University’s Mission Statement

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.
The information in this bulletin applies to the academic year 2003-2004 and is accurate and current, to the extent possible, as of September 2003. 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 discriminate on the basis of race, color, national and ethnic origin, disability, sexual orientation or preference, gender, or age in the administration of educational policies, admission policies, financial aid, employment, or any other university program or activity. It admits qualified students to all the rights, privileges, programs, and activities generally accorded or made available to students. The university also does not tolerate harassment of any kind.

Questions, comments or complaints of discrimination or harassment should be directed to the Office of the Vice-President for Institutional Equity, (919) 684-8222. Further information, as well as the complete text of the harassment policy, may be found at http://www.duke.edu/web/equity/.

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

Information that the university is required to make available under the Student Right to Know and Campus Security Acts may be obtained from the Office of University Relations at 684-2823 or in writing to 615 Chapel Drive, Box 90563, Duke University, Durham, North Carolina 27708.

Duke University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; telephone number 404-679-4501) to award baccalaureates, masters, doctorates, and professional degrees.

Inquiries about the Law School may be made by calling (919) 613-7006. Queries about admissions, financial aid or other aspects of the Law School’s programs, may also be sent via the Internet to ADMISSIONS@LAW.DUKE.EDU. Please also see the Law School’s World Wide Web Site at HTTP://WWW.LAW.DUKE.EDU.
# Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calendar</td>
<td>4</td>
</tr>
<tr>
<td>University Administration</td>
<td>5</td>
</tr>
<tr>
<td>Law School Administration</td>
<td>5</td>
</tr>
<tr>
<td>The Distinction of Duke</td>
<td>8</td>
</tr>
<tr>
<td>Law Faculty</td>
<td>18</td>
</tr>
<tr>
<td>Admissions</td>
<td>40</td>
</tr>
<tr>
<td>Financial Information</td>
<td>46</td>
</tr>
<tr>
<td>Scholastic Standards</td>
<td>52</td>
</tr>
<tr>
<td>Curriculum</td>
<td>56</td>
</tr>
<tr>
<td>Degree Programs</td>
<td>84</td>
</tr>
<tr>
<td>Beyond the Curriculum</td>
<td>90</td>
</tr>
<tr>
<td>Law Library and Computing Services</td>
<td>102</td>
</tr>
<tr>
<td>International Students</td>
<td>106</td>
</tr>
<tr>
<td>Career Services</td>
<td>112</td>
</tr>
<tr>
<td>External Relations</td>
<td>116</td>
</tr>
<tr>
<td>Appendices</td>
<td>120</td>
</tr>
</tbody>
</table>
Duke University School of Law
Academic Calendar 2003-2004

Summer Term 2003

Mon. & Tues., June 2-3 Orientation
Wednesday, June 4 First day of class
Friday, July 4 Independence Day holiday
Friday, July 25 Last day of classes
July 26 - August 2 Reading and examination period

Summer Programs in Geneva, Switzerland and Fukuoka, Japan

Sunday, July 6 Registration and Orientation
Monday, July 7 First day of classes, first session
Friday, July 18 Last day of classes, first session
Monday, July 21 First day of classes, second session
Friday, August 1 Last day of classes, second session
August 3-5 Examination period

Fall Term 2003

Mon.-Wed., August 18-20 Orientation
Thursday, August 21 First day of class for first-year courses
Monday, August 25 First day of classes for upper-level courses
October 13-17 Fall Break (first-year writing)
November 27-28 Thanksgiving Break
Monday, December 1 Thursday classes meet
Tuesday, December 2 Last day of classes; Friday classes meet
December 3-19 Reading and examination period

Spring Term 2004

Wednesday, January 7 First day of classes for all courses
Thursday-Sun., January 15-18 Intensive Trial Practice Weekend
Monday, January 19 Martin Luther King, Jr., Holiday
March 8-12 Spring Break
Wednesday, April 14 Last day of classes; Monday classes meet
Thursday, April 15 Make-up day
April 16 to May 3 Reading and examination period
Saturday, May 8 Law School Hooding Ceremony
Sunday, May 9 University Commencement
University Administration

GENERAL ADMINISTRATION

Nannerl Overholser Keohane, Ph.D., President
Peter Lange, Ph.D., Provost
Thurston B. Morton III, B.A., President of Duke Management Company
Ralph Snyderman, M.D., Chancellor for Health Affairs and Executive Dean, School of Medicine
Tailman Trask III, M.B.A., Ph.D., Executive Vice-President
David B. Adcock, J.D., University Counsel
Joseph L. Alleva, M.B.A., Director of Athletics
John F. Burness, A.B., Senior Vice-President for Public Affairs and Government Relations
H. Clint Davidson, Jr., M.B.A., Vice-President for Human Resources
Kemel Dawkins, B.A., Vice-President for Campus Services
William J. Donelan, M.S., Vice-Chancellor for Health Affairs and Executive Vice-President/Chief Operating Officer, Duke University Health System
Tracy Futhery, M.S., Vice-President for Information Technology and Chief Information Officer
N. Allison Hallom, A.B., Vice-President and University Secretary
B. Hofler Milam, M.B.A., Vice-President for Financial Services
Larry Moneta, Ed.D., Vice-President for Student Affairs
John J. Piva, Jr., B.A., Senior Vice-President for Alumni Affairs and Development
Benjamin D. Reese, Jr. Psy.D., Vice-President for Institutional Equity
James S. Roberts, Ph.D., Executive Vice-Provost for Finance and Administration
Steven A. Rum, M.S., Vice-Chancellor for Development and Alumni Affairs
Robert S. Shepard, Ph.D., Vice-President for University Development
Robert L. Taber, Ph.D., Vice-Chancellor for Science and Technology Development
R. C. “Bucky” Waters, M.A., Vice-Chancellor for Special Projects
Gordon D. Williams, B.A., Vice-Chancellor for Medical Center Operations and Vice-Dean for Administration and Finance, School of Medicine
R. Sanders Williams, M.D., Vice-Chancellor for Academic Affairs and Dean of the School of Medicine
William H. Willimon, S.T.D., Dean of the Chapel

Law School Administration, 2003-2004

Katharine T. Bartlett, Dean and A. Kenneth Pye Professor of Law
James E. Coleman, Jr., Senior Associate Dean, Academic Affairs
Richard A. Danner, Senior Associate Dean, Information Technology
Theresa A. Newman, Associate Dean, Academic Affairs
Judith A. Horowitz, Associate Dean, International Studies
Dennis J. Shields, Associate Dean, Admissions and Financial Aid
E. Carol Spruill, Associate Dean, Public Interest Activities and Special Projects
Thomas B. Hadzor Associate Dean, External Relations
Jill S. Miller, Assistant Dean, Student Affairs
Gael Hallenbeck, Assistant Dean, Finance and Administration
Bruce A. Elvin, Assistant Dean, Career Services
Mark P. Bernstein, Deputy Director, Law Library
Altruism combined with realism; knowledge of fundamental principles and capacity to apply them; courage to insist on the right and patience to achieve it; understanding of the timidity of the weak; fearlessness of the domination of the powerful; sympathy for the mistakes of the indiscreet; caution of the craftiness of the unprincipled; enthusiasm for that which is fine and inspiring; reverence for that which is sacred; these are some of the attributes of great lawyers.

Justin Miller
Dean, 1930-34
Duke University

The Law School is an integral part of one of the nation's foremost research universities. Duke's origins were in Randolph County where, in 1838, the Methodist and Quaker communities formed Union Institute to educate their children. The school was chartered by the state in 1851 as Normal College and granted the authority to grant degrees in 1853. In 1859 its mission was expanded to educate ministers and its name changed to Trinity College, which relocated to Durham in 1892. In 1924, a grant from James Buchanan Duke made possible its transformation into Duke University, with the advice by Mr. Duke that "courses at this institution be arranged, first, with special reference to the training of preachers, teachers, lawyers and physicians, because these are most in the public eye, and by precept and example can do most to uplift mankind."

Although Duke is young by comparison to other major American universities, its undergraduate programs and its graduate and professional schools together have attained an international stature and a reputation for quality and innovation that few universities can match. Among Duke's unique strengths are an extensive network of interdisciplinary collaboration, an emphasis in teaching and research initiatives addressing global and international issues, and a commitment to growth in environmental studies and the basic sciences.

Duke has one of the most spacious and lovely campuses of any major university. The beautiful neoGothic buildings on West Campus, stately Georgian-style architecture on East Campus, and stunning contemporary design of its newest centers and schools (including an addition to the law building itself) are situated in and around 7,700 acres of undeveloped forest and 30 miles of jogging trails. Geographically, Duke is located near the cultural and research resources of three other major universities and to the hightechnology business and research center of the Research Triangle Park. It is also accessible to the natural beauty of the Blue Ridge Mountains to the west and the state's many beaches to the east. The climate is mild, with spring beginning as early as February and fall reaching well into November. Plays, concerts, lectures, and athletic events are plentiful in a setting free of many of the daytoday aggravations and distractions of larger metropolitan centers. For these reasons and others, survey after survey singles out the Triangle area in which Duke is located for its high quality of life.

Current information on Duke University programs and events is available through the university's World Wide Web site: http://www.duke.edu.
The Law School's Mission

The Law School was established as a graduate professional school in 1930. Its mission is to prepare students for responsible and productive lives in the legal profession. As a community of scholars, the Law School also provides leadership at a national and international level in efforts to improve the law and legal institutions through teaching, research, and other forms of public service.

Because the Law School's mission focuses on students' broader preparation for a life in the law, students should not come to the school expecting primarily to amass information about the specific laws of particular jurisdictions. In fact, only a small part of the preparation required for participation in the legal profession entails the transmission of legal rules, which are countless and subject to frequent change and reinterpretation. The best lawyers are those who have internalized the processes of legal reasoning, which require creativity as well as intellectual discipline and critical analysis, and who have acquired the capacity for legal judgment that can be adapted and applied to new fields and to the circumstances of an ever-changing world. At Duke Law School the faculty focuses on helping students develop the adaptive skills and broader perspectives required of lawyers across the spectrum of legal practices.

Learning Environment

Duke law students come from all parts of the United States and, in already significant and growing numbers, from other parts of the world. Although about a tenth are graduates of Duke's Trinity College, most Duke law students have few prior contacts with the area. Most live in the apartments, townhouses, and renovated older homes within a few minutes of the school. Because of these circumstances, Duke law students are more likely than others to find their social circles merging with their academic ones.

Admission to Duke Law School is highly competitive. Only a handful of law schools admit an entering class with a higher median Law School Admission Test (LSAT) score, and most students graduated at or near the top of their undergraduate classes. Many students have earned advanced degrees in other fields and many have achieved distinction in non-academic pursuits as well, such as athletics, business, or community service. As one should expect from such a group, they are competitive and hard working. The Law Library receives intensive use by students throughout most weekends and a few students can be found there into the small hours of most nights.

At the same time, Duke Law School has a deserved reputation for maintaining a friendly and helpful environment for students, with a less competitive atmosphere than is found at other top law schools. Several factors make this possible. First, Duke is smaller than most of its rivals. The school aims at an entering class of about 200. Several schools with which Duke competes are twice that size, and some are three times as large. While a larger size may offer some advantages, it also depersonalizes relationships among students and between faculty and students.

Second, the Duke law faculty is more accessible than most. In part, this accessibility reflects a curricular design that brings all first-year students into close contact with a member of the regular faculty through a small section of approximately 33 students in one course in their first semester. These small sections offer students the opportunity to get to know at least one professor well and to support each other in their introduction to the law school experience. Many students continue in upper-class years to find their close friends and study partners among those who were in their first-year small sections.

Law faculty accessibility is also a mark of the ethic of our faculty, who view their profession as teaching and scholarship, not the practice of law. Duke faculty are excellent, dedicated teachers. In addition, professors tend to be in their offices on most days throughout the calendar year and have either regular office hours or very flexible "open door" policies.

10 Learning Environment
Another factor contributing to the somewhat less competitive atmosphere at Duke is the fact that Duke law graduates disperse more broadly upon graduation than do those of most law schools, to about 30 to 35 states. As a result, few Duke students are in direct competition for the same first job, except possibly for the most highly competitive judicial clerkships. In addition, placement rates of Duke law students are very high. Of the 2002 graduating class, 96 percent of students had jobs by the date of graduation and 99 percent were employed within nine months. Approximately 16 percent of graduated students typically begin their careers in judicial clerkships.

