project of the Chicago Lawyers’ Committee for Civil Rights Under Law, Inc.

Ward earned both his JD and his LLM in International & Comparative Law from Duke Law School, his MA in Literature from Northern Illinois University, and his BA in the Program of Liberal Studies (Great Books) and a concentration in Philosophy, Politics, & Economics from the University of Notre Dame. Before turning to the law, Ward worked first as a business consultant with a global management-consulting firm in Chicago and then as an English teacher in the Chicago suburbs.

Ward is licensed to practice in North Carolina and maintains his own law practice, counseling start-ups and offering corporate and transactional legal services to for-profit and non-profit business entities. He and his wife have two children.

**John C. Weistart, Professor of Law,** earned an AB in 1965, LL.D (Honors), from Illinois Wesleyan University and a JD in 1968 from Duke University. 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. 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. 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, William B. McGuire Professor of the Practice 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** is William R. and Thomas L. Perkins Professor of Law, Professor of Environmental Policy, and Professor of Public Policy. Since 2015 he is the codirector of the Rethinking Regulation program at Duke. From 2007-15 he served as the director of the JD-LLM Program in International and Comparative Law at Duke Law School. From 2000-05 he was 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.

In 2008, Wiener served as president of the Society for Risk Analysis (SRA) (the first law professor or lawyer to hold this post). In 2003 he received the SRA Chauncey Starr Young Risk Analyst Award for career contributions to the field by age 40. In 2012 he cochaired the SRA’s World Congress on Risk in Sydney, Australia. In 2014 he received SRA’s Richard J. Burk Outstanding Service Award. Since 2002 he has been a University Fellow of Resources for the Future (RFF), the environmental economics think tank. He is a member of the Scientific and Technical Council of the International Risk Governance Council (IRGC), and of the Chaire Economie du Climat (CEC). He was a chapter lead author for the Intergovernmental Panel on Climate Change (IPCC) 5th Assessment Report, Working Group III, Chapter 13, “International Cooperation: Agreements and Institutions” (2014). In 2015 he was a member of the Special Policy Study team on “Environmental Risk Management” for the China Council for International Cooperation on Environment and Development (CCICED). In 2014-16 he was a member of the World Economic Forum’s Global Agenda Council on Climate Change.

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 National de Recherche sur L’Environnement et le Développement (CIRED) in Paris (2005-06). He has taught courses on Environmental Law, Risk Management, 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.


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 Care 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 “Federalizer 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. 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, 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 First US Circuit Court of Appeals (1993-94) and to Justice David Souter of the US Supreme Court (1995-96). 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, 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 and Northwestern University schools 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.

**Visiting Faculty**

Associate Justice Samuel A. Alito  
Michael Livermore, Professor of Law  
Eisha Jane, Professor of Law  
Gina-Gail S. Fletcher, Professor of Law  
Manuel Sager

**Faculty Holding Joint Appointments**

Allen Buchanan, James B. Duke Professor of Philosophy and Professor of Law  
Charles Clotfelter, Z. Smith Reynolds Professor of Public Policy Studies, Professor of Economics and Management, and Professor of Law  
Wesley Cohen, Frederick C. Joerg Professor of Business Administration, and Professor of Economics, Management and Law  
Thavolia Glymph, Professor of Law and Professor of History and African-American Studies  
Stanley Hauerwas, Gilbert T. Rowe Professor Emeritus of Theological Ethics, Duke Divinity School
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
John W. Payne, Joseph J. Ruvane, Jr. Professor of Business Administration, Professor of Psychology and Neuroscience, and Professor of Law

Extended Faculty

Jane Bahnson, Reference Librarian and Senior Lecturing Fellow
Peter A. Barnes, Senior Lecturing Fellow
Robert A. Beason, Senior Lecturing Fellow
Arthur F. Beeler, Jr., Senior Lecturing Fellow
Jennifer L. Behrens, Head, Reference Services and Senior Lecturing Fellow
Daniel S. Bowling III, Senior Lecturing Fellow
Judge James C. Dever, III, Senior Lecturing Fellow
Michael Dockterman, Senior Lecturing Fellow
Troy D. Dow, Senior Lecturing Fellow
Juliette Dura, Senior Fellow, Kenan Institute for Ethics
Rene Stemple Ellis, Senior Lecturing Fellow
Alan DuBois, Senior Lecturing Fellow
Bruce A. Elvin, Senior Lecturing Fellow and Associate Dean, Career & Professional Development Center
Sam Eberts, Senior Lecturing Fellow
Aya Fujimura-Fanselow, Senior Lecturing Fellow
John M. Fuscoe, Senior Lecturing Fellow
David Garfinkle, Senior Lecturing Fellow
Thomas Giegerich, Senior Lecturing Fellow
David Hoffman, Senior Lecturing Fellow
Terence M. Hynes, Senior Lecturing Fellow
David W. Ichel, Senior Lecturing Fellow
Rima Idzelis, Senior Lecturing Fellow
W. H. Kip Johnson III, Senior Lecturing Fellow
Alexandra Johnson, Senior Lecturing Fellow
Sebastian Kielmanovich, Senior Lecturing Fellow
Andrew Kasper, Senior Lecturing Fellow
Laura Kelly, Lecturing Fellow
Geoffrey R. Krouse, Senior Lecturing Fellow and Assistant Dean for Alumni & Development
Diane Kunz, Senior Lecturing Fellow
Holning Lau, Lecturing Fellow
Michelle Ligouri, Lecturing Fellow
Phyllis Lile-King, Senior Lecturing Fellow
Scott Lincicome, Senior Lecturing Fellow
Guangya Liu, Statistician and Lecturing Fellow
Marie Grant Lukens, Senior Lecturing Fellow
Joan Ames Magat, Senior Lecturing Fellow
Thomas K. Maher, Senior Lecturing Fellow
Gray McCalley, Jr., Senior Lecturing Fellow
J. Scott Merrell, Senior Lecturing Fellow
Tom Miller, Senior Lecturing Fellow
Wayne V. Miller, Senior Lecturing Fellow and Associate Dean for Academic Technologies
Frances Turner Mock, Senior Lecturing Fellow
Deanne Morgan, Senior Lecturing Fellow
Marilyn Nixon, Senior Lecturing Fellow
Marilyn R. Forbes Phillips, Senior Lecturing Fellow
Amy Pickle, Senior Lecturing Fellow
Karen Popp, Distinguished Fellow
Lee Reiners, Lecturing Fellow and Executive Director, Global Financial Markets Center
Amy Richardson, Lecturing Fellow
Thomas Schroeder, Senior Lecturing Fellow
Amanda Schwoerke, Lecturing Fellow
Laura M. Scott, Senior Lecturing Fellow and Reference Librarian
Jonathon Seymoor, Visiting Assistant Professor of Law
Will Scott, Lecturing Fellow
Wickliffe Shreve, Lecturing Fellow and Reference Librarian
Amy Richardson, Lecturing Fellow
C. J. Skender, Senior Lecturing Fellow
Ames Simmons, Lecturing Fellow
Gregory Sleet, Senior Lecturing Fellow
Shane T. Stansbury, Robinson Everett Distinguished Fellow in the Center for Law, Ethics, and National Security and Senior Lecturing Fellow
John Start, Senior Lecturing Fellow
James Stuart, Senior Lecturing Fellow
Michael "Buz" Waitzkin, Senior Lecturing Fellow
Thomas Williams, Senior Lecturing Fellow
Michael Wolfe, Lecturing Fellow
Michael Wolfe, Teaching 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
Walter E. Dellinger III, Douglas B. Maggs Professor of Law
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
David L. Lange, Melvin G. Shimm Emeritus Professor of Law
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
Neil Vidmar, Russell M. Robinson II Professor Emeritus of Law
Katherine Bartlett, A. Kenneth Pye Professor Emerita of Law
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 résumé should provide a concise summary of an applicant’s activities and employment; it may include more detail than a traditional one-page employment résumé. 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 https://www.lsac.org/
- two letters of recommendation—unless the applicant has been out of school for some time, at least one letter should come from an academic instructor who has personal knowledge of the applicant’s performance and potential. A second letter should come from someone who can address the applicant’s interpersonal skills, leadership, and involvement, such as a supervisor or advisor from a job, internship, or student organization. Additional letters from either source may also be submitted. If the applicant has been out of school for long enough that an academic reference is not available, the applicant may submit an additional employment letter in its place;
- a nonrefundable processing fee of $80; and
- a personal statement and résumé.

Applicants are strongly urged to take the Law School Admission Test (LSAT) no later than November. 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 https://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 joint professional degrees...
complete the individual applications for each program. Students interested in the JD/MA in bioethics and science policy may submit an application to The Graduate School either before or 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 $80;
• 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; and
• LSAC Law School Report.

Spring semester grades must be received before decisions can be made. The deadline for submitting transfer applications is June 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 in 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 https://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 $80;
• a personal statement and résumé; and
• a self-reported LSAT score(s)—LSAC will not provide score reports to Duke for the LLMLE program. Fill in the score(s) on the application and include a copy of your report in your supplemental material. Applications may be reviewed without LSAT scores, but applicants must address the fact that they have not supplied this information in a statement in the supplemental materials.

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 December, 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. The program is open to state, federal, and international judges who sit on courts of general jurisdiction. (Municipal judges, administrative law judges, arbitrators, and special masters are not eligible for the program.) Duke seeks to admit a balance of representatives from each sector of the judiciary to create a diversity of ideas and approaches that will enhance the learning experience. The program requires four weeks of coursework in two consecutive summers (total of eight weeks on campus), plus
the writing of a thesis based on original research. Courses are highly interactive and taught by scholars from the Duke Law faculty as well as from institutions around the country.

Each applicant is responsible for collecting and submitting the following documents:
- the application form, which can be downloaded from https://judicialstudies.duke.edu/judicial-studies-llm/application-instructions/. The form must be signed and submitted in hard copy form through the mail or electronically signed and submitted via email to judicialstudies@law.duke.edu. (Please note that this is a two-year program; therefore, each new class begins on the even years only;)
- $80 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;
- résumé or curriculum vitae;
- personal statement;
- two references and contact information; and
- 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.

Master of Legal Studies

Persons who have graduated from an accredited college and who have achieved distinction in a law-related field of study or work may be admitted as a candidate for the degree of Master of Legal Studies (MLS). A person who has begun study in another degree program at the law school may not be admitted retroactively as a candidate for the degree of Master of Legal Studies, unless the Admissions Committee determines that the person would have qualified for the Master of Legal Studies programs when initially admitted to the law school.

Bar Admission

In addition to a bar examination, there are character, fitness, and other qualifications for admission to the bar in every US jurisdiction. Applicants are encouraged to determine the requirements for any jurisdiction in which they intend to seek admission by contacting the jurisdiction. Addresses for all relevant agencies are available through the National Conference of Bar Examiners. For additional information, please visit https://www.americanbar.org/groups/legal_education/resources/bar_admissions.html.

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 https://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 https://law.duke.edu/.
Tuition

JD and MLS Candidates

For the academic year 2019-2020, entering students in the JD and MLS programs, as well as transfer students, will pay a full year’s tuition of $66,000. JD/LLM students will pay a full year’s tuition of $77,000. Entering students must pay their fall tuition by August 1, 2019. The tuition refund policy is set forth below.

Graduate Degree Candidates

Students pursuing the LLM degree will pay tuition of $66,000 in 2019-2020 for their single year of instruction. SJD candidates must enroll for two years; tuition for the SJD program for 2019-2020 is set at $66,000.

Other Fees

Student Health Fee

A mandatory student health fee of $834 ($417 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

Students are charged a $110 fee to support the activities of student organizations and the Duke Bar Association.

Graduate Student Activity Fee

Students are charged a $38 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 $316 fee that provides unlimited access to the on-campus recreation facilities.

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 2019, 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 $19,370 for a single student. Included in the above cost-of-living estimate are current expense levels for lodging, board, books, supplies, local 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, 2019. Students may download the invoice from their DukeHub 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:

<table>
<thead>
<tr>
<th>Withdrawal Period</th>
<th>Refund Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>withdrawal before the beginning of classes</td>
<td>100%</td>
</tr>
<tr>
<td>withdrawal during the first or second week</td>
<td>80%</td>
</tr>
<tr>
<td>withdrawal during the third through fifth week</td>
<td>60%</td>
</tr>
<tr>
<td>withdrawal during the sixth week</td>
<td>20%</td>
</tr>
<tr>
<td>withdrawal after the sixth week</td>
<td>No refund</td>
</tr>
</tbody>
</table>
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 typically available to upper-level students.

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 https://fafsa.ed.gov/. We recommend students complete the FAFSA as soon after October 1 as possible. Note the Duke Law Title IV code is 002920. To obtain more information on federal student financial aid visit https://fafsa.ed.gov/.

Private Loan Assistance

Private 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 https://www.consumer.ftc.gov/topics/credit-and-loans.

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 Duke University email 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 Affairs. 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 Affairs. 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)ncomplete 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.

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 https://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.
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 https://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 of ten to 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 two 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 five 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’s office. 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’s office.

Students enrolled in School of Law programs are not permitted to take undergraduate courses for credit toward the law degree. With the consent of the appropriate dean or program director, students may request to enroll in undergraduate courses, but these courses will not be included in cumulative GPA calculations or cumulative credit calculations.

### 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 that which 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 one-year LLM degree programs.

### Determination of Credit Hours

Credit hours allocated to all Law School coursework, including classes, clinics and externships, and regardless of degree program, are determined pursuant to Law School Policy 3-3.
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’s office, 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.
First-Year Curriculum

101. Foundations of Law. This 5 week long signature course exposes students to foundational legal concepts and forms of legal argument and analysis. It introduces you to the history of American legal thought and the way that history shapes your education today, to the economic analysis of law and to the often contentious fights over legal methodology. It is designed to supply some of the connections among and between the courses in your legal education, to deepen your skills, improve your understanding and give you a better “toolkit” for the rest of your legal education and your legal career. Instructor: Boyle. 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, D. Miller, Metzloff, or 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, 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: Greene, Gulati, Haagen, Richman, or Weistart. 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 4 hours credit upon successful completion of the second half of the course. Instructor: Bahnson, Baker, Behrens, Gordon, Hanson, Laskowski, McArthur, Morgan, Mullem, Powell, Ragazzo, Rich, Scott, Shreve, Strauss. 4 units.

170. Property. A study of the basic concepts of ownership of resources such as land, objects and ideas. Instructor: Blocher, Richman, Schroeder, or Wiener. 4.5 units.

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

Upper-Level 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 written work—our own or that of others—by reviewing principles of clear, concise, cohesive, and (yes) stylish writing. 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: Demott. 2 units.