Professionalization

In recent years, there has been growing concern in the legal profession and the public more generally about the adequacy of professional training of lawyers. Concerns have focused on (1) the adequacy of legal skills, especially writing, negotiation and mediation, and oral persuasion, (2) the decline in ethical standards, and (3) the failure of legal education to keep pace with the changing demands of law practice, which is more international and which requires greater knowledge of business, administrative agencies, and technology than in the past. In addition to offering a variety of courses in the areas of legal ethics and professionalism generally, the Law School is addressing these concerns in a variety of ways.

Legal Research and Writing and Lawyering Skills Programs. Duke's year-long legal research and writing program for first-year law students is unsurpassed among the top law schools in this country. At many schools, these courses are taught by upperclass law students, recent law graduates, or practitioners who serve as adjunct instructors. At Duke, the research and writing course is taught by persons with substantial past law practice experience who have moved into the teaching of legal writing as their primary professional commitment.

Duke's approach to teaching writing combines an emphasis on the integration of legal analysis, writing, and research with a focus on how readers read a document and what techniques used by the writer will help readers understand the writer's intentions. In their substantive courses, the students learn how to be creative in constructing a variety of interpretations of a given piece of prose; in the writing course, they learn how best to limit the number of interpretations of their prose that others can make.

Writing assignments range from short case briefs to motion documents and appellate briefs. The students' classroom experience is supplemented by individual conferences with instructors and large group lectures on reader expectation principles. Legal research skills are taught by members of the Law School's excellent library staff and are fully integrated with the legal writing instruction.

In the upper-class curriculum, Duke has developed a distinctive clinical program that emphasizes clinical training primarily through simulation. This program covers a wide variety of fields of legal study. Approximately one-half of Duke's law students...
take courses in negotiation and mediation and in trial practice. Practical, hands-on clinical training is also provided in such areas as appellate practice, death penalty litigation, community economic development, AIDS law, education law, poverty law, criminal law, entertainment law, estate planning, federal civil rights, international arbitration, and professional malpractice. Some of these courses are taught by members of the regular faculty and some are taught by outstanding practitioners, several of whom come to us on an adjunct basis from leading law practices in Washington, D.C., and New York City.

The International Dimension. No law school can ignore the impact on the legal profession of the current globalization of world markets, the growth in economic regional integration, such as the European Union and the North American Free Trade Agreement, and the growing interdependence of individual countries facing common threats to the environment, international security, and political stability. The Law School at Duke has helped to lead the efforts of the wider university community to respond to these important developments.

The Law School's innovative approach to preparing its students for law practice in an increasingly international economic and political scene was evident when it became the first law school in the United States to offer American students the special opportunity to begin their legal studies in the summer to pursue a formal J.D./LL.M. joint-degree program in international and comparative law. This program attracts to Duke many students with a special interest in these fields, with close to one out of seven members of each entering class enrolled as joint J.D./LL.M. students. Students in this program devote a substantial part of their first year to the study of foreign and international law, thus materially broadening their perspective on the standard first-year law material. These same students go on to study in one of the two Law School four week residential programs abroad. The annual Institute in Transnational Law in Geneva, sponsored by Duke and the University of Geneva Faculty of Law, involves over 50 participants, about one-third of whom are from Duke with the remainder from more than 20 countries throughout the world. The faculty comes from Duke Law School and from several foreign and other American universities. This program provides its participants an opportunity to meet representatives of such Geneva-based international bodies as the World Intellectual Property Organization and various private international law firms. The Asia-America Institute in Transnational Law was developed along the same model as the Geneva program. It offers an alternative setting for joint-degree students with special interests in Asia and the Pacific Rim. The Institute was held in Kyushu University Law Faculty in Japan in 2003. In previous years, the Institute was held at Hong Kong University. The future location of the Asia-America Institute in Transnational Law will depend on various factors, such as current health, economic, and security issues.

The Law School's excellence and growing presence in comparative and international law are made possible by a superb core faculty. Some faculty members are from foreign countries and many others are leading experts in various fields with international and comparative dimensions, including comparative law, international business transactions, and public international law. New members of the faculty recently have been added in the fields of privatization, international trade, and international environmental law. Duke law faculty have taught or lectured to international audiences in as many as 40 countries in recent years.

Because of the Law School's strengths in the international law area, the school has attracted foreign faculty visitors from many countries. Regular ties have now been established with professors who are recurring visitors from Brussels, Tokyo and Beijing. In addition, recent years have brought visitors from Aarhus, Alberta, Cape Town, Caracas, Copenhagen, Exeter, Geneva, Hamburg, Jerusalem, Kiev, Kyoto, Melbourne, Munich, Munster, New Delhi, Oxford, Osaka, Paris, Pusan, Seoul, Shanghai, Shenzhen, Sydney, Taipei, and Tokyo. With such visits often comes the enrichment of the
Professionalization
curriculum by specialized course offerings in the international and comparative law fields.
In addition to this influx of international faculty, Duke Law School also has an international student population that is usually about 12 percent of the student body. Besides international students admitted to the regular J.D. program, about 65 lawyers are admitted each year to the program leading to the LL.M. (Master of Laws) degree. They come from countries as disparate as Argentina, Belarus, Chile, the People's Republic of China, Denmark, England, Germany, Iceland, Indonesia, Japan, Kazakhstan, Korea, Malaysia, Mexico, Panama, Poland, Saudi Arabia, South Africa, Taiwan, Tanzania, and Thailand. A few LL.M. graduates remain for a doctorate. The Law School is unusual in the degree to which these students are integrated into the community of American students. Many LL.M. candidates take one course from the first-year curriculum, sometimes in one of the small sections where social and professional interaction is most likely to occur. Most of their other courses are taken with American students as well. LL.M. students also serve as staff members of the Duke Journal of Comparative and International Law and are represented on the Duke Bar Association Executive Committee.

Interdisciplinary Studies. The Law School has a strong commitment to unifying its students' professional learning with the broadest dimensions of knowledge about human affairs and institutions. It recognizes the unfortunate impulse of some law students to exclude from their vision all learning save that for which they see immediate career impact and appreciates the fact that the best lawyers are ones who have had their minds opened to the wider implications and consequences of law. This recognition is supported strongly by the larger university's commitment to interdisciplinary studies. The Law School not only offers a rich curriculum that incorporates perspectives in politics, economics, philosophy, history, and technology, but also a range of joint-degree programs with several Graduate School departments and professional schools that is at least as extensive as that of any other national law school. Through these programs, students can pursue two degrees simultaneously and, via overlapping credit arrangements, receive the two degrees in less time than both degrees together would ordinarily take. These joint-degree programs attract students interested in preserving as professionals a life of the mind and in attaining a broader view of the discipline of law that may over the longer term enhance their professional judgment.

A high percentage of Duke law students pursue a degree at Duke in addition to the J.D.. Students pursuing an M.A. or M.S. degree participate with the joint J.D./ LL.M. students in Duke's unique summer-entering program, through which students can begin their studies in June and complete two of the six major first-year courses by mid-August. These joint J.D./ M.A. or J.D./ M.S. students are then free to enrich their first-year Law School experience with courses in their other chosen field. For those seeking the J.D. and M.A. degrees in English, history, philosophy, romance studies, humanities, economics, cultural anthropology, political science, psychology, environmental studies, or public policy studies, or the J.D. degree and M.S. degree in mechanical engineering, work toward both degrees can be completed within the remaining two academic years, with a slight overload during some semesters.

Students pursuing joint professional degrees in the Divinity School, the Fuqua School of Business, the Nicholas School of the Environment, or the Sanford Institute of Public Policy begin their studies in the fall with the rest of the first-year class and obtain in four years both their J.D. degree and an M.T.S. (theological studies), an M.B.A. (business), an M.E.M. (environment), or a M.P.P. (public policy). A few others enroll in a longer J.D./ M.D. program in law and medicine, or a J.D./ Ph.D. program in political science. Students in these programs often begin their studies with career goals that require professional immersion in the two different professions.

While receiving two degrees is not a guarantee of better job opportunities, law
alumni in practice report the desirability of enhanced exposure to other fields, and have spoken especially highly of the value to lawyers of training in business. Other joint-degree programs are sometimes arranged on an individualized, ad hoc basis. Greater detail about these programs is set forth in "Degree Programs" in this bulletin.

The success of the joint-degree programs at Duke is due, in part, to the extensive links between the faculty and other disciplines. The Duke law faculty has proportionately more joint appointments than any law faculty, and many professors from other departments and schools at Duke and other universities hold adjunct appointments in the Law School. Disciplines represented by these secondary appointments include business, English, history, religion, philosophy, political science, psychiatry, psychology, and public policy. The group includes several senior persons of extraordinary attainment and national visibility whose presence enriches the intellectual climate of the Law School. The joint professional degree programs are also facilitated by the physical proximity of the professional schools. The Fuqua School of Business and the Sanford Institute of Public Policy are both nextdoor neighbors, and the Nicholas School of the Environment is within a short walk from the Law School.

Library and Academic Computing. The Duke Law Library is among the very best in the country. Its book collection of over 585,000 volumes is extraordinary, especially for a law school of Duke's size. Even more important in this new age of academic computing, the level of its electronic information sources, its computing services, and the professionalism of its staff are virtually unparalleled.

Recent computer and network upgrades enable students and lawyers to engage in the most sophisticated and comprehensive legal research available. The pervasive importance of computers to modern law study, and Duke's ability to support student computing, is reflected in the requirement (with appropriate financial aid allowances) that entering J.D. candidates own portable computers. Through the library, access may be had to resources in other libraries at Duke and, through interlibrary loan requests, from other universities. Finally, the library staff, many of whom also have their J.D. degree, is well-trained, easily accessible, and extremely helpful to students. The library staff are also involved in teaching the Legal Analysis, Research and Writing first-year course. Visitors from other law schools and institutions often note the extraordinary quality of the library services available from Duke's law library staff.

The Faculty

The Duke Law School faculty is unquestionably its greatest asset. About the same size as the law faculties at Chicago and Cornell, it is as wide-ranging and distinguished as any of its competitors. Duke law professors have been Rhodes, Marshall, and Fulbright Scholars, editors-in-chief of law journals, and clerks to federal appellate judges and Supreme Court justices. They bring to their teaching not only a love of teaching but significant practical experience in both public and private sectors as partners in prestigious law firms, legal services lawyers, public defenders, and government attorneys. Gradual increases in total faculty size have enriched the core faculty while improving the student-faculty ratio.

Because of its excellent faculty in the corporate law fields, the Law School is particularly successful in attracting students with career interests in this area. It also has some of the finest faculty of any national law school in constitutional law and constitutional history; administrative law and regulation, including regulation of the environment and the health industry; sports law; legal theory, including feminist and critical race theory; and the process-related fields of criminal and civil procedure, litigation, and alternative dispute resolution. Its interdisciplinary faculty is extraordinary and includes world-class scholars in critical literary theory, moral philosophy, ethics, and history. A growing body of faculty in international and comparative law has given Duke prominence in these important fields as well. Given
the exponential growth of the World Wide Web and student demand, we have recruited faculty to create a cutting edge curriculum in international Intellectual Property and cyberlaw.

Members of the current law faculty publish widely and with great distinction. Some have published award winning books and treatises; many faculty members have published articles in the best national law journals that are among the most cited works in their fields. Over half of the faculty have published textbooks in their areas of interest, including texts that lead their fields in environmental law, securities regulation, sports law, fiduciary obligations, First Amendment, gender and law, and federal criminal law.

Members of the faculty also lecture widely at other law schools, at national association meetings and conferences, and in international settings as diverse as Cape Town, Moscow, Budapest, Tokyo, London, Kuala Lumpur, Ottawa, Warsaw, Taipei, and Helsinki. In recognition of their distinguished scholarship, members of the faculty have received prestigious fellowships from such organizations as the Guggenheim Foundation, the Rockefeller Foundation, the Carnegie Foundation, the Council on Foreign Relations, and the National Humanities Center, and have been invited to membership in such organizations as the American Academy of Arts and Sciences and the National Academy of Science. They also serve on editorial boards of such journals as the *American Journal of Comparative Law*, the *Journal of British Studies*, the *Journal of Democracy*, *Law and History Review*, *Law & Philosophy*, *Law Library Journal*, *Law and Contemporary Problems*, and *Psychology, Crime, and Law*.