205. Antitrust. This course covers the fundamentals of United States antitrust law as well as the underlying legal and economic theory. Topics include (i) horizontal restraints of trade such as cartels, oligopolies, and joint ventures; (ii) monopolization and the conduct of dominant firms; (iii) vertical restraints of trade between suppliers and customers such as resale price maintenance, territorial and customer restrictions, tying arrangements, exclusive dealing contracts, bundled and loyalty pricing; (iv) mergers; and (v) the intersection between antitrust and other areas of law, such as procedure, intellectual property, and the First Amendment. Instructor: Richman. 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. 2 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. 3 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, Eldar, 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 integrated statutes, the Uniform Commercial Code, and the Bankruptcy Code. Law 215 and Law 287 (Principles of Commercial and Bankruptcy Law) have a substantial overlap, and enrollment in one precludes enrollment in the other. The courses differ in their relative emphasis on bankruptcy law. Instructor: Weistart. 4 units.

218. Comparative Law. 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: Faculty. 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: Sachs. 3 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.

226. Criminal Procedure: Investigation. This course is a study of the legal limitations on criminal investigative practices contained in the Fourth, Fifth, and Sixth Amendments to the Constitution. Topics include search and seizure, arrest, the exclusionary rule, electronic surveillance, the privilege against self-incrimination, interrogation, confessions, and the right to counsel. Instructor: Griffin. 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 overview of the issues concerning state and local governance from theoretical and practical perspectives. Topics of discussion include: state constitutional law, structure, and rights; distribution of authority between federal, state, and local governments; federal, state, and local government coordination and conflict; issues surrounding state and local provision of services and employment; state and municipal governance and oversight, and the role of localism and direct democracy in our constitutional structure. Instructor: D. Miller. 3 units.

232. Employment Discrimination. A study of the law of employment discrimination, focusing mainly on federal law prohibiting race, sex, age, and handicapped discrimination. This course provides a basic knowledge of statutory coverage, standards, procedures and proof, and avenues of relief. Instructor: Bartlett or Jones. 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: Livermore or Wiener. 3 units.

236. International Human Rights. This course critically assesses the international and domestic laws, institutions, and legal and political theories that relate to protecting the fundamental liberties of all human beings. The course emphasizes (1) specific “hot button” topics within international human rights law, such as extraordinary renditions, hate speech, and lesbian and gay rights; (2) the judicial, legislative, and executive bodies that interpret and implement human rights; and (3) the public and private actors who commit rights violations and who seek redress for individuals whose rights have been violated. Course requirements include a final exam, a negotiation exercise, and student participation in class discussions. Instructor: Helfer. 2 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 and social justice causes through impact litigation or other means. It will examine the substantive law of Professional Responsibility and 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. Instructor: Demeritt. 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 Schwoerke. 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: Phillips. 2 units.

242. Social Justice Lawyering. Working for social justice is an important part of the professional obligations of all lawyers, and for many law students, their initial motivation for pursuing a legal education. This course introduces students to ways in which lawyers committed to social justice engage with communities, individual clients, social and political causes, and legal systems to effect social change; examines
types of lawyers working toward social justice, ways in which lawyers help shape claims in social justice cases, and how lawyers use skills and training to engage in political struggles and movements to achieve social justice for the communities, causes, or individual clients that they represent. Instructor: Gordon/McCoy. 2 units.

242W. Social Justice Lawyering Writing Credit. While enrolled in Law 242 Social Justice Lawyering, with prior professor approval, students may submit a 30-page research paper and earn an additional one credit for the course. This paper is in addition to all the other course requirements, including the five written assignments, but may be related to your case study presentation. Instructor consent required. Corequisite: Law 242. Instructor: Gordon/McCoy. 1 unit.

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. 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, unremarried 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.

260. Financial Accounting. 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.

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. Instructor: Boyle or Jenkins. 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.

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

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

288. Consumer Bankruptcy and Debt. This course uses consumer bankruptcy as a lens to study the role of consumer credit in the US 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: Greene. 2 units.

290. 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.

295. 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: D. Coleman. 3 units.

298. Ocean and Coastal Law and Policy. This course explores laws and policies that affect decisions on United States ocean and coastal resources. We examine statutes, regulations, attitudes, and cases that shape how the United States (and several states) use, manage, and protect the coasts and oceans out to—and sometimes beyond—the 200-mile limit of the Exclusive Economic Zone. We cover government and private approaches to coastal and ocean resources, including beaches, wetlands, estuaries, reefs, fisheries, endangered species, and special areas. Instructor: Roady. 2 units.

Advanced Courses

301. AIDS and the Law. The course will explore the legal and policy landscape of the HIV/AIDS epidemic primarily in the United States. We will employ a multi-disciplinary approach to teaching about HIV law and policy, including the legal issues faced by persons with HIV disease. Speakers will include medical specialists, social workers, and persons living with HIV. There is an opportunity for student presentations on AIDS Law issues. In lieu of an exam, there is a paper requirement for the course. The course is helpful but not required for those intending to enroll in the Health Justice Clinic. Instructor: Faculty. 2 units.
304. **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. Instructor: Baxter/Strauss. 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. 4 units.


311. **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 addresses in the general order faced by, and from the perspective of, a typical campaign. Topics include candidacy 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. Instructor: Charles. 3 units. C-L: Political Science 722

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.

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. 3 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.

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 or Frakes. 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: de Figueiredo or Frakes. 2 units.

321. **The Law and Policy of Innovation: The Life Sciences.** This course analyzes the legal and policy regimes that shape the introduction of new products, processes, and services in the life science industries. Innovation in biopharmaceuticals, medical devices, and health care delivery is central to the life sciences sector, and thus the sector offers a window into multiple intersections of scientific innovation, regulatory policy, and several different bodies of substantive law. Although the course focuses on life sciences innovation, this focus will produce lessons for innovation policy in other industries. Instructor: Rai. 3 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.** This interdisciplinary course is built around several important themes that are part of almost every corporate restructuring: Valuation, Governance, the Law, and associated Strategic considerations. The first half of the course establishes a framework and tools to consider healthy company valuation and restructuring; the second half emphasizes distressed restructuring and reorganization. The course prepares professionals in business and law to assess a wide variety of situations, including mergers, acquisitions, divestitures, sales, leveraged buyouts, activist investors, bankruptcies, liquidations, reorganizations (both healthy and distressed), and in-court and out-of-court negotiation. Prerequisite: Finance 646 (Corporate Finance), taken in advance of or in parallel to this course, is necessary for enrollment. Students who have not taken Finance 646, but who have a depth of experience working in corporate finance, may request permission from the instructor to be enrolled. Law students must have taken Law 325, Corporate Finance, in order to enroll in this course. Instructor: Brav and Buley. 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: de Fontenay. 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: Pickle. 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. 2 units.

328P. International Debt Finance Add-on Credit. Students have the option to complete a mid-semester assignment worth additional credit. Concurrent enrollment in Law 328 International Debt Finance is required. Instructor: Gulati. 1 unit.

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: 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. 4 units.

331. Introduction to Privacy Law and Policy. This course examines how the US legal framework recognizes privacy rights and balances them against competing interests, such as freedom of speech and press, big data, national security, law enforcement, medical research, business interests, and technological innovation. It will address how torts, constitutional law, federal/state statutes/regulations, and societal norms protect individual privacy against government, corporations, and private actors in a variety of areas including: employment, media, education, data security, children's privacy, health privacy, sports, consumer issues, finance, surveillance, and more. Also considered: EU General Data Protection Regulation (GDPR). Instructor: J. Delinger. 3 units.

332. 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: Waizkin. 3 units.

333. 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 US Code provisions concerning discrimination in housing, contractual relations, employment, and voting are examined where relevant. Exam-based evaluation. Instructor: D. Miller. 3 units.

334. Private Equity & Hedge Funds. This three-credit course introduces private equity and hedge funds from both a financial and legal perspective, covering the foundational issues of securities, tax, organizational, and fiduciary law that they raise. Students will learn the basic regulatory framework applicable to fund structuring, fund managers and sponsors, fund offerings, and fund investments and gain experience with the key agreements among the parties involved. In addition, the course will critically assess the current regulation of private equity and hedge funds and proposals for reform. Instructor: de Fontenay. 3 units.

335. 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. Law 210, Business Associations, may be a prerequisite or corequisite for this course; this may vary by semester. See course browser on Duke Law website for details. Instructor: Hynes or Krouse. 2 units.

336. International Debt Finance II. This course is offered to students who have previously taken Law 328 International Debt Finance. Prerequisite: Law 328. Instructor: Gulati. 2 units.

337. 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: Phillips or Schwoerke. 2 units.

338. 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: Wettach. 2 units.

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

341. FDA Law and Policy. Introduction to basic principles of food and drug laws and examination of how significant doctrines of constitutional, administrative, and criminal law have been elaborated and applied in the food and drug context. The United States Food and Drug Administration has a pervasive role in American society: it is often said that the agency regulates products accounting for twenty-five cents of every dollar spent by consumers. Exploration of the complex interplay of legal, ethical, policy, scientific, and political considerations that underlie the FDA’s regulatory authority, its policy-making, and its enforcement activity. Instructor: Farahany or T. Williams. 3 units. C-L: Bioethics and Science Policy 701

342. Federal Courts. Federal Courts stands at the intersection between Constitutional Law and both Civil and Criminal Procedure. It addresses the federalism and separation of powers issues raised by the exercise of federal jurisdiction over disputes, and it assesses the remedies that the federal courts may, or may not, provide for violations of federal constitutional and statutory rights. Although the issues in the course have deep theoretical and historical roots, the subject matter has broad practical importance to modern litigation. This core course is relevant to almost all areas of law practice, and is especially recommended for students who plan to litigate or clerk in the federal or state courts. Instructor: C. Bradley or N. Siegel. Variable credit.
343. Federal Courts I: Constitutional and Judicial Power. This installment focuses on the nature of the Article III judicial power and its place in the constitutional scheme. We begin with the justiciability doctrines (standing, ripeness, mootness, and finality), then move on to Congress's control over federal court jurisdiction and adjudication in non-Article III courts (e.g., bankruptcy courts and administrative agencies). This installment also focuses on the relationship between federal and state courts, including the US Supreme Court's power to review state court decisions, the Erie doctrine's restriction on the common lawmaking powers of federal courts, and the parameters of federal question jurisdiction. Instructor: Young. 3 units.

344. Federal Courts II: Public Law Litigation. Exploration of public law litigation issues, including private rights of action to enforce federal statutes and constitutional litigation against federal and state governments and their officials. Topics include federal and state sovereign immunity; qualified and absolute immunity doctrines that protect individual government officers; roles of state and federal courts in hearing public law litigation, including principles of judicial federalism limiting federal court interference with state judicial proceedings; federal habeas corpus remedies, including challenges to federal executive detention (including War on Terror cases) and collateral attack on state criminal convictions. Instructor: Young. 3 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: Faculty. 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 843. Instructor: Faculty. 3 units.

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

347S. Healthcare Law & Policy Course Plus. This seminar is available to students currently enrolled in Law 347 or who have taken it in a previous semester. It is designed to supplement Health Law and similar graduate-level health policy offerings and will explore contemporary issues in health law and policy. Topics to be considered will include: Medicaid reform, competition policy, individual insurance markets, payment reform, provider strategy, and employee benefits design. Some sessions will be organized around guest presentations from policymakers, policy thought leaders, and prominent academics. Instructor: Faculty. 3 units.

350. Advanced Constitutional Law: A Legal History of the Civil Rights Movement. This course will explore how participants in social movements engage the Constitution and how these encounters shape constitutional doctrine, social institutions, public discourse, and movements themselves. We will investigate the processes of mobilization and counter-mobilization and reflect on how movements often spur constitutional change through means other than constitutionally specified procedures. We will also consider why movements fail and will analyze rights-based approaches to reform. The course will place particular emphasis on the involvement of social movement actors in the transformation of civil rights law. Instructor: Richman and Frakes. 1 unit.

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: Faculty. 2 units.

355. Sex in Law. Seminar focused on sex in law, covering history of biological sex classifications, societies' interest in those classifications, and the special benefits and/or burdens they have involved for individuals; examination of modern sex classifications and equality law; two current debates: merits of a sex-blind approach to equality law and whether sexual orientation and gender identity should be considered aspects of "sex" for purposes of this law. Instructor: D. Coleman, Shreve. 2 units.

355W. Sex in Law, Independent Study. JD students currently enrolled in Law 355 Gender and the Law who wish to write an additional longer piece in this area may enroll in Law 355W. These credits will count towards the Independent Study Research Credit Limit (Rule 3-12). Instructor: D. Coleman, Shreve. Variable credit.

356. Effective Communication Outside of the Courtroom. This seminar introduces skills to make students more effective in their interpersonal communication, teamwork, and persuasive public speaking. Class sessions will feature a combination of lectures, individual and group presentations, discussion, and in-class exercises. Students will receive feedback on their performances through self-reflections, peer evaluations, and instructor evaluations. Students with have opportunities to interact with practicing lawyers, who will explain how interpersonal communication and public presentation skills shape their day-to-day responsibilities. Instructor: D. Lovelace. 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. Prerequisite: Law 210. Instructor: Johnson. 3 units.

359. Introduction to Law & Economics. This lecture course 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: Brewster. 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 or McCubbins. 3 units.

368. Natural Resources Law. Focus on constitutional, statutory, and common law governing the legal status and management of federal lands and natural resources. Instructor: Faculty. 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.

371. Products Liability. In a first-year torts course, it is possible only to scratch of the surface of products liability law’s history, substantive and procedural complexity, theoretical underpinnings, and policy implications. This dedicated products liability course offers students the opportunity to delve more deeply into the thorny legal doctrines and problems of proof that arise in the practice of products liability law. Instructor: Faculty. 2 units.

371W. Products Liability Writing Credit. While enrolled in LAW 371 Products Liability, students may submit a significant research paper and earn an additional one credit for the course. Instructor: Faculty. 1 unit.

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.

376. Law of Transnational Terrorism. Since September 11, 2001, transnational terrorism has been treated as both crime and war. Accordingly, the US and other states have captured and held members of al Qaeda and associated forces as law-of-war detainees, targeted such individuals in major military operations and surgical strikes on the territories of (certain) third-party states, and have prosecuted suspected members of those groups, for “terrorism” offenses and for “war crimes,” in civilian courts and military tribunals. This course will explore the reasons for this novel development and consider its ramifications for public international law, the law of war, and US constitutional law. Students who have previously taken Law 376 History of International Law or Law 564 Combatants and Civilians may not take this course. Instructor: Morris. 3 units.

379. Partnership Taxation. The course will cover the tax consequences of organizing, operating, and liquidating entities including related issues taxed as partnerships. Instructor: Faculty. 2 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 JD/LLM in Comparative and International Law. Instructor: McArthur. 1 unit.

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

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: Schwarz. 3 units. C-L: Finance 650

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

399. Forensic Psychiatry. 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: S. Johnson. 2 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: Kielmanovich. 2 units.

Clinical Courses

400. Health Justice Clinic. In-house legal clinic in which students provide legal representation for persons with HIV/AIDS, cancer, and other serious health conditions. Under close supervision of clinical instructors, students represent clients in cases related to the client’s health condition, including: estate planning; government benefits; permanency planning for children; health and disability insurance; guardianship; health-related discrimination in employment, housing and public accommodations; health information privacy; and other civil cases related to health. Clinic intensive weekend required. Prerequisite or corequisite: Law 237 or Law 238 or Law 239 or Law 317 or Law 539. Instructor: Demeritt/Rice. Variable credit.
401. Advanced Health Justice Clinic. Available to students who wish to participate for a second semester in the Health Justice Clinic. 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: Demeritt/Rice. Variable credit.

402. HIV/AIDS Policy Clinic. Students in this clinic will focus on policy work rather than direct client representation. Students will work on policy initiatives aimed at increasing access to quality, comprehensive health care for low-income individuals living with chronic illnesses like HIV/AIDS. The policy work will focus on barriers to access to care and prevention, including implementation of health care reform in North Carolina, funding disparities throughout the Southern United States, HIV-related stigma, criminalization of HIV, and access to HIV medications. Instructor: Rice. 3 units.

404. Advanced HIV/AIDS Policy Clinic. This clinic provides an opportunity for students who want to do advanced work after completing the HIV/AIDS Policy Clinic. Instructor: Rice. Variable credit.

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: Andruissier. 3 units.

407. Appellate Litigation Clinic - Fall. Each team of students will, under the clinic director’s supervision, work on an appeal. Work typically includes reviewing the record, legal research, drafting appellate briefs, preparing excerpts of the record for the court, and preparing for oral argument (if the case is calendared for argument). With the court’s and the client’s permission, a case may be argued by a student. This is a year-long course requiring enrollment in both semesters; to get credit for the fall you must be enrolled in the spring semester. Enrolled students must attend the clinic intensive weekend. For other requirements and scheduling issues, see https://law.duke.edu/academics/course/407/. Instructor: Andruissier. 3 units.

408. Appellate Litigation Clinic - Spring. Each team of students will, under the clinic director’s supervision, work on an appeal. Work typically includes reviewing the record, legal research, drafting appellate briefs, preparing excerpts of the record for the court, and preparing for oral argument (if the case is calendared for argument). With the court’s and the client’s permission, a case may be argued by a student. This is a year-long course requiring enrollment in both semesters; to get credit for the fall you must be enrolled in the spring semester. Enrolled students must attend the clinic intensive weekend. For other requirements and scheduling issues, see https://law.duke.edu/curriculum/courseinfo/course/?id=293 Instructor: Andruissier. 2 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. Prerequisite or corequisite: Law 237 or Law 238 or Law 239 or Law 317 or Law 539. Instructor: Wettach. Variable credit.

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. 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, Dockterman, T. 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 lawsuit. 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: Phillips. 2 units.

422. Criminal Trial Practice. This basic trial skills course covers Opening Statement, Direct Examination, Cross Examination, Impeachment, Exhibits, Expert Witnesses and Closing Argument. Students will prepare and perform these skills using simulated problems and case files. Students receive constructive comments from faculty who are experienced trial lawyers. The course ends with a full jury trial with teams of two students on each side. At the end of the trial, the jury deliberates while students observe. This class is appropriate for students with an interest in trial practice, with a specific focus on trial skills in the context of criminal litigation. Prerequisite: Law 245. Instructor: T. Maher. 3 units.

425. Pretrial Criminal Litigation. This course focuses on the pretrial phase in criminal cases. It begins with a defendant’s initial appearance and concludes with a plea hearing. Class discussions and readings will explore the pretrial practices of effective defense counsel, including conducting a defense investigation, working with experts, and managing clients. The class will also emphasize oral advocacy skills. Students will be expected to appear as counsel during mock, in-class court hearings. Finally, this course will provide students with an opportunity to familiarize themselves with criminal case pleadings, including the drafting of at least one motion. Instructor: L. Au. 1 unit.

427. 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 recommended but not required. Prerequisite or corequisite: Law 237 or Law 238 or Law 239 or Law 317 or Law 539. Instructor: Foster. 4 units.

428. 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. Prerequisite or corequisite: Law 237 or Law 238 or Law 239 or Law 317 or Law 539. Instructor: Holton/McCoy. 4 units.

431. Advanced Civil Justice Clinic. This course builds on the lectures, training, and work of the basic Civil Justice Clinic. Instructor: Holton/McCoy. Variable credit.

435. First Amendment Clinic. This clinic will develop counseling, litigation, and legal commentary skills in the context of working on actual cases and issues involving the First Amendment freedoms of speech, press, assembly and petition. We will advise and represent individuals and groups with First Amendment concerns or claims who cannot afford the assistance of lawyers with specialized First Amendment expertise. Either First Amendment or Dignitary Torts is a prerequisite/corequisite. Instructor: Ligon/H. Powell. 4 units.

435A. Advanced First Amendment Clinic. Continuation of Law 435, First Amendment Clinic. Instructor consent required. Instructor: Ligon/Powell. 2 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. Prerequisite: Law 537. Instructor: Fujimura-Fanselow/Huckerby. 5 units.

438. Advanced International Human Rights Clinic. This course builds on the lectures, training and work of the basic International Human Rights Clinic. Instructor: Fujimura-Fanselow/Huckerby. 2 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. Prerequisite or corequisite: Law 237 or Law 238 or Law 239 or Law 317 or Law 539. Instructor: McGann/Williams. 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: McGann/Williams. 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. Prerequisite or Corequisite: Law 237 or Law 238 or Law 239 or Law 317 or Law 539. Instructor: Longest/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/Nowlin. Variable credit.

460. Negotiation for Lawyers. 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, Ellis, Mock, Thomson, or Phillips. 3 units.


471. Science Regulation Lab. The Science Regulation Lab teaches students about the use of emerging science and technology in the courts and regulatory agencies through the drafting and submission of amicus briefs and comments to rule-making. In conjunction with Science & Society's Science Policy Tracking Program, students will prepare briefs on recently proposed rules and court decisions, analyzing the purpose of the rule or decision of the court, and the science underlying the rule or decision. A science background is recommended, but not required. Instructor: Waitzkin. 2 units. C-L: Bioethics and Science Policy 706

472. Amicus Lab. A wide range of cases, both civil and criminal, raise novel scientific issues, which judges can struggle to resolve. One way to provide courts with independent information and insight regarding complex scientific issues is through the filing friend of the court, or amicus curiae briefs. The purpose of the Amicus Lab is to teach students about the use of emerging science and technology in the courts through the drafting and submission of such amicus briefs. We will submit a number of amicus briefs to state and federal appellate courts and the US Supreme Court, as appropriate, in cases where independent expert views could play a useful role. The amicus briefs will be unaligned with any party and are intended to provide the court with unbiased, current, and coherent information about the scientific issue in the case. Our first classes will develop the standards for the admissibility for scientific evidence, focusing on the Supreme Court's ruling in Daubert v. Merrell Dow Pharmaceuticals. We will read and discuss examples of successful amicus briefs on scientific issues and read background material in areas in which we will be drafting briefs. Later classes will not be weekly and will be focused on developing the briefs. Students will initially focus upon the preparation of background memoranda on the selected scientific issues. These memoranda will be used to develop, in small groups, draft amicus briefs over the course of the semester. No scientific background is required, but it would be helpful, as would the basic Evidence course. Instructor: Farahany/Garrett. 2 units.
473. Scholarly Writing Workshop. In a workshop led by a faculty member, students will produce an original analytic paper of substantial length (ordinarily at least 30 pages). Papers must involve significant and thorough independent research, be well-written, and provide appropriate sourcing. Participants are free to choose any topic that may be addressed seriously in an article-length piece and that may be written during one semester. Papers produced in the workshop are expected to satisfy the JD or LLM upper-level writing requirements. Instructors: Baker, Mullem, Rich, or Strauss. 3 units.

475A. Law & Policy Lab. The Law and Policy Lab (the "Lab") is a hybrid that falls between a clinic and a research tutorial, a structure that gives students the opportunity to explore a topic of current relevance through the lenses of both substantive law and public policy. It also offers students the chance to apply this knowledge through the development of, and possible advocacy for, a legal or policy proposal related to the specific chosen topic. Instructor: Faculty. 2 units.

475B. Law & Policy Lab (Spring). This spring semester lab is open only to students who (1) were enrolled in the fall semester Lab and (2) have permission of the instructor prior to spring registration. Prerequisite: Law 475A. Instructor: Faculty. 2 units.

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/Lau/Newman. 4 units.

494. Advanced Wrongful Convictions Clinic. The Advanced Clinic builds on the lectures, training, and work of the Wrongful Convictions Clinic. Students will be assigned to Clinic cases, working more independently than Clinic students, though still under faculty supervision. Depending on the status of the case, students will interview witnesses, draft legal documents, work with experts, prepare for court, and otherwise take the steps necessary to prove the Clinic client's claim of innocence and related constitutional claims. Prerequisite: Wrongful Convictions Clinic or, in the exceptional case, permission of the instructor. Instructors: J. Coleman/Lau/Newman. Variable credit.

Seminars

318. Comparative Constitutional Law. This course explores constitutional law from different parts of the world. The course will start by examining the goals, methods, and practical relevance of comparative constitutional analysis. We will then turn to a comparative analysis of constitutional structures, including differing approaches to separation of powers, judicial review, and federalism. The remainder of the course will examine comparative approaches to the constitutional protection of human rights. Instructor: Lau. 2 units.

318W. Comparative Constitutional Law, Writing. Students enrolled in Law 318 Comparative Constitutional Law may choose to write a 25-30 page research paper, in lieu of the 10-12 page paper, in order to satisfy the JD Substantial Research and Writing Project degree requirement. Students choosing this option should enroll in Law 318W. Instructor: Lau. 1 unit.

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. Civil Litigation in US Federal Courts: Transnational Issues. 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: Helfer. 3 units.

502. Forensics Litigation. A trial advocacy course focusing on the skills around the use of forensic evidence in the courtroom. Instructor: Garrett. 1.5 units.

504. Critical Race Theory. Critical race theory (CRT) challenges the substance and style of conventional legal scholarship. This course introduces CRT's core principles, explores its possibilities and limitations, examines concepts of storytelling, interest convergence theory, social construction of race, black-white paradigm, myth of model minority, intersectionality, essentialism, working identity, covering, whiteness and white privilege, colorblindness, microaggressions, and implicit bias. Students will apply these theories and frameworks to cases and topics dealing with first amendment freedoms, affirmative action, employment discrimination, criminal disparities and inequities, and more. Instructor: Jones. 2 units.

505. Criminal Justice Policy Lab. The growth in incarceration in the United States since the early 1970s has been "historical unprecedented and internationally unique," as the National Research Council recently put it. This lab seminar explores current debates about how to improve our criminal justice system and will focus on concrete research projects to improve criminal justice outcomes in North Carolina. Students will learn how to conduct policy-based research on criminal justice problems, and students will choose projects and write research papers studying possible reforms. Visitors to the seminar will include leading lawyers, policymakers, and scholars to speak to the class and to assist with the research efforts. Instructor: Garrett. 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: Lukens, Phillips, or Demeritt. 2 units.

511. International Criminal Law. This course will probe the concept of international criminal law and will then examine the law of genocide, war crimes, crimes against humanity, aggression, torture, "terrorism" offenses, and drug trafficking. Focus will be on the issue of jurisdiction over those offenses (and immunities to such jurisdiction), including the jurisdiction of domestic criminal courts, military tribunals (such as the International Military Tribunal at Nuremberg after World War II, and the current military commissions at
This course explores the substantive and procedural aspects of in-house law practice, and how they differ in television and motion pictures, music, and related fields. Instructor: Ligon, Garfinkle and Vacchiano. 3 units.

In-House Law Practice.

This course will discuss the major debates in governance, the challenges for designing an optimal system for principal undertakings, business transactions, and legal relationships in the entertainment industry, including publishing, the theater, pharmaceutical sector to better meet global health needs. This seminar is open to non-law graduate students depending on space and prior experience. Instructor: Reichman. 2 units.


This course will reconsider foundational tenets of contract law, but applied to a new and modern fact pattern. For example, does an agreement to exchange one kidney for another (as in the increasingly common kidney paired donation) involve consideration? Is it void as against public policy? What is the obligation of airlines, hotels, and third party providers (such as Expedia) to honor "mistake fares" in an age when technology allows potentially millions of purchases before the offer or discovers the error? There will be substantial writing, teamwork, and oral presentations. Instructor: Krawiec. 2 units.

Advanced Contracts Writing Credit. While enrolled in Law 517, Advanced Contracts, students have the option to take an additional 1 credit for writing. "Law 517W must be added no later than 7th week of class." Instructor: Krawiec. 1 unit.

Constitutional Law II: Historical Cases & Contemporary Controversies. This course looks at contemporary constitutional issues, such as freedom of speech and religion, unenumerated rights, and federalism, through the lens provided by cases and controversies in the first century of the US Constitution's existence in order to develop a deeper understanding of the constitutional past and to acquire fresh perspectives on contemporary law. Instructor: Powell. 2 units.

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. Not open to students who have taken Law 522. Instructor: S. Powell, Mullem, or E. Buell. 2 units.

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 US 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: Wiener. 2 units. C-L: Environment 502

Contract Drafting: The Next Generation. This course covers the basic practical skills in contract drafting through written drafting exercises while exploring how legal practice and contract drafting will change. While working with the course materials, we will inquire as to whether or not the contract elements can be formalized into a smart contract or DFA (deterministic finite automaton). Not open to students who have taken LAW 519. Instructor: E. Buell. 2 units.

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.

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: Reichman. 2 units.

Access to Medicines Writing Credit. While enrolled in Law 527, Access to Medicines: Intellectual Property and Global Public Health, students have the option to take an additional 1 credit if they wish to write a 45 page paper. "Law 527W must be added no later than 7th week of class." Instructor: Reichman. 1 unit.

Corporate Governance. This course will discuss the major debates in governance, the challenges for designing an optimal system for governing corporations, and the increasingly important role of lawyers in these policy debates. Instructor: Eldar. 3 units.