The Law School faculty is actively engaged in local, national, and international efforts to improve law and legal institutions and to effect changes in society. Scholars in professional schools have access to persons in government, the judiciary, business, and religious and other important institutions in our society. This access provides them an opportunity to seek to apply their knowledge and research toward influencing legal change. The Duke Law School faculty is as active as any in the United States in the influence it exerts and the commitment it displays to public service. Several faculty members give testimony to and consult regularly with government agencies and departments on such topics as health care reform, reform of the Federal Rules of Civil Procedure, national security issues, national service, and the nomination of federal judges and Supreme Court justices. Many are involved in work with the American Law Institute, on Restatements of the Law or projects in various fields including the law governing lawyers, torts, and complex litigation; one faculty member currently serves as co-reporter for the ALI’s Principles of the Law of Family Dissolution, and another faculty member for a new Restatement of Agency and Fiduciary Obligation. Several members of the faculty are active in various consulting groups with the American Bar Association, including the ABA’s Working Group on Lawyers’ Representation of Regulated Clients, the Central and Eastern European Law Initiative, Section of Individual Rights and Responsibilities, and the Death Penalty Moratorium Implementation Project Steering Committee. Some have participated on the North Carolina General Statutes Commission or been involved in other ways in state and local law reform projects. Other faculty members advise private and public clients on issues of constitutional law, intellectual property, international human rights, environmental policy, sex and race discrimination, and sports law.

Complementing the strengths of the regular faculty are the members of the extended faculty network on which the Law School draws to enrich its curriculum. This extended faculty includes the faculty holding joint appointments discussed above under Interdisciplinary Studies; adjunct faculty members who add critical expertise and experience in specific practice areas, especially trial practice and alternative dispute resolution, banking, estate planning, and securities practice; distinguished judges who help teach courses in legal ethics and appellate practice; and international visitors who teach courses in the international and comparative law fields. This network of ties makes Duke as thoroughly integrated in its intellectual life as any American law school.
Another important aspect of the law faculty's commitment to its students is the relationship it maintains with its alumni. Duke's law alumni are among the most dispersed of any law alumni body. The Law School uses this fact to its advantage, gaining the help of its alumni to recruit admissions candidates from throughout the country and the world and in providing placement counseling and assistance to its students. To maintain a sense of community and identity with the Law School and among its alumni, the Office of External Relations coordinates and supports the activities of local law alumni associations. More than 50 such associations now exist, including international groups in Europe, Latin America, and Asia. Alumni awareness of the progress and needs of the school is maintained through annual educational and social events attended by Law School representatives. These programs, in addition to regularly scheduled reunions at the Law School and career advising panels conducted by alumni for our students, foster lifelong engagement with the school through the decades despite the distance.
Law School Faculty
Presented here are faculty holding academic appointments in the Law School extending beyond one year.

Katharine Tiffany Bartlett, Dean and A. Kenneth Pye Professor of Law  
B.A. 1968, Wheaton College; M.A. 1969, Harvard University; J.D. 1975, University of California, Berkeley. After a clerkship on the Supreme Court of California, Dean Bartlett worked as a staff attorney at the Legal Aid Society. She began teaching at Duke in 1979, and is an expert in family law and gender and law. In addition to leading articles in both areas, her pathbreaking cashbook in gender and law is now in its third edition. In 1994, she was named Duke University’s Scholar-Teacher of the Year. She served as a reporter for the American Law Institute's Principles of Family Dissolution, and in 1998 was named to an R. Ammie Cutter Chair for her work on that project. She was appointed Dean on January 1, 2000.

Sara Sun Belle, Charles L. B. Lowndes Professor of Law  
B.A. 1971, J.D. 1974, University of Michigan. A native of Toledo, Ohio, Professor Belle's experience includes a judicial clerkship on the United States Court of Appeals, as well as a year in private practice in Detroit, Michigan. In 1976 she joined the United States Department of Justice, where she served one year in the Office of Legal Counsel, and two years in the Office of the Solicitor General. She began her teaching career at Duke in 1979, and she has also taught at the University of Michigan. She is the coauthor of Grand Jury Law and Practice (1986) (2nd ed. 1997); and Federal Criminal Law (3rd ed. 2000), and Federal Criminal Law and Related Actions (1998). Her principal academic interests are in the federal government’s role in the criminal justice system and in the factors that shape public attitudes regarding crime and how they translate into changes in criminal laws and procedures. She served as senior associate dean for academic affairs in 1997 to 1998.
Stuart M. Benjamin, Professor of Law
B.A. 1987, J.D. 1991, Yale University. Before he began teaching law, Professor Benjamin served as an editor of the Yale Law Journal; clerked for Judge William C. Canby on the U.S. Court of Appeals for the 9th Circuit and for Justice David H. Souter of the U.S. Supreme Court; worked as an associate with Professor Laurence Tribe served as staff attorney for the Legal Resources Centre in Port Elizabeth, South Africa; and worked as an attorney-advisor in the Office of Legal Counsel in the U.S. Department of Justice. From 1997 to 2001 he was an associate professor of law at the University of San Diego School of Law, and from 2001-2003 he was the Rex G. & Edna Baker Professor in Constitutional Law at the University of Texas School of Law. He is co-author of Telecommunications Law and Policy (Carolina Academic Press, 2001), and has written several law review articles.

Francesca Bignami, Associate Professor of Law
A.B. 1991, Harvard University; M.Sc. 1992, University of Oxford, Balliol College J.D. 1996, Yale Law School; 1998, Fulbright Scholar, European University Institute. Professor Bignami was senior editor of the Yale Law Journal and clerked at the United States Court of Appeals, D.C. Circuit. She then served as a stagiaire for the European Court of Justice in Luxembourg. From 1998 to 2000, she was an associate for a large Washington, D.C., law firm, practicing in the areas of administrative law and international trade. She teaches European Union law, administrative law, and comparative public law. Her research focuses on problems of legitimacy and accountability in the European Union and other systems of international governance as well as the role of non-state actors in such organizations. In 2002-2003, she was a Senior Fellow at the Jean Monnet Center, NYU School of Law, where she conducted a project on European information privacy policy with the research support of the German Marshall Fund of the United States.

James D. A. Boyle, William Neal Reynolds Professor of Law
LL.B. 1980, with honours, Glasgow University; LL.M. 1981 and S.J.D., 1986 Harvard Law School. Professor Boyle came to Duke in 2000 from Washington College of Law, American University, where he taught since 1982. He has also served as a visiting professor at Yale, the University of Pennsylvania, Boston University, and Harvard. He is a recipient of the American University Faculty Award for Outstanding Scholarship. He is a board member of the Creative Commons, and on the Academic Advisory Board of EPIC (Electronic Privacy and Information Center), and of Public Knowledge. He has published numerous articles on legal and social theory, and on intellectual property, and two books, Shamans, Software, and Spleens: Law and the Construction of the Information Society, and Critical Legal Studies: Selected Readings. He teaches intellectual property, Constitution in cyberspace, jurisprudence, torts, and law and literature. Professor Boyle is the recipient of the 2003 World Technology Award in Law for his work on the theory and practice of protecting the “intellectual ecology” of the public domain—the ideas and expressions that are free for all to use or build upon.
Michael H. Bradley, F.M. Kirby Professor of Investment Banking and Professor of Law

A.B. 1969, University of Idaho; M.B.A. 1973, Syracuse University; Ph.D. 1979, University of Chicago. Professor Bradley came to Duke from the University of Michigan where he had appointments at the law and business schools. Professor Bradley’s teaching and research interests lie at the intersection of corporate finance and corporate law. He has published papers on corporate capital structure, mergers and acquisitions, takeover defenses and tactics, government regulation of the securities market, insider trading, fiduciary duties of corporate managers, corporate governance, and corporate bankruptcy. His work has been cited in textbooks, professional journals, and in the decisions of numerous state and federal courts, including the U.S. Supreme Court.

H. Keith H. Brodie, James B. Duke Professor of Psychiatry and Professor of Law

A.B. 1961, Princeton University; M.D. 1965, Columbia University. Dr. Brodie served at hospitals in New Orleans and New York City before becoming a clinical associate with the National Institute of Mental Health in 1968. In 1970, he joined the medical faculty of Stanford University. Dr. Brodie is a member of the Institute of Medicine of the National Academy of Sciences. He came to Duke in 1974 as professor and chairman of the Department of Psychiatry and director of Psychiatric Services at Duke University Medical Center. He has also served as president of the American Psychiatric Association. His book, Modern Clinical Psychiatry, published in 1982, has been translated into four languages. Recently, Dr. Brodie has served as chair of the Institute of Medicine Committee on Substance Abuse and Mental Health Issues in AIDS Research. He was first appointed to the law faculty in 1982. He served as president of Duke University from 1985 to 1993.

Michael Byers, Professor of Law

B.A. 1988, University of Saskatchewan; LL.B. and B.C.L. 1992, McGill University Law School; Ph.D. 1996, Cambridge University; D.Phil 1996 (by incorporation), Oxford University. Professor Byers joined the Duke Law School faculty in 1999. From 1996-99, Byers was a research fellow at Jesus College, Oxford, and a visiting fellow at the Max Planck Institute for Comparative Public Law and International Law in Heidelberg. While at Oxford, he served as an adviser to the coalition of human rights organizations, including Amnesty International, that intervened in the Pinochet Case. He is a co-director of Duke’s J.D./LL.M. Program in International and Comparative Law. He teaches international law, international dispute settlement, international law and the use of force, and co-teaches a seminar on international politics and international law. He is the author of Custom, Power and the Power of Rules (1999), editor of The Role of Law in International Politics (2000), translator and editor of Wilhelm Grewe, The Epochs of International Law (2000), and co-editor of United States Hegemony and the Foundations of International Law (2003). He is a regular contributor to the London Review of Books.
Paul D. Carrington, Professor of Law

B.A. 1952, University of Texas; LL.B. 1955, Harvard University. Professor Carrington is a native of Dallas. His professional experience includes a brief stint in private practice in Dallas and in a military law office, as well as occasional work for the American Civil Liberties Union and the American Association of University Professors. Since his teaching career began in 1957, he has taught in nearly a score of law schools in the U.S. and abroad. He was the dean of the Law School from 1978 to 1988. He has been active in judicial law reform efforts and has published in the fields of civil procedure, education law, and legal education. From 1985 to 1992, he served as reporter for the Committee of the Judicial Conference of the United States. He is an elected fellow of the American Bar Foundation, of the American Academy of Arts & Sciences, and of the American Academy of Appellate Lawyers, and a member of the panel of the National Academies on Law, Science and Technology. He teaches international dispute resolution, and the history of the legal profession.

George C. Christie, James B. Duke Professor of Law

A.B. 1955, J.D. 1957, Columbia University; S.J.D. 1966, Harvard University. A native of New York City, Professor Christie was editor-in-chief of the Columbia Law Review. In 1960-61, he was a Ford Fellow at Harvard Law School; and in 1961-62, a Fulbright Scholar at Cambridge University, where he earned a diploma in international law. He then joined the law faculty of the University of Minnesota. In 1966, he returned to Washington to serve as assistant general counsel of the Agency for International Development for the Near East and South Asia before coming to Duke in 1967. His chief academic interests are in the areas of torts and jurisprudence, in both of which he has published widely. He has been a visiting professor at Northwestern, George Washington, the Universities of Michigan, Florida, Athens, Greece, Otago in New Zealand, Witwatersrand in South Africa, and Fudan University in Shanghai. He has also been a fellow of the National Humanities Center and a visiting fellow at the Research School of Social Sciences at the Australian National University. Professor Christie is on sabbatical leave for the spring 2004 term.

Charles T. Clotfelter, Z. Smith Reynolds Professor of Public Policy Studies, Professor of Economics, and Professor of Law

A.B. 1969, Duke University; Ph.D. 1974, Harvard University. Professor Clotfelter taught at the University of Maryland from 1974 to 1979, spending his last year there on leave at the U.S. Treasury’s Office of Tax Analysis. In 1979, he came to Duke, joining both the Institute of Policy Sciences and Public Affairs, and the Economics department. While at Duke, he has served as vice-provost for academic policy and planning, as vice-chancellor, and as vice-provost for academic programs. He has also served as president of the Southern Economic Association. Professor Clotfelter is also the director of the Center for the Study of Philanthropy and Voluntarism at Duke and is a research associate of the National Bureau of Economic Research. His major research interests are in public finance, tax policy, the economics of education, and the nonprofit sector. He is the author of several books, the most recent of which is Buying the Best: Cost Escalation in Elite Higher Education (1996).
Doriane Lambelet Coleman, Professor of Law
B.A. 1982, Cornell University; J.D. 1988, Georgetown University Law Center. Professor Coleman was an articles editor of the *Georgetown Law Journal*. She began her legal career as an associate in the litigation department of a large Washington, D.C. law firm, focusing on a range of matters including toxic torts. At the Law School, she teaches courses in torts and children and the law, and seminars in child abuse and neglect, genetics and the law, and the Writ of Certiorari. In 2002, she received the Duke Bar Association’s Distinguished Teacher Award. The subject matter of her scholarship is wide-ranging, although it has tended most recently to focus on the ways law and culture impact the lives of women and children. Her work includes a book, *Fixing Columbine: The Challenge of Liberalism* (2002), and articles including *Culture, Cloaked in Mens Rea*, *South Atlantic Quarterly* (Spring 2002); *The Seattle Compromise: Multicultural Sensitivity and Americanization*, 47 *Duke Law Journal* 717 (Feb. 1998).

James E. Coleman, Jr., Professor of the Practice of Law
A.B. 1970, Harvard University; J.D. 1974, Columbia University. A native of Charlotte, Professor Coleman’s experience includes a judicial clerkship, and 15 years in private practice in Washington, D.C. In private practice, he specialized in federal court and administrative litigation and he represented criminal defendants in capital collateral proceedings. He also has had a range of government experience. He joined the faculty full-time in 1991 and taught ethics, criminal law, research and writing, and a seminar on capital punishment. He returned to private practice in 1993 but continued to teach a seminar on capital punishment as a senior visiting lecturer. He rejoined the faculty full time in 1996. In addition to the courses previously noted, he also teaches negotiation and mediation. Professor Coleman is an active member of the American Bar Association, where he has served as chair of the ABA Section of Individual Rights and Responsibilities (1999-2000), and currently is chair of the ABA Death Penalty Moratorium Implementation Project Steering Committee. He became senior associate dean for academic affairs in July, 2001.

James D. Cox, Brainerd Currie Professor of Law
B.S. 1966, Arizona State University; J.D. 1969, University of California, Hastings College of the Law; LL.M. 1971, Harvard University. Professor Cox is a native of Kansas. He entered law teaching as a fellow at Boston University and has since taught at the University of San Francisco, Stanford, and the University of California, Hastings College of the Law, before coming to Duke in 1979. He has focused his writing and teaching in the areas of corporate and securities law, and is the author of a book on the utilization of financial information in the regulation of public corporations, a 2003 multi-volume treatise on corporate law, and a casebook on securities regulations (3rd ed. 2002). He spent the spring of 1989 as a senior Fulbright research fellow at the University of Sydney. A member of the New York Stock Exchange Legal Advisory Committee between 1995-1998, he currently is a member of the NASD Legal Advisory Board. In 2003, Professor Cox was awarded an Honorary Doctorate of Mercature from the University of South Denmark.
Jerome M. Culp, Jr., Professor of Law
A.B. 1972, University of Chicago; A.M. 1974, J.D. 1978, Harvard University. Professor Culp is a native of Pennsylvania. While in law school he served as senior editor of the Harvard Civil Rights–Civil Liberties Law Review. His experience includes a research fellowship with the Rockefeller Foundation and a judicial clerkship in the U.S. Court of Appeals. He came to Duke from Rutgers in 1985, and in 1987 was a distinguished scholar at the Joint Center for Political Studies in Washington, D.C. His principal work to date is in the area of employment discrimination and economic analysis of law. He teaches torts, labor law, employment discrimination, and a seminar on black legal scholarship. He also has been the John M. Olin Fellow in Law and Economics at the University of California at Berkeley, in spring 1999 was the Charles Hamilton Houston visiting professor of law at North Carolina Central University and was the Distinguished Reuschlein Visiting Professor at Villanova School of Law in spring 2003.

Richard A. Danner, Archibald C. and Frances Fulk Rufty Research Professor of Law
B.A. 1969, M.S. 1975, J.D. 1979, University of Wisconsin-Madison. Professor Danner is a native of Wisconsin and served as environmental law librarian at the University of Wisconsin-Madison prior to coming to Duke as associate law librarian in 1979. He later became director of the Law Library and now serves as senior associate dean for information services. He teaches legislation. He has published articles in journals of law, law librarianship, and library science. He has published two books, Legal Research in Wisconsin (1980) and Strategic Planning: A Law Library Management Tool (2nd ed. 1997) and is the co-editor of Introduction to Foreign Legal Systems (1994). From 1984-1994, he was editor of the American Association of Law Libraries' Law Library Journal. He is a member of the Board of Directors of the International Association of Law Libraries, the Executive Committee of the Association of American Law Schools, and has served as president of the southeastern chapter of AALL (1985-1986) and president of the AALL (1989-1990).

Walter E. Dellinger, III, Douglas Blount Maggs Professor of Law
A.B. 1963, University of North Carolina at Chapel Hill; LL.B. 1966, Yale University. Professor Dellinger is a native of Charlotte. He taught political and civil rights at the University of Mississippi from 1966 to 1968. From 1968 to 1969, he served as a judicial clerk in the Supreme Court of the United States. He joined the Duke law faculty in 1969, serving as associate dean from 1974 to 1976 and as acting dean from 1976 to 1978. He teaches constitutional law and history, and in 1988 to 1989 was a fellow of the National Humanities Center. From 1993 to 1996 he was on leave of absence serving as assistant attorney general, Office of Legal Counsel, at the Department of Justice. He served as acting solicitor general of the United States from July 1996 to July 1997. He returned to the faculty in fall 1997. Since 1998, Professor Dellinger has split his time between teaching at Duke and practicing in the appellate group of a large Washington, D.C. law firm.
Deborah A. DeMott, David F. Cavers Professor of Law
B.A. 1970, Swarthmore College; J.D. 1973, New York University. Professor DeMott spent her early years in DuBois, Pennsylvania. She served as articles editor of the NYU Law Review. She began her professional career with a judicial clerkship in a federal court in New York City and practiced with a large law firm in that city. She joined the Duke law faculty in 1975. In 2000-02, she held a secondary appointment as centennial professor in the Law Department of the London School of Economics. In 1989, she received the Duke Scholar/Teacher of the Year Award. In 1986, she was a Fulbright senior scholar at Sydney and Monash Universities in Australia. She has also taught as a visitor and lecturer at several other universities in the U.S., Canada, and New Zealand. She is the author of a treatise, Shareholder Derivative Actions, and a case book, Fiduciary Obligation, Agency and Partnership. Her other writing concerns corporate law, takeovers and acquisitions, and fiduciary obligation. She serves as the reporter for the Restatement of Agency, a project of the American Law Institute.

Diane Dimond, Clinical Professor of Law
B.A. 1973, University of Iowa; J.D. 1977, Harvard University. Professor Dimond is a native of Kalamazoo, Michigan. While at Harvard, she was a member of the Harvard Legal Aid Bureau. After graduating, she practiced law for 17 years, first in the litigation department of a large New York City law firm, and later with a large North Carolina firm where she became a partner in 1987. Her practice was concentrated in commercial litigation, including securities fraud, employment law, construction law, and insurance defense, for domestic and international clients. She joined the Duke Law faculty full-time in 1994, teaching legal analysis, research and writing, and negotiation and mediation. She became the director of legal writing in 1998. She is a frequent lecturer on legal writing and negotiation to practicing attorneys, including teaching an advanced advocacy writing course for assistant U.S. attorneys at the Department of Justice’s National Advocacy Center.

Robinson O. Everett, Professor of Law
A.B. 1947, J.D. 1950, Harvard University; LL.M. 1959, Duke University. Although Professor Everett’s teaching at Duke began as early as 1950, he later served as a legal officer in the Air Force and as a commissioner of the U.S. Court of Military Appeals. In 1961-64, he was counsel to the Subcommittee on Constitutional Rights of the U.S. Senate Judiciary Committee. He returned to Durham to enter a general practice, which he continued until 1980 when he ascended to the bench of the U.S. Court of Military Appeals as chief judge. In 1990, he became a senior judge of the court and resumed full-time teaching. He has long served as a commissioner on Uniform State Laws, is a life member of the American Law Institute, and has been active in various law reform efforts. He has published on many legal topics, most notably military justice and criminal procedure. In 1993, he founded the Center on Law, Ethics, and National Security at the Law School. In recent years he has participated actively as a plaintiff and attorney for the plaintiffs in North Carolina’s redistricting litigation and in that capacity has argued four times before the Supreme Court.
Peter G. Fish, Professor of Political Science and Professor of Law

Joel L. Fleishman, Professor of Law and Public Policy Sciences
A.B. 1955, J.D. 1959, M.A. 1959, University of North Carolina; LL.M. 1960, Yale University. Professor Fleishman is a native of Fayetteville, North Carolina. From 1961 to 1965, he served as legal assistant to the governor of North Carolina. He then returned to Yale, first as director of the Yale Summer High School, and then as associate provost for Urban Studies and Programs. In 1969, he became associate chairman of the Center for the Study of the City and its Environment and associate director of the Institute of Social Science at Yale. In 1971, he came to Duke as a member of the law faculty and as director of the Institute of Policy Sciences and Public Affairs. In addition to his appointments as professor of law and public policy, he also serves as director of the Samuel and Ronnie Heyman Center for Ethics, Public Policy and the Professions in the Terry Sanford Institute of Public Policy. His principal writings deal with legal regulation and financing of political activities, as well as regulation of not-for-profit organizations.

Martin P. Golding, Professor of Philosophy and Professor of Law
B.A. 1949, M.A. 1952, University of California, Los Angeles; Ph.D. 1959, Columbia University. A native of New York City, Professor Golding taught at Columbia University from 1957 to 1970 and at the John Jay College of Criminal Justice of the City University of New York from 1970 to 1976 before coming to Duke in 1976 as professor and chairman of the Department of Philosophy, where he remains as professor. He has published several books on the nature of law and the philosophy of legal reasoning, as well as numerous articles on jurisprudence and ethics. Professor Golding was a senior visiting Fulbright lecturer in Australia and has been a fellow of the National Humanities Center.
Paul H. Haagen, Professor of Law


Stanley Hauerwas, Gilbert T. Rowe Professor of Legal Ethics and Professor of Law

B.A. 1962, Southwestern University; B.D. 1965, M.A., M.Phil., Ph.D. 1968, Yale University. Prior to coming to Duke Divinity School in 1984, Professor Hauerwas taught at Augustana College from 1968 to 1970 and at the University of Notre Dame from 1970 to 1984. While at Notre Dame he was a visiting professor at a number of other American universities. At Duke, Professor Hauerwas is a professor in the Divinity School. He began his association with the Law School in 1988. His primary research interests are in the field of ethics. In the spring of 2001, Professor Hauerwas gave the Gifford Lectures in St. Andrews, Scotland. These have been published as *With the Grain of the Universe: The Church's Witness and Natural Theology* (2001).