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. Instructor: Ligon, Garfinkle and Vacchiano. 3 units.

In-House Law Practice. This course explores the substantive and procedural aspects of in-house law practice, and how they differ from law firm and governmental practices. The class sessions will present substantive legal topics discussed with legal practitioners. Course
materials will be drawn from statutory, regulatory, and policy-driven materials, as well as case studies. Students will have team-based interdisciplinary project assignments that will draw from topics discussed in the class, reflecting real-world scenarios. Instructor: Zimmer/Nelson. 2 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. Prerequisite: Law 210. Instructor: K. Johnson. 3 units.

533. Government Enforcement and Global Corporate Compliance. Students will learn about white collar criminal law principles, today’s climate of government enforcement against corporate wrongdoing and the important role that compliance programs can play in preventing, detecting and resolving those compliance issues. The Foreign Corruption Practices Act (FCPA) will be utilized as the substantive basis to discuss the various principles and conduct the practice simulations. The FCPA will also help demonstrate the global nature of white collar and compliance and the legal issues multi-national corporations face. Instructor: Popp. 2 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. Pre-req: Law 210. Instructor: E. Buell. 3 units.

536. The Presidency and Criminal Investigations. The seminar will discuss legal boundaries around criminal justice process’s interaction with the White House, including larger themes about the office of the presidency and the constitutional structure of the national government. Topics include independent and special counsels and their interaction with congressional investigations; the grand jury, immunity, the Fifth Amendment privilege, and perjury/obstruction of justice; representing the president: attorney-client privilege, the White House counsel, and private defense bar; exec privilege and potential exec immunity from indictment, trial, conviction and/or sentence; pardon power; and law of impeachment. Instructor: S. Buell/Griffin. 1 unit.

536W. The Presidency and Criminal Investigations Writing Credit. While enrolled in LAW 536 The Presidency and Criminal Investigations, students may submit a significant research paper and earn an additional one credit for the course. Corequisite: Law 536. Instructor: S. Buell/Griffin. 1 unit.

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. 2 units.

540. Startup Law: Representing the Company. This course takes students through the legal issues likely to present themselves in the lifecycle of a high growth technology company from inception/incorporation through acquisition (the typical liquidity event). Startup Law exposes students to the types of issues, questions and documentation that they encounter as a lawyer for an entrepreneurial venture. The course is a survey of entrepreneurial law considerations and does not attempt to invoke policy considerations. Law 210 Business Associations is a prerequisite or corequisite for this class. LLM-LEs and JD-LLM-LEs are not permitted to take this course. Instructor: E. Buell. 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.

545. Urban Legal History. 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 its 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. 3 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 interdisciplinary readings. Each student will prepare a research paper. Instructor: Beale. 2 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
550. Legal Issues of Cybersecurity and Data Breach Response. This course will provide an advanced look into the dynamic and rapidly evolving legal field of cybersecurity and data breach response and will focus on the workflow during the aftermath of any sort of data security incident. The course will be broken up into two parts. The first part of the course will provide a foundation in the legal aspects of data breach response, in the form of traditional lectures, current events discussion and with class participation. The second part of the course will focus on the many dynamic aspects of incident response in the form of an experiential exercise involving a fact pattern and a series of "real-life" simulations. Students who have taken Law 855 Data Breach Response in Wintersession may not take this course. Instructor: Stark. 2 units.

552. Law and Economics of Chinese Capitalism. This seminar endeavors to understand Chinese capitalism from the law and economics perspective. What is the constitutional and private legal foundation of Chinese capitalism? What is the role of law in Chinese society and business? What roles has law played in the different stages of China's market transition and different sectors of Chinese economy? It will integrate studies of black-letter law with observations of Chinese society, investigate the evolution of Chinese law and its future, and uses China as a comparative case study to enhance our understanding of law and market institutions. Instructor: Faculty. 2 units.

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 refining 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. The course consists of lectures, hands-on sessions, and several guest lectures from practitioners. Course grades will be based on class participation (10%), hands-on exercises (10%), and a discussion paper (80%). For the paper, students will be asked to evaluate an Expert Report and discuss the strengths and weaknesses of the study based on the research methods covered in this course. Students have the option to take an in-class exam as a substitute for the paper. 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.

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: D. Miller. 2 units.

558. Foreign Anti-Bribery Law. Corruption is one of the major factors inhibiting economic development and undermining governmental legitimacy. Developed governments generally enforce rules prohibiting domestic corruption, but have historically been less concerned with foreign government corruption. The US passage of the Foreign Corrupt Practices Act in 1977, which prohibits corporations from bribing foreign officials, represents a major shift in this policy. Most other major economies and economic institutions have followed suit, although enforcement is inconsistent. This seminar will examine the origins and evolution of efforts to regulate firms' relationships with foreign government officials. Instructor: Brewster. 2 units.

558W. Foreign Anti-Bribery, Independent Study. Students have the option to take 2 additional credits in order to satisfy the JD or JD/LLM Writing Requirement. Instructor: Brewster. 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/Glenday. 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. Instructor: Zelenak. 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/Dever. 2 units.

564. Combatants and Civilians in War. The central organizing principle of jus in bello (the law of war governing the conduct of hostilities) is the distinction between combatants and non-combatants. This course will trace the historical development of combatant and non-combatant status in the law of war, examining in particular the constellation of (mutual and conflicting) state interests that produced that body of law. Informed by that historical analysis, the course will then consider the meaning of the current debate on the status of "unlawful combatants" (or "unprivileged belligerents," as restyled by the Obama administration) in the counterterrorism context and contemporary
This course will be devoted to exploring cutting-edge issues related to how US courts operate, and how judges reach the decisions that resolve individual disputes and shape our law. We expect to cover such topics as the role that personal characteristics (including race, gender, and ideology) play in judicial decisionmaking, collegial interactions among judges on multimember courts, interactions among courts at different levels of the judicial hierarchy, mechanisms for judicial selection and retention, and the relationship between the judiciary and other branches of government. Instructor: Lemos/Levy. 2 units.

569. Health Law Colloquium. This workshop features leading health law and policy scholars to discuss current topics in the field. While no background is required, the workshop will expect students to discuss advanced and complicated matters of health policy with the figures who are leading national policy discussions. Students will be required either to provide reaction papers to weekly papers or prepare a final research paper. Instructor: Richman. 2 units.

570. Criminology and Criminal Procedure. In this seminar, we will read social science research to examine the empirical assumptions of rules, systems, and practices of criminal law and procedure. We will cover a series of empirical questions, which may include: (1) Does stop and frisk policing reduce crime? (2) Can body cameras change police behavior? (3) Does the death penalty deter? (4) Are there alternatives to incarceration that can keep us safe? (5) Is there racial disparity in sentencing, and if there is, what can we do about it? (6) What is the right age of majority to separate the juvenile and adult justice systems? Instructor: Grunwald. 2 units.

572. International Forum Shopping, Theory and Practice. This seminar, open to students pursuing a JD-LLM in international and comparative law, analyzes institutional design, regime complexity, and forum shopping in the international legal system. The seminar explores the theoretical, strategic, and practical issues relating to these topics. Key concepts are illustrated via a series of recent case studies in international trade, investment, human rights, criminal law, and other area of international law. Reading for the course will include both theoretical reading and materials specifically related to the four case studies presented. Readings associated with the case studies may include briefs, legal decisions, newspaper and other accounts of the situation, and possibly guest lectures. Instructor: Helfer/Brewster. 2 units.

573. Shaping Law and Policy: Advocacy and the Affordable Care Act. This seminar will discuss how legal advocacy shapes law and public policy at the federal level, with particular emphasis on the last decade of history under the Affordable Care Act (ACA). It will draw upon case histories of public interest litigation, administrative law advocacy, legislative development, and popular opinion strategies to illustrate the legal community's key levers in shaping recent health policy. Instructor: T. Miller. 2 units.

574. Lying and Law of Questioning. This seminar addresses how legal institutions define and detect dishonesty. Topics include "post-truth" discourse and suspension of fact-finding and truth-seeking; the "law of questioning" that governs legal truth-seeking in investigations and trials, with particular focus on the criminal justice process (interrogation practices, the problem of false confessions, liability for dishonest statements, cross examination, character and credibility, and lie detection in the laboratory, courtroom, and popular culture). Readings include excerpts from law review articles and scholarly books, works of social science, investigative reporting, documentary footage, editorial commentary, and popular culture. Instructor: Griffin. 1 unit.

574W. Lying and The Law of Questioning, Writing Credit. While enrolled in Law 574 Lying and the Law of Questioning, students who plan significant research projects on related topics may register for a second credit in order to satisfy the JD Writing Requirement. "LAW 574W must be added no later than 7th week of class." Instructor: Griffin. 1 unit.

575. Securities Litigation and Enforcement in Practice. This two-credit experiential course will focus on the analytical, writing and presentation, and interview skills frequently used in practice while also introducing students to the general statutory and regulatory frameworks governing securities litigation and enforcement. Litigating private securities claims and defending SEC enforcement actions are an important component of most sophisticated litigation practice; these actions have high stakes, and are almost inevitable for many corporate clients. Law 210 Business Associations is a co- or prerequisite for this course. Instructor: Strauss. 2 units.

576. Agency Law in a Changing Economy. Agency law applies to the legal relationship between principal and agent, such as lawyers, brokers in securities and other markets, officers of corporations and other legal entities, talent and literary agents, auction houses, and more. Agency is a distinct subject within the law, differentiated from general contract and tort law. Topics may include the status of Uber drivers and other actors who perform services via platforms; the duties of commodities brokers, including merchants in financial derivatives products; agency as a vehicle for the imposition of vicarious liability; and the consequences when a principal is undisclosed, unidentified, or undetermined. Instructor: DeMott. 2 units.
577. Emerging Issues in Sports Law. Examination of current issues in Sports Law through interactions with industry professionals. The course will bring to campus legal and business leaders on the front lines of dealing with a particular issue, in a colloquium setting that allows students to discuss the topics directly with the guests. Class topics will vary from year to year based on timeliness and industry developments. Instructor: Haagen/Mesibov. 2 units.

578. Crimmigration Law. From arrest through completion of any sentence, significant immigration consequences flow from decisions in the criminal justice system for noncitizens. Judges, prosecutors, and defense attorneys must address them in the course of criminal proceedings. Immigration attorneys must be able to advise defense attorneys on the best resolutions for their clients. Lawmakers must account for the results of merging these two systems. Students will analyze constitutional, statutory, and regulatory provisions and public policy concerns concerning immigration, as well as procedural and substantive requirements in criminal proceedings as they affect noncitizens. Instructor: Evans. 3 units.

579. Mass Torts. Intro to mass tort litigation and life cycle of a case: origins, pleadings, referral to a transferee judge, discovery, motion practice, test cases, pre-trial hearings, trials, appellate practice, remedies, settlement, and claims resolution facilities. Also: Issues implicated by mass torts: relationship between federal and state courts, competing theories of liability and procedure, interaction of litigation, bankruptcy, and administrative processes, roles of public and private litigation and attorneys, respective interests of the executive, legislative, and judicial branches of federal and state governments, and competing economic, jurisprudential, policy, and practical concerns. Instructor: McGovern. 3 units.

579W. Mass Torts Writing Credit. While enrolled in Law 579 Mass Torts, students have the option to take an additional 1 credit if they wish to expand the required 15 page paper to 30 pages in order to satisfy the JD Writing Requirement. *Law 579W must be added no later than 7th week of class.* Instructors: Wiener/Metzloff. 1 unit.

580. Law and Economics Colloquium. This research seminar will involve discussing some of the latest research at the intersection of the fields of law and economics. The research papers will deal with a wide variety of topics, such as the law and economics of contract law, corporate law, intellectual property, tax, constitutional law, or legislation. We will invite speakers who are doing some of the most cutting-edge interdisciplinary work in law to present their ongoing work to the seminar. Students will be asked to prepare, in advance, short reaction papers to the speakers' work. The requirements for the class are completion of the reaction papers and active participation in the debates over the papers being presented. Instructors: Adler, Eldar, and Frakes. 2 units.

581. FinTech Law and Policy. FinTech Law and Policy will seek to understand the architectures, principal legal and regulatory issues, and the dynamics of modern financial marketplaces as these are shaped by technology. The seminar will help prepare students for a rapidly evolving framework in which successful business and legal practice must become technologically "bilingual." Prior or current registration in a financial regulatory course (e.g., Big Bank Regulation Law 304; Securities Regulation Law 384). Please discuss with instructors if you think your prior course might be eligible. Instructor: Reiners. 3 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 restrictions on disclosing and publishing national security information. Instructor: Dunlap. 3 units.

584. Forensic Science Colloquium. This seminar will examine the legal, scientific, and the practical questions raised by the use of forensic evidence in our legal system, by bringing in a series of leading scholars, lawyers, and researchers to present cutting edge work. We will discuss current legal challenges to the admissibility of forensic evidence, the constitutional regulation of forensics in the courtroom, philosophy of science, privacy issues, and research seeking to improve the uses of forensics in the lab and in the courtroom. Interested faculty from the law school, as well as statistics, psychology, and other disciplines will also attend given sessions. Instructor: Garrett and Farahany. 2 units.

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.

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 multiethnic society. Instructor: Charles or Jones. 3 units.

588. Investigating and Prosecuting National Security Cases. Offers in-depth examination of issues lawyers face in national security prosecutions and substantive and procedural tools used to navigate those issues. We will examine advantages and limitations of civilian prosecutions and consider effectiveness of current procedures and criminal statutes in addressing modern national security threats. Emphasis placed on case-specific examples and hypotheticals. Course culminates in simulation in which students are presented with rapidly unfolding national security incident and asked to address various hypotheticals from the perspective of prosecutors, defense attorneys, and judges. Instructor: Stansbury. 2 units.

589. Japanese Law in a Business Context. An overview of the Japanese legal system with a particular focus on the business and regulatory environment as well as on the differences that a US-trained lawyer must be aware of when handling Japan-related matters. Instructor: Faculty. 2 units.

590. Risk Regulation in the United States, Europe, and Beyond. 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. Course examines 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. The course explores 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. Instructors: 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. 1 unit.

591P. Development Finance Project Credit. This course is for an optional extra project credit for students enrolled in Law 591, Development Finance. Instructor: Sager. 1 unit.

592. Frontier AI & Robotics: Law and Ethics. Robots, with us for several generations already, were long confined to narrow uses and trained users, assembling our vehicles and moving our products behind the scenes. In recent years, robotic tools have begun to step out of the back room and take center stage. Are we ready? Probably not. Surely our legal systems and ethical frameworks must evolve. We must find ways to ensure that human-robot interactions occur in ways that are safe and are consistent with our cultural values. We must take care that our policies and laws provide the direction we need without quashing or hindering the innovations that could improve our lives. The course will bring together three core areas: (1)law, (2) ethics/science policy, and (3)applied technology/science. Instructor: Ward. 3 units. C-L: Bioethics and Science Policy 703

593. Sexuality and the Law. Issues in the legal regulation of sexuality are among the most contested in US law today. Conflicts over gay marriage, women's access to contraceptives and abortion, and the scope of transgender rights are all subjects of current litigation. This course provides students with both the interdisciplinary and legal tools to assess the merits of the arguments of parties involved in sexuality litigation, assessments which require delving into the jurisprudences of liberty, privacy and equal protection, as well as exploring the boundaries of states’ rights and federal authority, individual liberty and the free exercise of religion. Instructor: Duara. 2 units.

594. Sex Equality's Past and Future. This seminar examines the relationships between pregnancy discrimination and sex discrimination, and between sex discrimination and restrictions on access to contraception and abortion. Instructor: Siegel. 2 units.

598. Family Creation: A Non-Judicial Perspective. This course will focus on the role of the legislative and administrative process in intercountry adoption, wherein a child born in one country becomes part of a family in another. Intercountry adoption raises complex issues of law and policy, including those relating to the definition of family, state sovereignty, immigration and citizenship, human rights, and ethics and transparency. Not all countries participating in intercountry adoption are subject to international treaties regarding adoption and related issues. In nations where the treaties are in effect, implementation through the legislative and administrative process has been characterized by conflict and delay. At the local level, regulation of intercountry adoption through oversight of adoption agencies and adoptive families, has been uneven. Instructor: K. Bradley. 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 and the Environment: Law and Policy. The course focuses on (1) the interrelationship of food and agricultural production and environmental sustainability and (2) the influence of a complex array of laws on the development of sustainable, local foods-based markets. Students will explore readings from a variety of sources, hear from guest speakers, and delve into a research project of their own choosing. Students will gain an understanding of how laws govern and interact with food safety research, physical infrastructure, personal consumption habits, patterns of private sector investment, race-based and other structural inequalities, and how the law affects notions of community and reflects underlying cultural values. Instructor: Nowlin. 2 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, and 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. Prerequisite or corequisite: Law 369. Instructor: Ward. 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 disadvantages 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. 3 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. Instructor: McCubbins. 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.

714. Coastal Resilience in the Face of Climate Change. Recent hurricanes have highlighted the need for coastal communities to address a wide range of issues associated with climate change including increasing resilience when faced with storms and rising sea levels; information-gathering (maps, drones, and scientific research about coastal/ocean processes); law and policy refinements (statutes, regulations, and guidance); and the use of litigation to develop useful common law doctrines relevant to the tidelands and the public trust. Through the use of current cases and policy issues under debate, students will analyze relevant facts, laws, policies, socio-economic considerations, and local ordinances and prepare proposed solutions. Instructor: Rooky and Nowlin. 2 units. C-L: Environment 6145

716. Information Privacy and Government Surveillance Law. This course explores the legal and policy issues associated with concerns about information privacy, in the commercial and government sectors and in the intersection of these two sectors. Instructor: Hoffman/Schroeder. 3 units.

717. Comparative Constitutional Design. Consideration of configurations of political institutions apt for democratizing countries, especially those divided by ethnic or religious affiliations. Begins with theories of constitutional and legal change and of efficacy of constitutional changes as instruments of conflict management, as well as alternative approaches. Specific issues include: electoral systems; federalism and regional devolution; the presidential-parliamentary debate; costs and benefits of judicial review; the special issue of Islam and the state. Extensive discussion of the overarching question of adoptability and emphasis on the relations between processes of constitutional change and the content of the institutions adopted. Instructor: Knight. 2 units. C-L: see Political Science 719S

718. Social Choice Theory: Cost-Benefit Analysis and Beyond. 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.

719. The Rule of Law: Theory and Doctrine. This seminar aims to gain a clearer theoretical understanding of the “rule of law” as well as the related concept of democratic governance; and to see how far the twin ideals can be protected in doctrines of US constitutional law. In the theory part, we read seminal works, including Hart’s Concept of Law, Fuller’s Morality of Law, and Ely’s Democracy and Distrust. We then address the doctrine not by a comprehensive treatment, which would be impossible, but rather by a focused discussion of difficult areas—including nondelegation, gerrymandering, judicial independence, corruption, and executive power. Instructor: Adler/Blocher. 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, MP3com, and DeCSS cases, as well as current legislative proposals. Prerequisite: Copyright Law (Law 322) or Intellectual Property (Law 270). 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.

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.

734. Evidence in Practice. This seminar, an advanced writing course, will give students practical experience in identifying and dealing with evidentiary issues in a broad range of hypothetical legal situations based upon real cases. Issues relating to evidence and proof do not arise only in trials. They are relevant to attorneys’ performance in many other procedural settings, like mediations, contract drafting, appeals, motion hearings, deposition preparation, witness preparation for trial and discovery. Students should either have previously completed Evidence, Law 245, or be taking it at the same time. Instructor: Faculty. 2 units.

735. Advanced Criminal Law. Many substantive issues confined to the periphery of a standard criminal law course are of central importance to criminal law in real world practice. One of the best ways to refine understanding of the theoretical core of any subject matter is precisely to probe its periphery. This seminar covers important issues typically found peripheral to the standard criminal law course, both for their intrinsic significance and for the perspective they may give us on the core of criminal law. Instructor: Ewing. 2 units.

737. Environmental Litigation. This course provides insight into the procedural, substantive, and tactical considerations attendant to environmental litigation—from the perspectives of both plaintiffs and defendants. The course is based upon a hypothetical set of facts and an “administrative record” that summarizes certain government actions implicating various federal environmental statutes. Instructor:
738. Financial Law and Regulation: Practitioner’s Perspective. Every aspect of financial law and regulation depends heavily on its daily practice. The environment changes all the time, and the scope of regulatory discretion, at every level of government (state, federal, and international) is so large that successful practitioners must understand the current trends in regulatory thinking and practice. This course will allow students to dive deep into a different aspect of modern financial regulation every week by bringing in prominent alumni practitioners who are experts in specific areas of the field. Instructor: Reiners. 2 units.

739. Religious Laws. Not all law is state law. Among the most important, and challenging, non-state law we confront today are religious laws. Among those is first and foremost Islamic law, but also Jewish law, as well as the laws of other religions like Buddhism and Hinduism. The seminar will serve as an introduction to these laws and their role in the global legal world. We will learn about the nature and structure of different religious laws. We will discuss to what extent we can call such laws, and whether we can compare them to each other and to state law. We will ask to what extent state law is also religious. And we will discuss the role that religious law plays for state law today. Instructor: Faculty. 2 units.

740. Data and Democracy: Foreign Interference in US Elections and Cyber Ethics. Russian interference with US elections exposed shortcomings to national cybersecurity policy; ineffective cyber threat deterrents; underregulation of social media platforms and Internet governance; safeguarding voter and consumer data. In-depth discussion of data and information science, ethics, privacy law, cybersecurity, national security, federalism, state and local governments, corporate governance, election law and voting rights, media and communications law, Internet governance, civil rights and civil liberties, international relations, and political science and theory. Law students: regular participation will be supplemented by additional reading assignments and paper requirement. Instructor: Hu. 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: Faculty. 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 US 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: Fuscoe. 2 units.

757. Artificial Intelligence and Legal Strategy. The purpose of this course is to introduce law students to the use of artificial intelligence in the legal space and to enhance their ability to conceptualize and strategize legal issues and matters more effectively by using AI. There are classes on the fundamentals of big data and machine learning as well as the ethical, legal, and behavioral issues raised by AI. Students will be exposed to the latest legal robots involving ediscovery and legal analytics including Everlaw, Lex Machina, Ravel, Ross, and Watson Legal. Instructor: McGovern. 2 units.

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 US 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/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. Students who have taken Law 766 Law Practice Technology may not take Law 765 Introduction to Legal Technology. Instructor: W. Miller/Behrens. 2 units.

766. Law Practice Technology. Rapidly evolving technologies are undoubtedly transforming the traditional law practice. The purpose of this course is to explore and investigate the use and impact of current technologies in the practice of law. The focus will be smaller to mid-sized law firms but there will also be some discussion on large practice groups. Tools for client management, electronic discovery, and document management will be analyzed. Ethical issues relating to proper use of technology and data management will be discussed. Electronic communications and social networking tools will also be explored. Students who take Law 766 Law Practice Technology may not take Law 765 Introduction to Technology in the Law Office. Instructor: Cadmus and Laskowski. 2 units.

771. Defamation and Privacy. American law attempts to protect individual interests in personal dignity and to guarantee a robust system of free expression. Both concerns are implemented, in part, through the common law of dignitary torts, and US constitutional law addresses their overlap and potential conflict. This course will cover the torts of defamation, invasion of privacy and intentional infliction of emotional harm, and the related constitutional doctrines that the Supreme Court has developed since 1964. Instructor: Powell and Andruassier. 3 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. 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. Corequisite or Prerequisite: Law 210. Instructor: Hynes. 3 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.

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. Either Intellectual Property Law (Law 270) or Copyright Law (Law 322) is required as a pre-requisite or co-requisite. International LLM students who are unable to meet this requirement may request a waiver directly from the professor before registering. Instructor: Jenkins. 3 units.

812. Dealing 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 (and related documents) and negotiating those agreements with opposing counsel. Prerequisite/corequisite: Law 210. Instructor: Hynes. 3 units.

815. 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 rigors 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.

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.

794. The Law of Slavery and Freedom: The Thirteenth, Fourteenth and Fifteenth Amendments. This course will explore the ways in which the institution of slavery interacted with the law in the United States and how the law defined freedom and the practices of freedom. The first two weeks will focus on slavery and the law. The rest of the course will focus on the 13th, 14th, and 15th Amendments. For added credit, students may satisfy the writing requirement by enrolling in Law 794W. There are no prerequisites. Instructor: Faculty. 2 units.

794W. Law in Slavery and Freedom Writing Credit. Students enrolled in Law 794 Law in Slavery & Freedom: From the Historical to the Contemporary may earn an additional credit by writing an additional 25+ page paper, due at the end of the semester. "LAW 794W must be added no later than 7th week of class." Instructor: Faculty. 1 unit.

796. Writing in Civil Practice: Sport Arbitration. This advanced writing seminar will help prepare students for the types of writing that are common to all civil litigation, while introducing them to written advocacy in an arbitral setting. As access to courts becomes increasingly difficult due to overcrowding and budgetary constraints, and given the limited number of cases that make it to trial due to the cost of litigation, familiarity with the process of litigating in an alternative forum is critical for today's practitioners. Writing assignments will arise from a hypothetical arbitration over the proper interpretation of a provision in a collective bargaining agreement between a sports organization and its players' union. Instructor: C. Thomson. 2 units.

Independent Studies, Externships, 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.

609. Readings: Introduction to Cyber Law and Policy. Introduction to the field of cyber law. The course will be team-taught by multiple instructors over the course of ten weeks, and will consist of three major components: (1) an overview of today’s threat landscape and the legal frameworks governing approaches to private sector data breaches, cybercrime by state and non-state actors, and cyberwarfare; (2) an exploration of key domestic and international data privacy laws, and the legal and policy issues surrounding the government’s collection of domestic and foreign data; and (3) the impact of emerging technologies on approaches to privacy and cybersecurity, with the financial sector as a case study. Instructor: Stansbury. 1 unit.

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.

611. Readings. This discussion course focuses on readings that explore connections between the law, the practice of law, the legal system and issues of current societal importance or interest. Each section of the course is expected to have a different specific focus and different readings. This course is offered on a credit/no credit basis. Instructor: Law Faculty. 1 unit.

611A. Readings (Fall). This year-long discussion course focuses on readings that explore connections between the law, the practice of law, the legal system and issues of current societal importance or interest. Each section of the course is expected to have a different specific focus and different readings. This course is assessed on a credit/no credit basis. Instructor: Faculty. 0.5 units.

611B. Readings (Spring). Continuation of Law 611A. 0.5 units.

612A. JD-LLM Readings: Current Issues in International and Comparative Law (Fall). This one-credit year-long readings class will explore current issues in international and comparative law. Drawing on the expertise of Duke Law School’s international and comparative law faculty, the course will examine topics such as international law and populism, human rights and economic inequalities, and the future of multilateral institutions. This evening class will meet off campus six times throughout the year and will be offered on a credit/no-credit basis. It is open to JD/LLM students only. Response papers will be required. This class is for JD/LLM students (ICL) only. Instructor: Faculty. 0.5 units.

612B. JD-LLM Readings: Current Issues in International and Comparative Law (Spring). This one-credit year-long readings class will explore current issues in international and comparative law. Drawing on the expertise of Duke Law School’s international and comparative law faculty, the course will examine topics such as international law and populism, human rights and economic inequalities, and the future of multilateral institutions. This evening class will meet off campus six times throughout the year and will be offered on a credit/no-credit basis. It is open to JD/LLM students only. Response papers will be required. Instructor: Faculty. 0.5 units.

613A. Readings in Happiness & Decisionmaking (Fall). This year-long course explores research on happiness and decisionmaking, and the implications for legal systems, legal rules and life choices. Instructor: Wiener. 0.5 units.

613B. Readings in Happiness & Decisionmaking (Spring). Continuation of LAW 613A. 0.5 units.

614. JD Professional Development. The professional development credits will be structured around first-year professional development programs plus summer employment or internships (paid or unpaid) involving law practice or law-related work under the supervision of a licensed attorney. If a student’s summer experience is not suitable for earning this credit, students will work with career counselors and academic advising to develop and document professional development in qualifying courses during the 2L or 3L year. Students will receive a CR/NC credit notation on their transcripts, which indicates satisfaction of the graduation requirement of Rule 2-1 (4) but does not count toward the academic credit required for graduation. Instructor: Faculty. 1 unit.

615. JD Professional Development Credit/CPT Internship. The professional development credits will be structured around first year professional development programs plus summer employment or internships (paid or unpaid) involving law practice or law-related work under the supervision of a licensed attorney. If a student’s summer experience is not suitable for earning this credit, students will work with career counselors and academic advising to develop and document professional development in qualifying courses during the 2L or 3L year. Students will receive a CR/NC credit notation on their transcripts, which indicates satisfaction of the graduation requirement of Rule 2-1 (4) but does not count toward the academic credit required for graduation. Instructor: Faculty. 1 unit.