Clark C. Havighurst, William Neal Reynolds Emeritus Professor of Law

A.B. 1955, Princeton University; J.D. 1958, Northwestern University. Professor Havighurst is a native of Evanston, Illinois. He began his teaching career at Duke in 1964. In addition to teaching antitrust law, he has a special academic interest in the field of health care law and in national health policy. The second edition of his case book, *Health Care Law and Policy*, was published in 1998. His book, *Health Care Choices: Private Contracts as Instruments of Health Reform*, was published in 1995. Professor Havighurst has served as scholar-in-residence at, and is a member of, the Institute of Medicine of the National Academy of Sciences. He has also been a resident consultant to the Federal Trade Commission, the law firm of Epstein, Becker & Green, both in Washington, D.C., and the Rand Corporation. He was for many years an adjunct scholar of the American Enterprise Institute. He served as interim dean of the Law School from July to December, 1999.
Cynthia B. Herrup, Professor of History and Professor of Law

B.S.J. 1972, Northwestern University; M.A. 1975, Loyola University (Chicago); Ph.D. 1982, Northwestern University. Professor Herrup is a native of Miami. She came to Duke in 1984. From 1985 to 1988, she had a concurrent appointment at Duke Law School as lecturer in legal history, teaching courses in the history of English criminal law. In 1988, Professor Herrup was appointed associate professor of history and law in the Law School. She has served twice on the Board of Directors of the American Society for Legal History, as well as on its program and publication committees, and on the editorial board of Law & History Review. She is the author of The Common Peace: Participation and the Criminal Law in 17th Century England (1987) and of A House in Gross Disorder: Sex, Law and 2nd Earl of Castlehaven (1999). Her principal research interests are in the area of criminal law in preindustrial societies and the social and intellectual history of ideas of crime and punishment. She teaches the history of English criminal law.

Donald L. Horowitz, James B. Duke Professor of Law and Professor of Political Science

A.B. 1959, LL.B. 1961, Syracuse University; LL.M. 1962, M.A. 1965, Ph.D. 1968, Harvard University. Professor Horowitz has engaged in research at the Harvard Center for International Affairs, the Woodrow Wilson Center, the Brookings Institution, and the Smithsonian Institution. He came to Duke in 1981 and has been a fellow of the National Humanities Center, a visiting fellow at Wolfson College (Cambridge), a visiting professor at the University of Chicago Law School, and centennial professor at the London School of Economics. His book A Democratic South Africa? Constitutional Engineering in a Divided Society (1991) won the 1992 Ralph J. Bunche Prize for the best book in ethnic and cultural pluralism. In 1993, he was elected a fellow of the American Academy of Arts and Sciences. His recent work includes publications on Islamic law and legal change. His book The Deadly Ethnic Riot was published in 2001. In 2001-02, Professor Horowitz was a Carnegie scholar for his work on constitutional design.

Trina Jones, Professor of Law

B.A. 1988, Cornell University; J.D. 1991, University of Michigan. Professor Jones is a native of Rock Hill, South Carolina. During law school, she served as articles editor for the Michigan Law Review. From 1991 to 1995, she was an associate in a large Washington, D.C. law firm, working in general litigation. Professor Jones joined the faculty in 1995 and teaches civil procedure, employment discrimination, race and the law, and advanced issues in employment discrimination law. Her academic interests include race and gender issues. She directs the Law School’s Charting Courses Program for students of color.
Robert O. Keohane, James B. Duke Professor of Political Science and Professor of Law

A.B. 1961, Swarthmore College; Ph.D. 1966, Harvard University. Dr. Keohane has taught at Swarthmore College, Stanford University, Brandeis, and Harvard. He came to Duke in 1996. He is the author of *After Hegemony: Cooperation and Discord in the World Political Economy* (1984), for which he was awarded the second annual Grawemeyer Award in 1989 for Ideas Improving World Order. He is also the author of, editor or co-editor of, and contributor to, at least a dozen other books. Between 1974-80 he was editor of the journal *International Organization*. He has been president of the International Studies Association and the American Political Science Association. He is a fellow of the American Academy of Arts and Sciences, and has held a Guggenheim fellowship and fellowships at the Center for Advanced Study in the Behavioral Sciences and the National Humanities Center.

David L. Lange, Professor of Law

B.S. 1960, J.D. 1964, University of Illinois. Professor Lange practiced law with a Chicago firm that included media enterprises among its clients. He has also worked in media and entertainment production, and served as a founding member of the Governing Committee of the ABA Forum on Entertainment and Sports Industries, and as a Trustee of the Copyright Society of the United States. He joined the Duke Law faculty in 1971. His principal academic interests lie in the areas of intellectual property, entertainment, and communications law.

Carolyn McAllaster, Clinical Professor of Law

B.A. 1972, J.D. 1975, University of North Carolina at Chapel Hill. Professor McAllaster began her professional career in a private litigation practice from 1976 to 1988. From 1981 to 1987, she served as an administrative hearing officer for the N.C. Department of Human Resources, and has been a state court arbitrator for the Fourteenth Judicial District since 1987. She joined the Duke Law faculty in 1988 and is the founder and director of the AIDS Legal Assistance Project at Duke Law School. She was also a founder and first president of the North Carolina Association of Woman Attorneys and was appointed by the governor to serve on the North Carolina AIDS Advisory Council in 1996. She teaches AIDS law. She has also taught pretrial and trial practice, and child advocacy. She is the author of several books as well as several articles or chapters in books, including “Legal Issues for HIV Infected Children” in *Handbook of Pediatric HIV Care* (1999) and “Issues in Family Law for People with HIV,” which she co-authored, in *AIDS and the Law* (2000, 2001 and 2003 supplements).
Francis E. McGovern, Professor of Law
B.A. 1967, Yale University; J.D. 1973, University of Virginia. Professor McGovern is a native of Charlottesville, Virginia. He began his legal career in a large law firm, before joining the faculty at the Cumberland School of Law in Birmingham, Alabama. He joined the Duke law faculty in 1997. Professor McGovern is a pioneer in the field of alternative dispute resolution, and especially in the area of mass claim litigation. He has served as a court appointed special master or neutral expert in dozens of cases, including DDT toxic exposure litigation, the Dalkon Shield controversy, and the silicone gel breast implant litigation. He has worked with the United Nations Compensation Commission to ensure that Iraq compensates for losses suffered in the Persian Gulf War. He teaches in the areas of torts, product liability, mass torts, alternative dispute resolution, and toxic substances litigation.

Thomas B. Metzloff, Professor of Law
B.A. 1976, Yale College; J.D. 1979, Harvard Law School. Professor Metzloff is a native of Buffalo, New York. He began his professional career with a judicial clerkship on the United States Court of Appeals, followed by a clerkship with the Supreme Court of the United States. He then practiced with a private firm in Atlanta before joining the Duke Law faculty in 1985. He teaches civil procedure and dispute resolution, as well as courses on legal ethics. Most of Professor Metzloff's research is in the field of medical malpractice. He recently completed a major empirical study of court-ordered mediation in the malpractice field funded by the Robert Wood Johnson Foundation. He served as senior associate dean for academic affairs from 1998 to 2001.

Ralf Michaels, Associate Professor of Law
1st State Examination 1994, Passau University (Germany); LL.M. 1995, Cambridge University, King's College (U.K.); 2nd State Examination 2000, Oberlandesgericht Hamburg (Germany); Dr. jur. 2000, Passau University. Professor Michaels was a research assistant at the University of Passau from 1994 to 1996 and the Max Planck Institute for Foreign and International Private Law in Hamburg from 1997 to 1999. At the same time he clerked for the Hamburg regional court, the prosecutor's office, Hamburg’s Department for Cultural Affairs, and worked briefly with the law firm Bruckhaus (now Freshfields Bruckhaus). From 1999 to 2000, he was the Joseph Story fellow at Harvard Law School. After that he returned to the Max Planck Institute as a fellow. Professor Michaels teaches classes in the areas of comparative law and private international law. His present research focuses on the impact of globalization on the conflict of laws, as well as on methodological and political issues of comparative law and the Europeanization of private law.
Madeline Morris, Professor of Law
B.A. 1986, J.D. 1989, Yale University. Professor Morris is director of the Duke-Geneva Institute in Transnational Law. She currently serves as Senior Legal Counsel, Office of the Prosecution, Special Court for Sierra Leone, provides consultation to the U.S. State Department, Office of War Crimes Issues, and has served as advisor on justice to the president of Rwanda, 1995 to 1997. Professor Morris served as special consultant to the secretary of the U.S. Army in 1997. She was co-convenor, in 1996 to 1997, of the Inter-African Cooperation on Truth and Justice program and served in 1997 as consultant and adjunct faculty member of the U.S. Naval Justice School. Professor Morris is a member of the Board of Advisors of the Center on Law, Ethics and National Security at Duke University and a member of the Advisory Board of the American Bar Association's Central and East European Law Initiative. She was a law clerk to Judge John Minor Wisdom of the United States Court of Appeals for the Fifth Circuit. Professor Morris teaches public international law and international criminal law.

Robert P. Mosteller, Harry R. Chadwick, Sr. Professor of Law
B.A. 1970, University of North Carolina at Chapel Hill; J.D. 1975, Yale University; M.P.P. 1975, Harvard University. Professor Mosteller is a native of Vale, North Carolina. After serving as a judicial clerk in the Fourth Circuit, he joined the District of Columbia Public Defender Service. During seven years with the Public Defender Service, he was director of training and chief of the trial division. Professor Mosteller came to Duke in 1983, and is the co-author of a case book, a problem book, and two treatises on evidence. He teaches criminal procedure, evidence, and related seminars. Professor Mosteller was chair of the University's Academic Council from 1998 to 2000.

Jonathan K. Ocko, Adjunct Professor of Legal History
B.A. 1966, Trinity College; M.Phil. 1971, M.A. 1972, Ph.D. 1975, Yale University. A native of New York City, Professor Ocko taught at Clark University and Wellesley College before joining the faculty of North Carolina State University in 1977. He has been a fellow at Harvard Law School and the National Humanities Center and also held fellowships from the Rockefeller, Chiang Ching-kuo, and Luce Foundations. His research and publications have focused on Chinese legal history and contemporary Chinese civil law. His most recent work is a forthcoming co-edited volume, Property and Contract in Early Modern China. In 1983, he was appointed to a part-time professorial position in the Law School. In 2002, he was named chair of the history department at NCSU.
Joost H. B. Pauwelyn, Associate Professor of Law
Cand. Jur., cum laude, University of Namur (Belgium); Lic. Jur., magna cum laude, Catholic University, Leuven (Belgium); Magister Juris, first class honours, University of Oxford, Corpus Christi College (UK), and Ph.D. in law, University of Neuchâtel (Switzerland). Professor Pauwelyn was also an Erasmus scholar at the University of London, Queen Mary and Westfield College, a researcher at the University of Stellenbosch, South Africa, and attended the Hague Academy of International Law. Prior to joining the Duke law faculty in 2002, he served at the World Trade Organization in Geneva (1996-2002). He has taught at the University of Neuchâtel and was an associate in a law firm in Brussels. He was also a consultant with, among others, the European Energy Charter Secretariat and the United Nations University in Tokyo. Professor Pauwelyn’s areas of concentration are international economic law, in particular, the law of the World Trade Organization, public international law, and European Union law.

H. Jefferson Powell, Professor of Law and Professor of Divinity
B.A. 1975, University of Wales; M.Div. 1979, J.D. 1982, Yale University; A.M. 1977, Ph.D. 1991, Duke University. A native of Reidsville, North Carolina, Professor Powell clerked for the Honorable Sam J. Ervin, III, of the Fourth Circuit. He began teaching at the University of Iowa in 1984 and returned to Duke in 1987 to complete his doctorate in theological ethics. In the fall of 1989, Professor Powell joined the permanent faculty of the Law and Divinity Schools. At the Law School he teaches contracts and constitutional history. From 1991 to 1993 he was special counsel to the attorney general of North Carolina and from 1993 to 1994, and in 1996 he served in the U.S. Department of Justice as a deputy assistant attorney general and later as deputy solicitor general. In 2002, he was named the Duke University Scholar/Teacher of the Year.