616. Environmental Law Readings Workshop. This course is intended for International LLM students pursuing a certificate in environmental law. Different faculty lead sessions on significant scholarship in the environmental law field. Department consent required. Instructor: Faculty. 0.5 units.

618. Readings: Introduction to Health Law & Policy – What’s a Needle? and Other Foundation Questions. This course offers a very broad yet brief introduction to the diverse and growing field of health law. Team taught by six different instructors, this course designed both as a general overview to “everything you wanted to know about health law but were afraid to ask” as well as a gateway to Duke’s other offerings in health law and health policy. Instructor: Faculty. 1 unit.

619. Readings: Commercial Law and Society in Historical Perspectives. Fraud, mortgage crises, banking regulation, tax evasion – these are bywords of our time but, of course, such concepts and concerns have a long history. Many of the foundations of modern law regarding property and obligation were laid in English courts in the eighteenth century - a period of remarkable commercial expansion, imperial overreach, and stock market plunges. How did developments in legal procedure and doctrine shape the course of socio-economic change in the modern age? And what kinds of impacts did commercialization and colonization have on English law in an era of expanding empire? Instructor: Rudolph. 1 unit.

619W. Readings: Commercial Law and Society in Historical Perspective Writing Credit. While enrolled in Law 619, Readings: Commercial Law and Society, students have the option to take an additional 1 credit if they wish to write a 15 page paper. *Law 619W must
be added no later than 7th week of class.* Instructor: Rudolph. 1 unit.

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

621S. Externship Seminar. The externship seminar serves as the one-unit companion course for law students who are engaged in externships in the Triangle area. Students will reflect on their placements, work on their communication skills, and deepen their understanding of professionalism through the classroom discussions and reflection papers. Instructor consent required. Corequisite: Law 621 Externship. Instructor: Gordon. 1 unit.


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.

628. JD Legal Writing Degree Requirement. The ABA requires all graduating JD students to complete at least one substantial written product after 1L. Students must write an original analytic paper (typically 30 pages in length) that involves significant independent research under the supervision of a faculty member. A student may use a paper written for a class or seminar, as an independent study project, law journal note, or any other paper that possesses the necessary rigor to fulfill this requirement. Law School Rule 3-31. Instructor: Faculty. 0 units.

629. JD-LLM Legal Writing Degree Requirement. Award of the degree of Master of Laws (International & Comparative Law) requires completion of a significant writing (four credits) on an international, comparative or foreign law subject. Law School Rule 2-2. Instructor: Faculty. 0 units.

638. Advanced Legal Writing Workshop - LLMs. The Workshop is a non-credit course offered during the spring semester that will address topics including contract drafting, brief writing, oral advocacy, legislative drafting, academic writing, advanced editing techniques, and other subjects that will be determined to be of interest to the enrolled students. International LLMs only. Instructor: Faculty. 0 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 LL.M 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.

677. Duke Law in DC: Rethinking Federal Regulation. This course is open to students participating in the Duke in DC integrated externship program. 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 paper for the course. This course is open to second and third year law students, by permission only. Instructor: Roady. 4 units.

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. Instructor: Anne Gordon. 9 units.

International LLM Program Courses

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. 0 units.

300. 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 Brandes, Lile-King, Stuart, Ligouri. 2 units.

395. Distinctive Aspects of United States Law. This course will introduce international students to several of the distinctive aspects of US law in the context of international business disputes litigated in US 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.

699. Continuation SJD. 0 units.

700. SJD Research. SJD Research. Variable credit.
Master of Laws, Law and Entrepreneurship Courses

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 Duke in Silicon Valley, the class takes place in the summer before 2L year for all JD/LLMLE students. The 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: Faculty. 4 units.

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

632. LLMLE Practicum. This Practicum will allow students to work in specialized fields of study that are designed to give students supervised practical application of a previously or concurrently studied theory. 5 units.

634. LLMLE Practicum for 3L JD-LLMLEs. This Practicum will allow students to work in specialized fields of study that are designed to give students supervised practical application of a previously or concurrently studied theory. Instructor: Faculty. 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: E. Buell. 2 units.

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.

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.

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.

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.

822. Hearings Practice. Students will consider strategies both for when to draft/offer motions in an ongoing litigation matter, and how best to draft and argue such motions in a hearing before a judge. During the course, students will participate in practical mock hearing exercises, with the opportunity for direct feedback on arguments and styles. 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.

831. In-House Legal Practice. Students in this course will (i) explore the role of in-house counsel as counsel and in-house counsel as a member of a larger commercial organization (publicly-traded company, large division of a publicly-traded company, large family-owned private company), (ii) gain an understanding of the skills that make counsel, but especially in-house counsel, effective, and (iii) apply these skills during a team assignment which will result in a presentation to “the client.” The focus of the course will be almost exclusively on the effective delivery of situation-relevant legal guidance within an organization. Instructors: 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.

837. Legal and Policy Aspects of U.S. Civil-Military Relations. The seminar will address the Constitutional and statutory structure of US 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.

844. The Counselor and the Client: The Corporate Context. This course is designed to introduce 1L JD students to the commercial, regulatory and institutional environment of contemporary business transactions, and the role of attorneys in advising and facilitating those transactions. Not only will students be acquainted with the vocabulary used in business and other organizations, but they will gain an understanding of the mechanisms, processes and personalities that accompany everyday commercial transactions. Instructor: Faculty. 0.5 units.

846. Compliance with the Foreign Corrupt Practices Act. This course will explore some of the main legal and practical issues surrounding compliance with the Foreign Corrupt Practices Act (FCPA). Instructors: Faculty. 0.5 units.

848. Insurance Law. Students will become familiar with the basic issues and concepts of insurance and insurance coverage. Instructor: Faculty. 0.5 units.

850. Client Representation: An Immigration Case Study. This course will provide students with a concise, practical walk-through of how to represent a client seeking asylum in the United States in the different stages of the US immigration process. More than 400,000 cases are currently pending in Immigration Courts around the country, all of which could be appealed to the Board of Immigration Appeals and then a US Court of Appeal; many present issues of asylum and protection under the Convention Against Torture. In a simulation of an actual case, including developing strategy, preparing and examining witnesses, and presenting arguments, students will be assigned roles. Instructor: Faculty. 0.5 units.

853. The Way It All Works: Investing, Negotiating and Operating in the Real World. This course will provide students the “big picture” of how the universe of pension funds, endowments, limited partners, general partners, and other investors is interwoven, how money is organized, and how lawyers, accountants, and other consultants and advisors fit into the process of raising capital, selling a company, and conducting due diligence. Students will explore concepts such as valuation, EBITDA, allocation of risk, hurdle rates, and other investment-related topics, with a focus on real-world insights into how these principles work in practice. Through a simulated capital raising process, students will determine the price they want to pay for a hypothetical company. Instructor: Faculty. 0.5 units.

855. Data Breach Response and Cybersecurity Due Diligence. This course teaches students how to manage successfully the critical workflow of a data breach response and a cybersecurity due diligence effort, rapidly becoming a critical factor of the decision-making calculus for a corporation contemplating a merger, acquisition, asset purchase, or other business combination; an organization taking on a new vendor, partner, or other alliance; or a private equity firm purchasing a new portfolio company. The attorney’s role during any due diligence process is key, especially during cybersecurity due diligence, when any problem can put a transaction at risk. Instructor: Faculty. 0.5 units.

856. Advocacy in International Arbitration. This course will introduce students to current controversies in international commercial and investment-treaty arbitration. Students will develop advocacy skills used by practitioners to resolve international disputes—and to shape the future of these global institutions. Instructor: Mellske. 0.5 units.

857. Lawyering in the Executive Branch. This course examines questions surrounding the intersection of law and policy when advancing a President’s agenda, and the role of the lawyer in meeting the needs of the client agency in the context of broader Administration priorities. Through a combination of presentations, group exercises, and simulations, students will be exposed to the work of executive branch lawyers. There will be special emphasis on attorney-client relationships within the Executive Office of the President as well as interagency legal interaction. Instructor: Faculty. 0.5 units.

858. Obtaining Electronic Evidence. This course will provide students with an overview of electronic evidence collection and allow them to work through some of the contemporary challenges facing both prosecutors and corporate counsel. Instructor: Faculty. 0.5 units.

859. Antitrust and Sports. This course will begin by examining leading cases dealing with the intersection of sports and antitrust, putting them in the broader context of joint venture analysis and examining whether there are special considerations in the context of sports leagues. Instructor: Faculty. 0.5 units.

860. Trademark Protection and the Changing Landscape of the Internet. The first phase of the course will provide an overview of protecting and defending client brand’s in Trademark Trial and Appeal Board proceedings. The second phase of the course will explore what protecting trademarks looks like in the changing landscape of the internet—in particular the second phase of the course will explore the creation and delegation of new domain name extensions and the trademark owner’s concerns regarding the same. Instructor: Faculty. 0.5 units.

862. All About the Benefits: An Introduction to ERISA and Employee Benefits. Employee benefits (e.g., pension, health & welfare, and disability plans) are significant balance sheet issues for companies and governments alike. This course will provide an introduction to the broad and deep federal statute that governs such issues (ERISA) and explore recent significant events in the field, such as the City of Detroit bankruptcy, the impact of the legalization of same-sex marriage on benefit plans, and pension de-risking transactions. Instructor: Faculty. 0.5 units.

863. Life or Death: The Decision-Making Process in a Death Penalty Case. Students will follow how a major state attorney’s office handled death penalty eligible cases from the initial crime scene visit through the conclusion of the case. The course will use a specific case study—the 2009 Thanksgiving Day murders of four family members in Jupiter, Florida—to examine how charging decisions were made, including the legal criteria and other case-related issues. One of the exercises may include having students conduct a mock capital case review in a
homicide case. The course also will discuss legislative and executive actions that influence how a prosecutor makes the decision to charge and/or resolve a capital case (including, as an example, the current and very public conflict between the Florida Governor and the State Attorney for the Ninth Circuit in Florida). Finally, the course examines the evolving law relating to jury and judicial decision-making in death penalty cases. Instructor: Faculty. 0.5 units.

864. Lawyer as International Development Professional. This course will examine what it means to be a government lawyer working in international development, and provide a practical introduction to the role of attorneys in US development policy and programming. Students will gain an understanding of the global development ecosystem as well as explore specific issues of interest to US governmental actors through presentations, group exercises, and simulations. Instructor: Faculty. 0.5 units.

865. Designing Creative Legal Solutions. Can the law of tomorrow be better than the law of today? Good lawyers help their clients navigate risk. Great lawyers are creative problem solvers who tackle increasingly complex challenges faced by their clients and their communities. In this course, we'll attack seemingly intractable legal problems to develop real, creative solutions. But, we won't do it alone! We've partnered with IDEO, a global innovation firm committed to creating disproportionate impact through design. Students will first gain access to Hello Design Thinking—a 90-minute online course that introduces students to the basics of Design Thinking. Students will then join faculty Rochael Soper Adranly, General Counsel & Legal Design Lead at IDEO, Jeff Ward, Director of the Duke Center on Law & Tech, and representatives of various community organizations to apply their learning to pressing legal challenges. Our goals will be to walk away with templates for real creative solutions for our community and real creative mindsets for ourselves. Instructor: Faculty. 0.5 units.

866. Legal Issues in Media Law: Producing the News. This course will introduce students to the wide range of legal issues handled by media lawyers, using two different models: the making of a documentary film (i.e., a long term project), and production of a nightly news show (a more fast-paced, deadline-driven endeavor). Students will learn basic principles and how to avoid common pitfalls. The course will also examine the risk management role of in-house counsel when dealing with grey areas. Instructor: Faculty. 0.5 units.

867. Leadership and Communication in the Law. Through a combination of theory, case studies, and group exercises, this course seeks to provide students with the opportunity to learn and practice some of the "soft skills" that will be essential to being successful and effective in their careers. Instructor: Faculty. 0.5 units.

868. Commercial Real Estate Transactions and Litigation: A Primer. This course will introduce students to the core types of real estate transactions practicing attorneys are likely to encounter, with a particular focus on how certain issues and relationships common in real estate transactions often lead to disputes and litigation. Real world case studies, as well as select break-out discussion sessions, will be utilized to identify and reinforce key business considerations and transactional/litigation strategy. Instructor: Faculty. 0.5 units.

869. Negotiating Domestic Violence Policies and Gender Inequality Reform in Professional Sports. This course will provide students with the opportunity to study two critical issues facing professional sports leagues and sports governing bodies: (i) inadequate domestic violence policies and (ii) gender inequality in respect of pay, working conditions and employment opportunities (i.e., coaching, scouting, league front office employment and team front office employment). Students will participate in a mock collective bargaining session and a group role play to develop policy recommendations for improving diversity and inclusion. Instructor: Faculty. 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.

503JS. Genetics, Neuroscience & the Law. This course will examine cutting-edge legal and policy issues arising from new discoveries in genetics and neuroscience. The course is designed for students without a science background and will provide a foundation in the scientific advances and their implications for US law. Department consent required. Instructor: Farahany. 1 unit.

504JS. Foreign Law in U.S. Courts. US judges are confronted with foreign law in a variety of situations—forum non conveniens, choice of law, recognition of foreign judgments, etc. This course serves as an introduction into how foreign law can, in these situations, be properly understood and applied. It thus serves as an introduction to comparative law for US judges. Instructor: Michaels. 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: Gualti 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.

541JS. Qualitative Research and the Judiciary. This course will provide an overview of qualitative methods of research, with a focus on conducting interviews. Instructor: Levy. 1 unit.

545JS. Advanced Topics in 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.

550JS. Strengths Become Vulnerabilities: The Downsides of Digitalization for the US. This course will examine some elements of the way that digitalization is impacting law. The first session will explain the challenge of digitalization and analyze its impact on Constitutional law. The second session will explore how digitalization is impacting the United States in international law and policy, and how the US law
and norms render the United States unusually susceptible to damaging operations inside the United States by our adversaries. Department consent required. Instructor: Goldsmith. 0.5 units.

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.

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.

559JS. American Statutory Interpretation. This course will examine the practice of statutory interpretation in the US legal system. The course will begin with the study of the basic approaches to statutory interpretation (intentionalism, purposivism, textualism, and pragmatism). Second, a distinctive feature of statutory interpretation by some state courts (methodological stare decisis) will be considered. Finally, a case study of a momentous question of statutory interpretation currently before the US Supreme Court (in King v. Burwell, No. 14-114) will be conducted. 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.

578JS. Race and the Civil Rights. This course will explore contemporary controversies in race and law. We will begin with an historical overview, after which we will pay particular attention to criminal justice questions, voting rights, free speech issues and education. Instructor: Charles. 1 unit.