Arti K. Rai, Professor of Law
B.A. 1986, magna cum laude, Harvard College; J.D. 1991, cum laude, Harvard Law School; 1997-1988, Harvard Medical School. During law school, Professor Rai was executive editor for the Harvard Civil Rights-Civil Liberties Law Review. After completion of a clerkship with Judge Marilyn Hall Patel on the United States District Court for the Northern District of California, she joined the firm of Jenner & Block, in Washington, D.C. She entered law teaching as a MacLean fellow at the University of Chicago Center for Medical Ethics, has been a lecturer in law at the University of Chicago Law School, Medical School, and Graduate School of Public Policy, a faculty fellow in the Program on Ethics and the Profession at Harvard University, and a faculty member of the University of Pennsylvania Law School from 1997-2003.
Jerome H. Reichman, Bunyon S. Womble Professor of Law

B.A. 1955, University of Chicago; J.D. 1979, Yale University. A native of Denver, Professor Reichman teaches in the fields of contracts and intellectual property. Prior to joining the Duke Law faculty in July 2000, he taught at Vanderbilt, Michigan, Florida, and Ohio State Universities. He has written extensively on the connections between intellectual property and international trade law, and his most recent writings have focused on the ongoing controversies about intellectual property rights in data and the appropriate contractual regime for online delivery of computer programs and other information goods. Professor Reichman also serves as special advisor to the United States National Academy of Science and the International Council for Science (ICSU) on the subject of legal protection for databases. He is also a consultant on the United Nations Development Program’s (UNDP) flagship project concerning Africa’s response to the TRIPS agreement.

William A. Reppy, Jr., Charles L. B. Lowndes Emeritus Professor of Law

A.B. 1963, J.D. 1966, Stanford University. Professor Reppy is a native of Oxnard, California. He commenced his professional career with two judicial clerkships—one in the Supreme Court of California, followed by another in the Supreme Court of the United States. He then practiced law for three years with a private firm in Los Angeles, until joining the Duke law faculty in 1971. He has also taught at the Universities of California, Michigan, Washington, and North Carolina. His principal scholarly work is in the areas of marital property rights and conflict of laws. He serves on the North Carolina General Statutes Commission. He does pro bono legal work for the humane and animal rights movements.

Barak D. Richman, Assistant Professor of Law and Assistant Professor of Political Science

B.A. 1992, Brown University; Cert., 1993, Pardes Institute for Jewish Studies; M.A. 1999, University of California at Berkeley; J.D. 2002, Harvard University. Professor Richman came to Duke after serving as a law clerk to Judge Bruce M. Selya on the First Circuit. Prior to beginning his graduate studies, Professor Richman handled international trade legislation as a staff member of the United States Senate Finance Committee, then chaired by the late Daniel P. Moynihan, and from 1996-1997 he lectured in international economics at Hanoi National University as a Henry R. Luce Scholar. His research interests include the economics of contracting, new institutional economics, antitrust, and health-care policy.
Thomas D. Rowe, Jr., Elvin R. Latty Professor of Law
B.A. 1964, Yale University; M.Phil. 1967, Oxford University; J.D. 1970, Harvard University. A native of Ann Arbor, Michigan, Professor Rowe was a Rhodes Scholar and commenced his professional career as a law clerk in the Supreme Court of the United States. He joined the Duke law faculty in 1975, served as associate dean from 1981 to 1984 and as senior associate dean in 1995-1996. He has also taught at Georgetown, Michigan, UCLA, and Virginia, and on leaves from Duke has served with the U.S. Department of Justice in Washington, worked as an attorney with a private firm in Los Angeles, and been a visiting scholar at the Rand Corporation's Institute for Civil Justice. He has written in the fields of civil procedure, complex litigation, judicial remedies, and constitutional law.

Richard L. Schmalbeck, Professor of Law
B.A. 1970, J.D. 1975, University of Chicago. A native of Chicago, Professor Schmalbeck has served on the Law School faculty since 1980, except for the period from 1990 through 1993, during which he was dean of the University of Illinois College of Law, and during the fall semesters of 1986 and 1989, during which he was a visiting professor at the University of Michigan and Northwestern University, respectively. Prior to his appointment at Duke, he practiced tax law with the Washington, D.C. firm of Caplin and Drysdale from 1976 to 1980. His recent work has been primarily in the fields of exempt organizations and the federal wealth transfer taxes. He has also recently served as an advisor to the Russian Ministry of Finance, and as a participant in the American Tax Reform Oversight Project.

Christopher H. Schroeder, Charles S. Murphy Professor of Law and Professor of Public Policy Studies
B.A. 1968, Princeton University; M.Div. 1971, Yale University; J.D. 1974, University of California. Professor Schroeder is a native of Saginaw, Michigan. He served as editor-in-chief of the California Law Review. He practiced law with a firm in San Francisco, and then organized a smaller firm in that city, where he engaged in a general litigation practice. He joined the Duke law faculty in 1979, and has also taught at UCLA and Boston University. He teaches in the fields of environmental law, property, administrative law, and the Congress. He has served as chief counsel of the U.S. Senate Judiciary Committee and as acting assistant attorney general in the Office of Legal Counsel, U.S. Department of Justice. He directs the Law School's Program in Public Law.
Steven L. Schwarcz, Professor of Law and Adjunct Professor of Business Administration

B.S. 1971, NYU, J.D. 1974 Columbia. Professor Schwarcz worked on legislative initiatives involving science and law while attending Columbia Law School. Prior to joining the Duke faculty in 1996, he taught on an adjunct basis at the Yale, Columbia, and Cardozo (Yeshiva University) law schools, and was a partner at two international law firms where he represented leading banks and other financial institutions in structuring innovative capital market financing transactions and helped pioneer the field of asset securitization. He is a founder and first faculty director of Duke's interdisciplinary Global Capital Markets Center, and a fellow of the American College of Commercial Finance Lawyers. He also has been an adviser to the United Nations, a member of the U.S. Secretary of State's Advisory Committee on Private International Law, and visiting professor at the University of Geneva. His main areas of scholarship are commercial law, bankruptcy, and international finance and capital markets. Professor Schwarcz is on sabbatical leave for the spring 2004 term.

Scott L. Silliman, Professor of the Practice of Law

A.B. 1965, J.D. 1968, University of North Carolina at Chapel Hill. Professor Silliman is a native of Newton, Massachusetts, and was commissioned an officer in the U.S. Air Force in 1965. Following law school, he served for 25 years in a variety of distinguished leadership positions as an Air Force judge advocate, culminating in his last assignment as the senior attorney for Tactical Air Command and later Air Combat Command where he was general counsel to the commander of the largest principal organization within the Air Force. During the Persian Gulf War, he supervised the deployment of all Air Force attorneys and paralegals incident to Operations Desert Shield/Desert Storm. On August 31, 1993, he retired from the Air Force in the grade of colonel to join the faculty at Duke. Apart from teaching national security law and military law, Professor Silliman is also the executive director of the Law School’s Center on Law, Ethics, and National Security. He is a frequent commentator on CNN, National Public Radio and other national news networks, and is a member of the ABA’s Standing Committee on Law and National Security.

Laura S. Underkuffler, Professor of Law

B.A. 1974, Carleton College; J.D. 1978, William Mitchell College of Law; LL.M. 1987, J.S.D. 1994, Yale Law School. A native of New Jersey, Professor Underkuffler began her legal career with a clerkship in the Eighth Circuit Court of Appeals. She practiced law for six years with a large Minneapolis litigation firm, where she was head of the appellate department from 1983 to 1985. In 1983, she was appointed to the Advisory Committee for the Eighth Circuit Court of Appeals where she served until 1986. She has served as special counsel in the U.S. Senate and has been a fellow at the Woodrow Wilson International Center for Scholars. She has been a visiting professor at the University of Pennsylvania and Georgetown University, and was Godfrey Distinguished Visiting Professor at the University of Maine. In 2003, Professor Underkuffler received the Duke Bar Association’s Distinguished Teacher Award. Her book, The Idea of Property: Its Meaning and Power, was published in 2003. Her teaching interests include property, property theory, land use, federal courts, and the administration of criminal justice. Professor Underkuffler is on leave in fall 2003.
William W. Van Alstyne, William R. Perkins and Thomas C. Perkins
Professor of Law
B.A. 1955, University of Southern California; J.D. 1958, Stanford University; LL.D. (Hon.) 1976, Wake Forest University; LL.D. (Hon.) 1979, College of William and Mary. A native of California, Professor Van Alstyne was professionally employed first by the California Department of Justice and then by the U.S. Department of Justice. He began his teaching career at Ohio State University in 1959, coming to Duke in 1965. He has been active in the American Association of University Professors, serving as president in 1975-76. He is known for his writing and his speaking on the subject of constitutional law, appearing regularly in House and Senate proceedings and in briefs for the U.S. Supreme Court.

Neil Vidmar, Russell M. Robinson, II Professor of Law and Professor of Psychology: Social and Health Sciences
A.B. 1962, MacMurray College; M.A. 1965, Ph.D. 1967, University of Illinois. Professor Vidmar was raised and educated in Illinois but moved to Canada in 1967 after completing his graduate work. He taught in the Department of Psychology and the School of Law at the University of Western Ontario until joining the Duke Law faculty in 1989. He serves on the editorial boards of a number of law and society publications and as a consultant to legal, scientific, and government organizations in the United States and Canada. Professor Vidmar is the co-author of Judging the Jury (1986), author of Medical Malpractice and the American Jury (1995) and World Jury Systems (2000). He has written articles dealing with both the civil and criminal justice system. He teaches in the areas of social science evidence in law, the psychology of the litigation process, negotiation, and the contemporary American jury. Professor Vidmar will be on leave in spring 2004.

Stephen M. Wallenstein, Professor of the Practice of Law, Business and Finance
B.A. 1969, Cornell University; M.A. 1970, Harvard University; J.D. 1974, Yale Law School. Professor Wallenstein commenced his professional career with a large law firm. From 1979 to 1995 he worked at the International Finance Corporation in Washington, D.C. He was responsible for structuring and negotiating international business transactions in Europe, Asia, and Latin America, with specialization in international project finance, capital markets, and privatization. Before coming to Duke, Professor Wallenstein taught at the American University and the University of Denver College of Law. He also taught law and development at the Catholic University in Rio de Janeiro, where he lived for three years and became fluent in Portuguese. Professor Wallenstein holds the position of executive director of Duke’s interdisciplinary Global Capital Markets Center, and is the program director and founder of the Duke Directors’ Education Institute.
John C. Weistart, Professor of Law
A.B. 1965, Illinois Wesleyan University; J.D. 1968, Duke University; LL.D. (Hon.) 1981, Illinois Wesleyan University. Professor Weistart has been involved in several innovative projects in the course of his career. Most recently he directed the Contracts Video Project which produced The Contracts Experience, the first complete set of multimedia course materials to be used in law schools. The project has won several awards for its contributions in the fields of both education and videography. Professor Weistart is also the co-author of the seminal work, The Law of Sports, which has been recognized as the foundation of the now-developed field of sports law. In addition, in 1986, he was the executive producer of Fair Game, a PBS show on issues of corruption and commercialization in college sports. Professor Weistart is known for his writing in the fields of contracts, commercial law and sports law and serves as a consultant to the Federal Trade Commission. He is a frequent commentator on issues of business and culture.

Jane Roney Wettach, Clinical Professor of Law
B.A. 1976, J.D. 1981, University of North Carolina at Chapel Hill. Professor Wettach practiced poverty law for thirteen years with legal aid offices in Raleigh and Winston-Salem, North Carolina, developing a particular expertise in the law of government benefits. She is the author of The Advocate’s Guide to Assistance Programs in North Carolina and co-author of A Consumer’s Guide to Health Insurance and Health Programs in North Carolina. Professor Wettach joined the Duke Law faculty in 1994. She is the first director of the Law School’s Children’s Education Law Clinic and teaches Education Law. She previously served as supervising attorney in the AIDS Legal Assistance Project and as an instructor in the Legal Analysis, Research and Writing Program. She is a frequent speaker on issues involving the educational rights of children, especially children with disabilities.