580JS. FinTech Law & Policy. This course will address the critical legal, regulatory, and policy issues associated with cryptocurrencies, initial coin offerings, peer-to-peer lending and more. In addition, students will learn how regulatory agencies in the United States are continually adjusting to the emergence of new financial technologies. Department consent required. Instructor: Reiners. 0.5 units.

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.

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

Summer Courses

Summer Curriculum for the Duke-Leiden Institute in Global and Transnational Law

201L. Authority and Legitimacy in International Adjudication. There are two dozen international courts (ICs) in operation today with jurisdictions covering a broad array of subjects. ICs have issued myriad rulings on issues including the conduct of individuals during armed conflicts, respect for human rights, the legality of trade restrictions, territorial claims in the oceans and on land, and the protection of health, safety, and the environment. How have ICs established and maintained their authority and their legitimacy? This course explores these questions through a comparative analysis of global and regional ICs. More generally, the course analyzes the opportunities and challenges associated with building an effective systems of adjudication in international law. Instructor: Helfer/Stahn. Variable credit.

202L. Challenges in Multilateral and Regional Trade Governance. This course will explore how trade relations between states are negotiated and governed in regional and multilateral institutions. The course highlights the pluralistic and overlapping structure of modern international trade law where dozens of preferential trade agreements supplement and compete with the WTO’s multilateral trade rules. In the first half, the course will explore how shifting food prices can leave vulnerable populations without access to sufficient food resources and how regional and multilateral agreements have separately addressed such food security concerns. The second half focuses on how states resolve disputes once agreements have been negotiated, both in the food security context and for other issues. Instructor: Brewster/Gruni. Variable credit.

203L. Realizing Rights: Strategic Human Rights Litigation and Advocacy. This course provides a framework for understanding strategic human rights litigation and advocacy, assessing its limitations and challenges, as well as positive impacts. As advocates around the globe increasingly resort to litigation and advocacy—in national, regional, and international courts and/or forums—to protect and promote human rights, this course will explore what difference this litigation and advocacy makes in the real world, when and why. This course will draw heavily on case studies to illustrate issues and to provide insight into the broader question of how to assess and enhance the effectiveness of strategic human rights litigation and advocacy in the future. Instructor: Duffy/Huckerby. Variable credit.

204L. Comparative Foreign Relations Law and Democratic Accountability. This course will consider some of the legal issues common to constitutional democracies, as well as to the European Union (EU) as a supranational entity, in allocating authority in the conduct of foreign affairs. These issues include the distribution of powers between the legislative and executive branches relating to topics such as the making and unmaking of treaties, the conduct of diplomatic relations, and the use of military force. They also concern the constitutional and other
questions that can arise when nations delegate sovereign authority to international institutions. The first half of the course will compare and contrast how various constitutional democracies address common legal issues relating to foreign affairs. The second half will focus on how these issues are addressed within the system of external relations of the European Union and its Member States. Contemporary examples, such as the UK Supreme Court’s decision concerning “Brexit,” will be emphasized. Instructor: Bradley/Larik. Variable credit.

205L. Comparative Perspectives on Criminal Justice: Central Issues and Contextual Implementation. This course will use comparative law methodology to examine contemporary criminal justice issues, including over criminalization, corporate criminal liability, prosecutorial discretion, and bribery and corruption. The course materials will explore how the US system and other national systems respond to contemporary challenges. Readings also will consider how over-arching norms are transposed within supranational and international frameworks and down to national and subnational governments, from Europe to the United States (and vice versa) and back up to international treaties. Instructor: J. Coleman/Olcer. Variable credit.

222L. Taxation of Cross-Border Transactions. This course is an introduction to international income taxation of business transactions. After a brief explanation of basic income tax concepts, the principal rules of taxation relating to international business will be examined. Instructor: Schmalbeck/Valderrama. 2 units.

290L. Introduction to American Law. The first part of this course will introduce students to some distinctive aspects of United States law and legal institutions. Students will explore the interrelationship between state and federal law, as well as the various sources of law, including constitutions, common law, statutes, and treaties. Three issues involving significant public debate - gun control, same-sex marriage, and the Executive “travel bans” - will be used as lenses through which to examine the interplay between state and federal law and the respective roles of judicial, legislative, and public lawmaking, all against the backdrop of the US Constitution. The second part of the course will shift its focus to the trial court, looking at the role of the jury in US civil litigation. Students will learn the history of the jury trial in American jurisprudence, and will explore relevant rules of evidence, discovery, and legal ethics. Students also will have an opportunity to practice advocacy skills through a simplified mock trial, as well as understand the role of the jury in interpreting facts and seeking truth. Instructor: Metzloff/D. Coleman. Variable credit.

299L. Duke-Leiden Institute in Global and Transnational Law. The Duke-Leiden 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.
Degree Programs
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 of around thirty-five students, with most first-year classes taught in double sections.

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. 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.

Students must complete 87 course credits to earn the JD degree. 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 additional coursework between the first and second year at the Duke Law Summer Institute in Transnational Law. 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 Duke's summer institute, JD/LLM students participate in 24 course credits in international and comparative law.

Courses required for the LLM include international law; comparative law; research methodology in international, foreign, and comparative law; a selected seminar focused on international 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.

JD/LLM in Law and Entrepreneurship

The JD/LLM in law and entrepreneurship 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 24 course credits in entrepreneurship, business law, and IP courses for the LLM degree. 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 Degree

Duke offers the opportunity for students to earn both a law degree and a master’s degree in bioethics and science policy. Students who wish to pursue this program 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 the program by submitting separate applications to both the Law School and to The Fuqua School of Business.

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, students may choose to 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 https://law.duke.edu/admis/degreetoprograms/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 a one-year advanced legal studies program designed for students who have already earned their JD degree and 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 a practicum placement in a startup company, venture capital firm, regulatory agency, or similar organization. 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 must be a current judge.

The degree program consists of 24 course credits, six 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.

Master’s Degree in Legal Studies

This program is available. For further information contact William Hoye, Associate Dean for Admissions and Student Affairs, at hoye@law.duke.edu, or (919) 613-7020.
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.

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 beyond completion of 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 high-level careers in government or academia should apply to the SJD program. Applicants should submit samples of their written work and a description of their special research interest. The entire application will be reviewed by a Faculty Committee. 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
Journals

Duke University School of Law publishes the full text of its eight journals in free and accessible online format at https://law.duke.edu/scholarship/journals. We support and encourage open access to legal scholarship. Two 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. Approximately forty upper-level law students serve on the editorial staff of this publication. Twenty-two 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 two rising third-year students are selected each year on the basis of academic performance during the first two years at Duke Law. L&CP also selects up to two transfer students.

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 third 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 semester, 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 on international, transnational, and comparative law. The staff includes upper-class JD students and several international students earning the LLM degree at Duke.

Duke Environmental Law and Policy Journal. First published in 1991 as Duke Environmental Law and Policy Forum, the Duke Environmental Law and Policy Journal has grown into an interdisciplinary environmental law journal. DELPJ is an interdisciplinary semiannual journal with strong connections to Duke University’s Nicholas School of the Environment that examines environmental issues by drawing on legal, scientific, economic, and public policy resources. The journal 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 journal’s staff members are students at the Nicholas School of the Environment and the Sanford School of Public Policy.

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. This student-edited 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.

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 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 since 2006, 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 students with disabilities; 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, https://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 American Bar Association Law Student Division (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.

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 Pacific American Law Students Association. The Asian Pacific American Law Students Association (APALSA) 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. APALSA 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, APALSA 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.

Black Graduate and Professional Student Association. The Black Graduate and Professional Student Association (BGPSA) 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 (BLSA) 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 (BLS) 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 inter-disciplinary 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.

Duke Bar Association. The Duke Bar Association (DBA) 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 Criminal Law Society. The Duke Criminal Law Society strives to promote criminal law dialogue, scholarship, and careers in the Duke Law community. The Society provides a forum for students to learn about emerging criminal law issues and contribute to criminal law scholarship, practice, and policy making through speakers, panels, pro bono opportunities, and field trips.

Duke Environmental Law Society. Founded in 1988, Duke Environmental Law Society (DELS) 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 European Law Society. The Duke European Law Society aims to provide an intellectual and social forum for students who are from or interested in Europe by (1) fostering dialogue around current European law and politics through lunch panels; (2) connecting practitioners with students to inform them about the European legal market; and (3) providing a space for JDs, LLMs, and alumni to build long-lasting relationships and mentorship opportunities.

Duke Immigrant and Refugee Project. The Duke Immigrant and Refugee Project assists immigrants and refugees in the Triangle area to gain a sense of security and control over their lives by focusing its efforts on research, resources, and outreach for this target population. The Project offers research assistance on human rights and prepares legal memoranda for representatives of asylum seekers. The Project also undertakes multiple outreach efforts to provide needed resources to immigrant and refugee communities, including through the provision of “Know Your Rights” training sessions to immigrant teenagers and adults, the distribution of literature detailing rights and responsibilities in accordance with immigration law, and by assisting with other public needs as they arise.

Duke Law Basketball. Duke Law Basketball provides current Duke Law students and alumni with a network of students and alumni who also enjoy playing basketball while simultaneously representing Duke Law externally in a characteristic outside of academics by participating in multiple regional and national law school and school tournaments.

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.

Duke Law Israel Experience. The mission of Duke Law Israel Experience is to plan a trip for Duke Law students to experience Israeli and Israeli culture and gain a greater understanding of Israel, the Greater Middle East, and other related issues.

Duke Law Run Club. The mission of the Duke Law Run Club is to provide current Duke Law students with a community of runners while simultaneously representing Duke Law externally outside of academics by participating in runs throughout the Triangle, North Carolina, and nationally.

Duke Law & Technology Society. The Duke Law & Technology Society seeks to create a forum where like-minded students interested in the intersection of law and technology can share their ideas and satisfy their intellectual curiosity through peer (to-peer) instruction. The Society hopes to increase the Duke Law community’s understanding of and interest in legal technologies, which includes looking at both their most promising applications today and the implications these technologies have for the practice of law across all industries. The Society schedules guest speakers and demonstrations of cutting-edge legal tech, creates and organizes instructional resources, and connects its members with Duke alumni through sponsored networking events.

Duke Law Texas Club. The Duke Law Texas Club aims to (1) connect students interested in the Texas legal market with employers, alumni, and fellow students working in the state; (2) provide a social atmosphere to build friendships between Duke Law students heading to Texas; and (3) increase the overall awareness throughout the law school to the Texas market.

Duke Law Veterans. Duke Law Veterans seeks to advocate for a continued positive military and veteran environment at Duke Law, serves as a centralized resource for veteran-specific issues and outreach within the community, creates a connecting link between the larger student veteran organizations and Duke Law, and builds a network of veteran students, their friends, family, and Duke Law graduates to achieve greater personal and professional development within the veteran community.
Beyond the Curriculum

**Fashion Law Society.** The mission of the Fashion Law Society is to give Duke law students the opportunity to learn about the developing legal specialization of fashion law. Our goal is to inform students of the unique challenges that face this industry and to explore different career paths relating to fashion law. We want to create a collaborative environment with other societies to promote interdisciplinary events that draw upon labor and employment, government regulations, intellectual property, business, consumer culture and civil rights, and international trade.

**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.

**First Generation Professionals.** First Generation Professionals is an enhancement program at Duke Law School for students who are the first in their families to attend a professional school. The organization's goal is to address the transition and integration of first generation law students into Duke Law School by offering a welcoming community for members as well as academic, professional, and social support to navigate law school and future careers.

**Government and Public Service Society.** The Government and Public Service (GPS) Society is a 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 and helps plan the annual public interest retreat.

**Graduate and Professional Student Council.** The Duke University Graduate and Professional Student Council (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.

**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.

**Innocence Project.** The Duke Law Innocence Project® is a volunteer student organization that works to exonerate victims of wrongful convictions by investigating claims of actual innocence. After completing a careful review according to set criteria and guidelines, the various student teams present their conclusion to the Project leadership and faculty advisors. The Duke Law Innocence Project looks at wrongful convictions not only on an individual case-by-case basis, but also engages in policy reforms, and outreach to the community in education. The Project also helps its exonerees in their reintegration to society.

**International Law Society.** The International Law Society (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.

**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.** The Jewish Law Students Association (JLSA) is an organization of students and faculty, primarily from Duke Law School but including many non-law 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.

**Latin American Law Students Association.** The mission/purpose of Latin American Law Students Association (LALSA) is to aid new students in making the transition into law school, to encourage prospective Hispanic and Latino students to come to Duke, and to connect current students with alumni. By hosting various events, LALSA brings together students and professionals to discuss the issues faced by Hispanic lawyers, the responsibilities 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 usually intermingled with social activities where Hispanic and other law students can experience the richness of Hispanic culture. Aside from its role in the law school, LALSA maintains ties with the wider Duke
community through collaborations with the Duke University Hispanic Latino Alumni Association (DUHLAA) and the undergraduate group Mi Gente, which sponsors salsa parties and other social events celebrating Hispanic culture. LALSA endeavors to enhance Duke Law School’s environment by sharing the richness of Hispanic culture with the school.

Law & Economics Society. The Duke Law & 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 Students for Accessibility. Law Students for Accessibility works to create a more inclusive legal community for students whose needs create unique challenges at law school and in the legal community. These include: students with disabilities (mental, physical, and emotional), students with children, students who are breastfeeding, trans*, gender-nonconforming, and LGBTQ+ identified students, and students who practice various religions.

Middle East and North African Law Students Association. The Middle East and North African Law Students Association (MENALSA) strives to promote an understanding of Middle East and North African (MENA) social, legal, and professional issues. The organization seeks to expand MENA representation and develop MENA leadership in the legal community. MENALSA works toward these goals by organizing educational and cultural events.

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.

Muslim Law Students Association. The mission of the Muslim Law Students Association is to raise awareness of contemporary problems related to the intersection of Muslim-American identities and the American legal system and to provide community-building and networking opportunities for Muslim law students at Duke University School of Law.

National Lawyers Guild. The National Lawyers Guild is an association dedicated to the need for basic change in the structure of our political and economic system. It seeks to unite the lawyers, law students, legal workers, and jailhouse lawyers of America in an organization that shall function as an effective political and social force in the service of the people. Guild members effectively network and hone their legal skills in order to help create change at the local, regional, national, and international levels. The National Lawyers Guild’s aim is to bring together all those who recognize the importance of safeguarding and extending the rights of workers, women, LGBTQ people, people with disabilities and people of color, upon whom the welfare of the entire nation depends; who seek actively to eliminate racism; who work to maintain and protect our civil rights and liberties in the face of persistent attacks upon them; and who look upon the law as an instrument for the protection of the people, rather than for their repression. The Duke chapter seeks to build community on the Duke campus, create opportunities for networking between progressive and radical law students and lawyers, and champion progressive and radical causes at Duke, in Durham, and beyond.