Jonathan B. Wiener, Professor of Law, Professor of Environmental Policy, and Professor of Public Policy Studies
A.B. 1984, J.D. 1987, Harvard University. During law school, Professor Wiener was an editor of the Harvard Law Review. After law school, he clerked for federal judges Jack Weinstein and Stephen Breyer. He served as special assistant to the assistant attorney general heading the Environment and Natural Resources Division, Department of Justice, as policy counsel at the Office of Science and Technology Policy, Executive Office of the President; as senior staff economist at the President’s Council of Economic Advisors; and as an advisor to the new Americorps National Service Program. He came to Duke in 1994. His publications include the book Risk vs. Risk (1995). In 1999, he was a visiting professor at Harvard Law School. He directs the annual colloquium on environmental law at Duke and teaches in the areas of environmental law, risk regulation, mass torts, and property. He founded the Law School’s "Dedicated to Durham" community service day and directs the new Center for Environmental Solutions at Duke.
Lawrence A. Zelenak, Professor of Law
B.A. 1976, Santa Clara; J.D., 1979, Harvard. Professor Zelenak is a native of Tacoma, Washington. He practiced law for several years in Seattle, and he has been on the faculties of the Lewis and Clark Law School (1983-86), the University of North Carolina Law School (1986-2001), and Columbia Law School (2001-2003). He has also served as a professor-in-residence in the Office of the Chief Counsel of the Internal Revenue Service. He has written numerous articles on a variety of tax policy issues, and has co-authored a treatise and a problem book on the federal income taxation of individuals. He joined the Duke faculty in 2003. He teaches in the areas of federal taxation and torts.

Extended Faculty
Cynthia F. Adcock, Senior Lecturing Fellow
Robert A. Beason, Senior Lecturing Fellow
Charles L. Becton, Senior Lecturing Fellow
Brenda Berlin, Senior Lecturing Fellow
Mark P. Bernstein, Senior Lecturing Fellow
Donald H. Beskind, Senior Lecturing Fellow
Joseph Bylinski, Senior Lecturing Fellow
Denise D. Chapin, Senior Lecturing Fellow
Jolynn Childers-Dilling, Lecturing Fellow
James L. Cochrane, Senior Lecturing Fellow
J. Donald Cowan, Senior Lecturing Fellow
Jeffrey C. Coyne, Senior Lecturing Fellow
Lauren A. Dame, Senior Lecturing Fellow
Melanie Dunshee, Senior Lecturing Fellow
Rene Stemple Ellis, Senior Lecturing Fellow
Christine Evans, Lecturing Fellow
Andrew H. Foster, Lecturing Fellow
John Hope Franklin, Professor of History and Professor of Law (Emeritus)
Kip Frey, Senior Lecturing Fellow
James Fuller, Senior Lecturing Fellow
Robert B. Glenn, Senior Lecturing Fellow
George D. Gopen, Senior Lecturing Fellow
Guy Haarscher, Senior Lecturing Fellow
Michael Hannon, Senior Lecturing Fellow
Robert M. Hart, Senior Lecturing Fellow
Kenneth J. Hirsh, Senior Lecturing Fellow
Charles R. Holton, Senior Lecturing Fellow
Hisaei Chuck Ito, Lecturing Fellow
Jennifer A. Jenkins, Lecturing Fellow
Sally C. Johnson, Senior Lecturing Fellow
Sandra L. Johnson, Senior Lecturing Fellow
Eugene M. Katz, Senior Lecturing Fellow
Edward E. Kaufman, Senior Lecturing Fellow
Donald R. Knowles, Senior Lecturing Fellow
Elizabeth F. Kuniholm, Senior Lecturing Fellow
Sarah H. Ludington, Senior Lecturing Fellow
Martin E. Lybecker, Senior Lecturing Fellow
Heather MacKenzie, Senior Lecturing Fellow
Joan A. Magat, Lecturing Fellow
Karen Magri, Lecturing Fellow
Jennifer D'A. Maher, Senior Lecturing Fellow
Thomas K. Maher, Senior Lecturing Fellow
Richard C. Maxwell, Harry R. Chadwick, Sr., Professor of Law (Emeritus)
William S. Mills, Senior Lecturing Fellow
Alice N. Mine, Senior Lecturing Fellow
Theresa A. Newman, Senior Lecturing Fellow
Walter Hue Nunnallee, Senior Lecturing Fellow
Jo Ann Ragazzo, Senior Lecturing Fellow
Allison J. Rice, Senior Lecturing Fellow
Stephen E. Roady, Lecturing Fellow
H. B. Robertson, Jr., Professor of Law (Emeritus)
Deborah K. Ross, Senior Lecturing Fellow
Marc H. Shapiro, Senior Lecturing Fellow
Nancy Russell Shaw, Senior Lecturing Fellow
Melvin G. Shimm, Professor of Law (Emeritus)
Kenneth D. Sibley, Senior Lecturing Fellow
Allen G. Siegel, Senior Lecturing Fellow
E. Carol Spruill, Senior Lecturing Fellow
Mary Anne Sullivan, Senior Lecturing Fellow
Katherine Topulos, Senior Lecturing Fellow
Charles O. Verrill, Jr., Senior Lecturing Fellow
Valerie A. Weis, Lecturing Fellow
Douglas P. Wheeler, Senior Lecturing Fellow
M. Gordon Widenhouse, Jr., Senior Lecturing Fellow
William M. Zoffer, Senior Lecturing Fellow
Admissions
The Law School strives to treat each applicant fairly and with candor. The following description of the admissions process at Duke is presented with that objective in mind.

**Admissions Standards**

At Duke, as at many law schools, the three most important admissions criteria are the Law School Admission Test (LSAT) score, the undergraduate grade point average (GPA), and the undergraduate institution attended.

Although reliance on purely academic criteria is appropriate in making some decisions, particularly those involving candidates either clearly admissible or clearly inadmissible, the majority of applications fall between these extremes. For these applications, Duke will give careful consideration to more subjective factors such as proven capacity for leadership, dedication to community service, excellence in a particular field, motivation, graduate study in another discipline, work experience, extracurricular activities, and personal and character information provided in letters of recommendation. Also, in interpreting the applicant's GPA, it is often necessary to make judgments regarding the strength of the course of study pursued and the significance of class rank or the progression of grades.

Although no quotas of any kind are employed in the admissions process, the Law School does make a conscious effort to achieve a broad diversity in each entering class in terms of general background, geography, and undergraduate institutions represented. An individual student may be selected not only for his or her marked potential for academic success, but also because application materials indicate that he or she can bring to Duke unique personal qualities or talents that will enhance the overall character of the entering class.

Duke has a faculty-initiated affirmative action plan for minority admissions, and special care is taken in evaluating applications from members of minority groups who traditionally have not been well represented in the legal profession. On occasion, special consideration may be given to North Carolina residents and children of Law School alumni who are qualified to complete the required course of study.

An applicant who has graduated from an accredited college, or one who has completed the degree requirements of an accredited college prior to matriculation at the Law School and will be granted a degree during his or her course of study at the Law School, may be admitted as a candidate for the degree of Juris Doctor (J.D.).
Admission Procedures: J.D. Program

The Admissions Committee receives its authority by delegation from the law faculty and reports to the law faculty. The committee, composed of four law professors, two administrative deans or directors, and three law students, decides policy questions arising in the admissions process. Student members of the committee, however, do not review individual files. All individual applications are reviewed by the associate dean of admissions. Each applicant is responsible for collecting and submitting the following documents:


2. Three completed reference forms, one of which should be written by an appropriate academic dean at the undergraduate school last attended. It is suggested that the other reference forms be written by professors who have personal knowledge of the academic performance and potential of the applicant. References compiled and submitted by an established Career Planning and Placement Office at the applicant’s undergraduate school will be accepted. Although academic references are preferred, applicants who have been out of school for some time may substitute letters from employers or others who are well acquainted with their personal traits and intellectual potential.

3. A nonrefundable processing fee of $70. This application fee is not waived except in cases of documented extreme personal hardship.

4. Scholarship assistance form. All applicants are required to return this form; those not wishing to be considered for scholarships may so indicate on the form.

Applicants are strongly urged to take the Law School Admission Test (LSAT) no later than December. Registration forms and information should be procured by writing directly to Law Services, Box 2000, Newtown, Pennsylvania 18940, (215) 968-1001, or by visiting their website at www.lsac.org. Applicants with disabilities should contact Law Services directly for information concerning special accommodations for taking the LSAT. Only in exceptional cases will Duke waive the LSAT requirement.

Applicants must arrange for the submission of transcripts from all undergraduate and graduate schools attended to the Law School Data Assembly Service (LSDAS), Box 2000, Newtown, Pennsylvania 18940.

Duke has no formal deadline for the submission of applications. However, applicants to the first year class may disadvantage themselves by submitting their applications later than January 1. Review of completed applications begins in December and continues until the class is filled.

Duke has an early action option which allows students whose applications are complete by November 1 to receive a decision (admit, deny, or hold) by December 31. Early action applications are evaluated in the same way and by the same standard as in the regular admissions cycle.

Applicants who visit the 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 held open until the registration
date. Offers are extended to applicants on the waiting list as withdrawals occur during the summer.

Admission to the Law School is conditional upon receipt of a final official transcript of all undergraduate and graduate work undertaken by the candidate.

Admission Procedures: Summer Joint-Degree Programs

Procedures for admission to the summer joint-degree programs are no different from those established for the regular J.D. program commencing in the fall semester. Applicants should indicate on the application form that they are applying to the summer program and designate either the LL.M. program offered by the Law School, or the Graduate School department in which they wish to pursue the A.M. or M.S. Applicants to the LL.M. program are selected by the Law School Admissions Committee. The selection process for A.M. and M.S. applicants is bifurcated. Upon a favorable decision by the Law School Admissions Committee, the applicant's file will be forwarded to the appropriate Graduate School department for review. Applicants must be formally admitted to the master's program by the Graduate School.

Students must elect whether they wish to be considered for entrance in the summer or fall, and may not be considered concurrently for admission to both programs. A student wishing to change that election may do so prior to receipt of a final admission decision without payment of an additional processing fee. However, the Admissions Committee will treat the application to the alternate program as newly completed; thus a late change in election may prejudice the applicant's chance for admission. An offer of admission to one program is not transferrable to another program. This policy reflects our need for a firm commitment from applicants regarding which program they wish to enter so that we may deal fairly with all applicants competing for a limited number of spaces in each class. Although applicant pools may change from year to year, our experience has been that competition for spaces is equivalent for the two programs.

Other Joint-Degree Programs

Applicants for any of the other joint-degree programs offered by the Duke Law School are considered 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 joint degree program. Students planning to participate in such programs should notify the Law School immediately upon their admission.

Master of Legal Studies

This program is available. For further information contact Dennis Shields, Associate Dean for Admissions and Financial Aid, at shields@law.duke.edu, or (919) 613-7020.

Reactivating Admissions Files

If an applicant has applied for admission in a previous year and was not extended an offer of admission or chose not to enter during that academic year, he or she may request that the file be reactivated for consideration by the Admissions Committee. The applicant should update his or her personal statement and resume at that time. A nonrefundable fee of $70 is charged for processing the application, and a check or money order for this amount must accompany the request for reactivation of the file. The applicant will not be required to re-register with the Law School Data Assembly Service (LSDAS) unless he or she retakes the LSAT after initially applying to the Law School. An updated transcript will be required to document academic work completed but not
reflected on the last LSDAS report received by Duke. Application files are retained for three years.

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 third 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:

1. A nonrefundable processing fee of $70;
2. Letter of certification from the dean of the law school attended;
3. References from two law professors who have personal knowledge of the academic performance and potential of the applicant;
4. Certified transcript of all grades earned in the first year of law school;
5. Law school class rank

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

Admission to Duke to pursue law study beyond the basic professional degree is generally limited to J.D./LL.M. candidates and international students. For information about application to the graduate study program, see the description of admission procedures for the summer joint-degree program or the section on international students.

University and Law School Rules

Students are subject to the rules and regulations of the university and the 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 the Law School Rules is available for review in the Law School Library and on the Law School’s World Wide Web site: http://www.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 drugfree workplace as defined by federal regulations.

Information about admission to the Duke University School of Law is also available at the Law School’s World Wide Web site: http://admissions.law.duke.edu/.
Financial Information
The cost of providing a legal education of the quality offered by Duke is high and has been steadily increasing. An annual report of the Law School explains in moderate detail what those costs are, and how they are met; a copy is available on request. As the report reveals, the Law School is substantially subvented by the university from its endowment sources. In addition, the Law School has some resources of its own, including generous annual giving support from its alumni. Nevertheless, the bulk of the cost of the program must be borne by the students who receive it.