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. OutLaw is the student group dedicated to serving the Lesbian, Gay, Bisexual, Transgendered, Queer and Ally student community at Duke University School of Law. OutLaw’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 (PILF) is a student-run organization at Duke Law School that is dedicated to helping students finance their summer public interest legal internships and bar exam costs for graduating students embarking on public interest careers. 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 or bar grants to graduating students. PILF’s signature event is a semi-formal auction, which raises thousands of dollars for student summer fellowships.
Beyond the Curriculum

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.

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 [https://law.duke.edu/publicinterest/](https://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 law school faculty or join a student-organized group project. Group pro bono projects include: Cancer Pro Bono Legal Project; Coalition Against Gendered Violence; Guardian ad Litem; Environmental Law Project; Lawyer-on-the-Line; Lawyers for Literacy; Innocence Project; Duke Immigrant and Refugee Project; Semester Break Legal Service Trips; Street Law; Veteran's Assistance Project; and Volunteer Income Tax Assistance Project (VITA). The Office of Public Interest and Pro Bono also sponsors time-limited projects throughout the academic year.

**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 staff 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 who meet the requirements are guaranteed summer funding to enable them to accept otherwise unpaid employment with government and nonprofit employers in the United States and abroad. Funding comes through a variety of sources, including 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 student who secures summer public interest or government employment, and also completes twenty hours of public service during the school year, which consists of ten hours working with the Public Interest Law Foundation (PILF) and another ten with PILF or an approved pro bono project. The Alumni and Development Office, the Office of Public Interest and Pro Bono and PILF all work to raise funds for the Dean's Summer Service Grant program.

**Public Interest Conference Funding.** The law school sets aside funding each year to sponsor students who wish to attend public interest conferences. This funding is limited so students are encouraged to seek other funding. A large number of students attend the Equal Justice Works Conference and Career Fair each fall.

**Public Interest Interview Travel Funding.** The law school provides some funding for third year students who need to travel for interviews for post-graduate public interest or government positions, as in many cases these employers are unable to pay interview travel expenses. This funding is limited and students must apply for it.

**Certificate in Public Interest and Public Service Law.** This JD Certificate program is for students committed to a legal career in public service. Students typically apply and enroll in the spring of their first year, though some students may receive permission to apply later. Enrolled students complete curricular requirements and are assigned faculty, alumni and peer mentors to assist them in selecting academic, clinical and experiential courses that will help them develop competencies necessary to achieve their professional aspirations. Students in the program benefit from a community of peers, faculty, administrators and Duke Law alumni committed to supporting them as they pursue careers in public interest and public service.
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 are the basic working materials for both the practicing attorney and the legal scholar. The Goodson Law Library provides a mix of spaces for study, research, and reflection that encourages both collaborative work and individual quiet study and integrates technology and library services. At Duke Law, students have ready access to rich 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 https://law.duke.edu/lib. Keep up with current news and announcements by following the Goodson Blogson at https://dukelawref.blogspot.com/.

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 collections. At the Goodson Law Library, 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. Law-trained librarians also provide instruction in the first-year research and writing program and regularly offer seminars in topics of advanced legal research. Additional library staff members provide empirical research support for statistical projects to faculty members and are available for consultation with students and journal editors.

Collections

The Goodson Law Library serves as a resource for legal materials for both the law school and the university community. The law library relies increasingly on electronic sources of legal information while continuing to develop and maintain in-house collections of print resources to support research and scholarship at all levels and for all time periods. It is an outstanding 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, intellectual property and international law. Reflecting Duke’s emphasis on interdisciplinary approaches to scholarship and learning, the library’s collections provide access to a broad range of resources on law’s intersections with other disciplines. Comparative and international perspectives enhance nearly every area of legal study, and the library maintains strong foreign and international law collections to support research in these areas. 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 Duke University Libraries.

Together, the Duke University campus libraries make up one of the major research collections in the country. Law students can use digital resources, and easily 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 emails 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, the department maintains computers and printers in the library dedicated to student use. Academic Technologies is responsible for the web presence of the law school and for audio-visual technologies in 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 https://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 frequently live webcast and, in most cases, archived on the web. The majority of courses have Sakai course sites that provide access for students to course email lists, syllabi, e-reserves, and other materials.

The law school classrooms have built-in capabilities to project from computers, mobile devices, DVDs and Blu-Ray discs. The classrooms have power at nearly every student seat, and network access for all laptops and mobile devices through ubiquitous Wi-Fi. All standard classrooms can be used for videoconferencing, and class sessions can be recorded in most rooms either by schedule or on ad hoc basis. All A/V equipment can be used by students for classes, or by student groups at other times.

The Scheinman Media Lab has 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 Tech Hub is a collaborative space, with an advisory board of faculty, staff and students, and provides a facility for events, demonstrations and meetings dedicated to the area of law practice and technology.

The school is a member of the Computer Assisted Legal Instruction consortium (CALI), and makes CALI tutorials and other resources freely available to students to support the law school curriculum.

Academic Technologies staff members are available to 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 https://law.duke.edu/actech/orientation/.

The senior staff of Information Services includes:

- Femi Cadmus, LLB, LLM, MLIS, Archibald C. and Frances Fulk Rufty Research Professor of Law and Associate Dean of Information Services and Technology and Director of the J. Michael Goodson Law Library;
- Jennifer L. Behrens, BA, JD, MLS, Associate Director for Administration and Scholarship, Goodson Law Library and Senior Lecturing Fellow;
- Rachel Gordon, BA, JD, MBA, MLS, Associate Director for Public Services and Senior Lecturing Fellow; and
- Wayne Miller, BA, PhD, Associate 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 https://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 https://law.duke.edu/admis/.

Master of Laws in Law and Entrepreneurship (LLM-LE)

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 80, and the admissions process in the chapter "Admissions" on page 38, or contact the admissions office or visit their website at https://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-five students from as many as forty 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. 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. 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. All LLM students will receive orientation to the law library and the computer system. LLM students have the opportunity to join almost every extracurricular activity of the Law School.

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...
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. Admission decisions are made on a rolling basis, with most applicants being 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 or need to outstanding international students. All non-US citizens admitted 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

Graduate students at Duke University have a wide choice of housing in the Durham area. Compared to most urban areas, the cost of living and quality of life in Durham are excellent. Many students prefer to have a car since off-campus public transportation does not serve all areas, although the university provides free transportation to many conveniently located apartment complexes.

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 résumés and with interview techniques, and to offer other kinds of assistance as necessary. LLM 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 finding positions with American law firms. While not all states allow LLM graduates to sit for the bar exam, many Duke LLM graduates sit for the New York bar exam. Information about taking state bar examinations is available in the Office of Career Services. Many students remain at Duke University to take bar exam preparation courses in the summer after graduation.

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 190.01 (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 one of the law school’s two summer institutes. The Duke-Leiden Institute in Global and Transnational Law is cosponsored by the University of Leiden and located in Leiden and the Hague in the Netherlands. It runs for four and a half weeks from mid-June to mid-July. The Summer Institute on Law, Language and Culture (SILLC) is conducted at Duke for three and a half weeks. It runs from mid-July to mid-August.

Courses at the Leiden 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, the institute offers afternoon seminars on international or comparative law topics. The Duke-Leiden Institute takes advantage of the many international courts and organizations located in the Hague to take students to the organization for presentations on international law topics by highly placed officials. LLM students enrolled at Duke who attend the Duke-Leiden Institute may be able to earn up to six course credits toward their degree.

SILLC is designed as an introduction to the US legal system. Students read, write, and discuss in small class meetings a wide variety of US legal issues and legal vocabulary. They receive instruction in research and writing as well as oral expression. They prepare for studying at US law schools, as well as visit courts and law firms in the region, observing trials and speaking with judges, prosecutors, and attorneys. SILLC does not award academic credit.

The Duke-Leiden Institute will enroll approximately forty students 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, and may include judges, lawyers, faculty members, and government officials.

SILLC enrolls approximately thirty-five students each year. While the majority of SILLC students then matriculate in the Duke or other LLM programs, SILLC students also include law students and attorneys who want to improve their legal English while receiving an introduction to the US legal system but do not intend to immediately enroll in an LLM program.

Brochures describing the Duke-Leiden Institute can be obtained from Duke University School of Law, while SILLC is described online. For a description or for additional information on admissions, faculty, and course listings of the Duke-Leiden Institute, visit https://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. The mission of Duke Law School is to help every graduate launches 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.

Duke Law School teaches first-year students that relationships are a building block of their careers, and the school creates opportunities for students to develop them. Through these relationships, students learn about their future profession, explore career possibilities, and grow as individuals. By fostering this interpersonal development early on, the school encourages its students to become active and engaged members of the Duke Law community.

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, the school’s 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. Every 1L is assigned a Career Counselor, who meets with the student at least three times during the first year. Duke Law School wants each graduate to leave the 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. Duke structures 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.
- Learn about the universe of job and careers.
- Ask questions to which you don’t know the answer.
- Build relationships with professors, classmates, and alumni.
- Take advantage of the opportunities Duke brings you.
- Match your strengths and values with a corresponding position within the universe of careers.

Students enter Duke Law School at differing points along the career path, and the Career and Professional Development Center is 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 provides the following:
- individualized career advising—every student works one-on-one with one of the center’s experienced career advisors;
- extensive programming, including a 1Ls series designed to teach valuable professional development skills such as professional communication, interviewing and networking;
- multiple practice interview opportunities, including around the country and abroad, to improve communication and interpersonal skills;
- comprehensive resources, including career guides, access to jobs databases, and an exclusive job board;
- a robust recruiting program; and
- a dedicated Director of Clerkships who meets individually with every student interested in pursuing a judicial clerkship.

In addition, basic skills, such as writing and drafting legal résumés and cover letters, are covered. The center provides 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, Government & Public Interest Speakers Series, Sharing Our Affinities—the 1L Diversity Reception, 1GP Networking Nights for students who are the first in their family to attend college, the 1L Blueprint for Professional Success, the Public Interest Retreat, the International Lawyers’ Series, and numerous other speakers. Equally important are programs where upper-level students describe their experiences to newer students or organize educational events for their classmates.

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 the school’s outstanding faculty. Some students decide to experience life in a law firm for the summer. Other students find jobs abroad and/or participate in Duke Law School’s summer program in the Netherlands. The goal of Duke 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 2L 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, Duke encourages students to work closely with the Career and Professional Development Center. Every student needs to pursue opportunities through multiple channels, including networking, research, and letter writing to employers; contacting alumni; and on-campus interviewing. The center helps 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
• emerging technology companies and big corporations.

With hundreds of employers coming to campus each year and actively soliciting Duke applicants through regional job fairs, résumé collects, and other channels, Duke students are able to interview with a broad array of employers. The law school also organizes Regional Receptions 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 the school strongly encourages 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 $3,400 per week, depending on the firm and city. Students who work for public interest organizations during the summer are eligible to apply for guaranteed summer public interest funding and fellowships sponsored by the law school and other organizations. 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 Duke’s students, too. Indeed, few law schools match the dispersion of their graduates that is found at Duke, and the law school today has more than 11,000 alumni living and practicing law in almost every state in the country. Duke Law School also has 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. The center has 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.
Over 12,000 Duke Law School alumni can be found across the country and around the world, yet their relationship with the law school remains close. Every graduate of Duke Law is a member of the Law Alumni Association. The Alumni and Development Office, working with the Duke Law Alumni Association, connects the school’s alumni with the law school and with each other. Information about alumni programs sponsored by Duke Law School is available online at https://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, including the New Lawyers’ Division. More information is available at https://law.duke.edu/alumni/connected/boards/.

Board of Visitors

The Board of Visitors serves as the advisory board for the dean and the law school administration, the university administration, and the university Board of Trustees. A slate of nominees is reviewed and appointed annually by the president of Duke University with the advice and counsel of the dean of the law school and the current chair of the Board of Visitors. Members serve three year terms.

Law Alumni Association Board of Directors

Every alumnus/a of the Law School is a member of the Law Alumni Association (LAA). The LAA Board of Directors, its governing body, consists of approximately sixty-five members representing diverse geographic concentrations, a wide variety of practice areas and business interests, and different decades of graduation. The group includes forty Experienced Alumni Members and twenty-five New Lawyers Division Members who represent the five most recent graduating classes. The board is working to build a worldwide Duke Law network for alumni and students.

Local Alumni Regional Boards

The Alumni and Development Office coordinates and supports the activities of local Duke Law regional boards in the United States and abroad to foster a sense of community and to apprise alumni and friends on the dynamic ongoing work of the law school. These boards organize social and educational events which are often attended by a Duke Law administrator or faculty member. Besides serving a social and networking function and encouraging involvement with all things Duke Law, regional boards also provide practical assistance to such school offices as admissions and career services. To learn more about regional alumni activities, visit https://law.duke.edu/alumni/connected/clubs/.

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 Office of International Studies, sponsors programs to cultivate relationships with current international students and international alumni. There are several active Duke Law alumni groups outside the United States. To learn more about international alumni engagement, visit https://law.duke.edu/alumni/international/.

Reunions and Alumni Weekend

The Alumni and Development Office organizes alumni 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 https://law.duke.edu/alumni/reunion/.

Alumni Awards

The Law Alumni Association Board of Directors presents five awards to outstanding graduates and friends. More information is available at https://law.duke.edu/alumni/reunion/alumniawards/.

- **The Charles S. Murphy Award for Achievement in Civic Service** 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 for Professional Achievement** 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 for Excellence in Education** 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 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 Career and Professional Development Center, to speak about their practice specialty or pro bono activities, or to guest lecture in particular classes.

In addition to coordinating these activities, the staff of the Alumni and Development Office is eager to get to know students throughout their law school careers. The staff is available to individual students and student organizations who wish to contact alumni. The Alumni and Development Office helps to usher students into alumni status by coordinating, along with the Office of Student Affairs, the law school’s convocation 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. Our success is based on the dedication of our alumni and friends who recognize the value of a world-class education. The Duke Forward campaign concluded in June 2017, during which more than $130 million was raised in support of students, faculty, and initiatives. Duke continues to seek funds for the school’s most critical priorities, including the annual fund, which provides unrestricted support for the school’s operational needs and emerging priorities, financial aid, professorships, and clinical programs. More information is available at https://law.duke.edu/alumni/.

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 email 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 commitments and gifts.
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