**Tuition**

J.D., LL.B., and M.L.S. Candidates. For the academic year 2003-2004 entering students in the J.D. program, transfer students, and candidates for the M.L.S. degree will pay a full year’s tuition of $31,680. Students pursuing the J.D./A.M. or the J.D./LL.M. in the summer entering program will pay an additional $10,870 in tuition for the summer term. Entering students must pay their fall tuition by August 15, 2003. The tuition refund policy is set forth below.

Subsequent years of study toward the J.D. program will be billed at the current tuition rate. In recent years, that rate has been significantly increased each year. Students in joint-degree programs will be billed tuition at rates appropriate to their particular programs.

Graduate Degree Candidates. Students pursuing the LL.M. degree will pay tuition of $31,680 in 2003-2004 for their single year of instruction. S.J.D. candidates must enroll for two years; tuition for the S.J.D. program for 2003-2004 is set at $31,680.

**Other Fees**

Late Registration Fee. Students who register in any semester at a date later than that prescribed are required to pay a $25 penalty.

Student Health Fee. A mandatory student health fee of $524 ($262 per semester) is charged to all Duke University students. Hospital insurance is available. Cost for the academic year 2003-2004 is $1063 for a single student, $3,345 for family coverage. The hospital insurance policy coverage is for one year.

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) ten 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.

Athletic Events Fee. Law students may secure admission to all regularly scheduled university athletic contests, with the exception of soccer and basketball, held on university grounds during the entire academic year free of charge. The fee for basketball and soccer is payable in the fall semester. Students may also use the facilities of the Duke golf course upon payment of student green fees.

Duke Bar Association Fee. A $30 fee each semester is due and payable not later than the day of registration for a particular semester. This fee is utilized exclusively to support the activities of the student bar association.

Parking Fee. Students wishing to drive to the campus must register a car for the university’s parking lots at an annual fee of $99-$234, depending on availability of spaces in various open or gated lots.

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

General Expenses

Applicants should be aware that the following general expense estimate was compiled in the spring of 2000, 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 and fees is approximately $14,976 for a single student. Included in the above cost-of-living estimate are current expense levels for lodging, board, books (approximately $1,200 if purchased new), supplies, transportation, and personal effects. First-year students are also required to own a computer, which can cost up to $4,000 for a notebook computer. 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 one or two weeks prior to the beginning of classes. If full payment is not received by the due date, a late payment charge as described below 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 15, 2003. Students not receiving a bursar invoice should telephone the bursar’s office at (919) 684-3531 to request an invoice.

Penalty Charge. If the total amount due on an invoice is not received by the invoice due date, a penalty charge will be assessed from the billing date to the due date of that invoice. The penalty will be assessed on the subsequent invoice at an annual rate of 16 percent applied to the past due balance on that invoice. The past due balance is defined as the previous balance less any credits received and any payments received on or before the due date. Students receiving loans and/or scholarships should submit in writing by the late payment date on the invoice to the bursar’s office each semester the name and amount of each loan that will satisfy the bursar’s invoice to avoid penalty charges. Penalty charges will be assessed for students who do not provide loan information to the bursar’s office each semester—no exceptions. Mail payments to: Bursar, P.O. Box 651032, Charlotte, North Carolina 28265-1032.
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.
1. In the event of death or a call to active duty in the armed services, a full tuition refund is granted.
2. If a first-year student withdraws after the tuition due date for the summer or fall term, up to 50 percent of tuition may be non-refundable, if the Law School is unable to enroll another qualified applicant because of the student's late withdrawal. First-year students who withdraw after the beginning of classes for the summer or fall term are ineligible for any tuition refund.
3. In all other cases of withdrawal, students or their parents may elect to have tuition charges refunded or carried forward as a credit for later study according to the following schedule:
   a. withdrawal before the beginning of classes-full refund;
   b. withdrawal during the first or second week-80 percent;
   c. withdrawal during the third through fifth week-60 percent;
   d. withdrawal during the sixth week-20 percent;
   e. withdrawal after the sixth week-no refund; but
   f. tuition charges paid from grants or loans will be restored to those funds and will not be refunded or carried forward.

Scholarship Assistance

The Law School offers both merit-based and need-based scholarships to incoming students.

Scholarship awards are generally made in the form of a contract committing the school to a total grant to be disbursed over the student's first five semesters of Law School. This schedule makes more money available early, when it is most needed, since summer savings and permanent job prospects lessen the financial burdens of most students in the third year.

Students seeking scholarship assistance should file a scholarship application at the same time they apply for admission. Scholarship applications are mailed with the admission application. Most scholarship awards are made just following the admission decision, so that applicants may receive the earliest possible notice of the extent of scholarship support available. The fact that a student has applied for financial aid will not affect the decision on the application for admission.

Need Awards. The Law School provides a number of scholarships that are intended primarily to aid those students who are most in need of financial assistance. To ensure that full consideration of financial need is possible at the time when most of our scholarship funds are awarded, such students are required to provide accurate information regarding family (student and both parents) income and other relevant circumstances on the Duke scholarship application. Inclusion of information from both parents on the Duke scholarship form is mandatory.

Merit Awards. The Law School competes for students with the top institutions in this country. To attract a solid core of outstanding class members, merit scholarships are also offered. Merit, for this purpose, is usually defined as extraordinary academic promise manifested by grades and test scores which are substantially above the class
medians. It is not to be supposed that persons receiving such awards are more meritorious, in the broadest sense of that word, than many other entering students whose admissions credentials may seem a bit less unusual. But, it is believed, all students at the school are benefitted by the solid assurance that Duke law students as a group are among the most able anywhere.

Note: Students who can demonstrate both financial need and merit should apply for a need-based scholarship, not a merit award. Typically, those who are both needy and meritorious receive slightly higher scholarship amounts than do those who apply for the funds based solely on merit.

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-class Awards. Virtually all available scholarship funds are allocated to entering students and to students continuing under a scholarship contract awarded at the time of admission. No additional scholarship funding is available to upper-class students, except for the Estate Planning Conference Scholarship, which was endowed by the Estate Planning Council of Duke University and is awarded to a third-year law student with a particular interest in estate planning and the David H. Siegel Scholarships established by Allen G. Siegel of the Class of 1960, in memory of his father.

Title IV Loan Assistance

Title IV loan assistance is available to qualified students. Students who wish to apply for this assistance must complete the Free Application for Federal Student Aid. To request the Free Application for Federal Student Aid, telephone 1-800-433-3243. Be certain that your request specifies the correct academic year. To obtain more information on federal student financial aid, write to the Federal Student Aid Information Center, P.O. Box 84, Washington, D.C. 20044 to request the booklet "The Student Guide: Financial Aid from the U.S. Department of Education-Grants, Loans, and WorkStudy." This booklet is free.

Complete the Free Application for Federal Student Aid. Mail the completed form in the return envelope attached to the Free Application for Federal Student Aid. The U.S. Department of Education will process the Free Application for Federal Student Aid and mail the Student Aid Report (SAR) directly to the student applicant. The student application should verify the information on the SAR. If the information on the SAR is correct, complete, sign, and mail the SAR to the Office of Financial Aid, Duke University School of Law, Box 90363, Durham, North Carolina 27708-0363. If corrections to the SAR are required, follow the instructions on the SAR.

Satisfactory Status Policy

To remain eligible for Title IV funding, a student must maintain a 2.1 cumulative grade point average to remain in good standing at the Law School. A student placed on probation will be allowed one semester to improve his or her grade point average to a 2.1.

Non-Need Based Loan Assistance

The Law School also has other loan programs available to students who need additional loan funds to meet the approved academic period budget. A good credit history (report) is mandatory to receive these loans. To check your credit history contact your credit bureau. For more information about credit bureaus or resolving credit

Federal Work Study

The Law School also receives a limited amount of federal workstudy funds each year. The school does not recommend that first-year students work, so these funds are reserved for second- and third-year students who are working in the Law School.

Loan Forgiveness Program

Since 1988, Duke Law School has had a loan forgiveness 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 very generous terms of this program is available from the Office of Admissions and Financial Aid or through the Law School’s World Wide Web site: http://www.law.duke.edu/admis/financialaid.html.

Visiting Students

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

Most courses are generally available only on a graded basis. Independent research, ad hoc seminars, and occasionally some other courses may be designated for credit/fail grading by action of the faculty. If a student has previously taken or audited a course for at least an eight-week period, or in other special circumstances, credit/fail grading may be required or authorized in an individual case at the discretion of the instructor and the dean. Grades received in courses taken in other divisions of the university or courses transferred from other law schools are made part of the student's permanent record, but are not included in the Law School grade point average unless the student receives a failing grade.

The Law School uses a slightly modified form of the familiar 4.0 grading system. No official labels, such as specific Honors, High Pass, or A, B, C, etc., are attached to specific points or ranges of grades within the system. As at a number of other major law schools, exceptional performance may be indicated by a grade of 4.1 to 4.5, and grades above 4.0 are roughly the equivalent of an A+ in other systems. Grades below 1.5 are failing.

Classes of forty students or more have a mandatory median grade of 3.1. The standard grade distribution curve is as follows:

<table>
<thead>
<tr>
<th>Interval</th>
<th>Percentage of Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.8-4.5</td>
<td>5-15%</td>
</tr>
<tr>
<td>3.4-3.7</td>
<td>15-25%</td>
</tr>
<tr>
<td>3.0-3.3</td>
<td>30-45%</td>
</tr>
<tr>
<td>2.5-2.9</td>
<td>15-30%</td>
</tr>
<tr>
<td>1.6-2.4</td>
<td>0-15%</td>
</tr>
<tr>
<td>1.5 or less</td>
<td>0-5% (a failing grade)</td>
</tr>
</tbody>
</table>

Good Standing

Any student who is eligible to continue the study of law who is not on probation shall be in good standing. Those considered ineligible to continue the study of law include (1) any first-year student who has attained a grade point average of less than 1.9 or who has received failure grades in courses totaling more than eight semester-hours; (2) any student who has received failure grades in courses totaling more than ten semester-hours during the second and third years or whose grade point average for the second year is less than 2.0; or (3) any student who has been placed on probation and who has failed to comply with the conditions of probation or who at the end of the specified probationary period has not attained or maintained a grade point average of at least 2.1. Under certain circumstances a student otherwise ineligible to continue the
study of law as a result of academic performance in the first year will be permitted to repeat the first year.

A student will be placed on probation if (1) in the first year, the student has attained a grade-point average of less than 2.3 but not less than 2.0 and who has received failure grades in courses totaling not more than eight semester-hours; (2) the student has repeated the first year and attained a grade-point average of not less than 2.1 but less than 2.3 or who has attained a grade-point average of at least 2.3 but who has received a failure grade in any course; (3) in the second year, the student has attained a grade-point average of less than 2.3 in either semester of that year or who has received failure grades in courses totaling not less than six but not more than ten semester-hours during that year; or (4) in the third year, the student has attained a grade-point average of less than 2.3 in the fifth semester.

**Maximum and Minimum Course Loads**

No first-year student may take courses other than those of the required first-year program, except joint-degree students under the terms of their joint-degree programs, or with the permission of the dean. No student other than a first-year student may take for credit courses totaling more than sixteen hours per semester, except with the permission of the dean.

No student shall take for credit courses totaling less than twelve hours per semester, except with the permission of the dean.

**Attendance and Preparation**

Students must regularly attend and prepare for all classes. A student who is excessively absent or grossly unprepared may, in the discretion of the instructor, be denied the right to take a final examination or to submit other required coursework.

**Auditing Courses**

Students may audit courses with the written permission of the instructor but may not audit courses which, in combination with courses taken for academic credit, exceed seventeen hours per semester. The fact that a student has audited a course shall be indicated in the official records of the Law School.

**Examinations**

Final examinations are given in most courses at the Law School, and students should expect a final examination unless otherwise announced by the instructor. Students must take final examinations at the regularly scheduled time, unless permission is given by the dean's office. Permission is not normally granted except in extraordinary circumstances such as serious illness, exam scheduling conflicts, or the scheduling of three or more exams within a thirty-six-hour period.

**Submission of Papers**

Papers or other required coursework must be submitted 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 exceptional individual cases, the instructor may grant an extension, but the extension may not ordinarily be later than the twenty-eighth day following the last day of the examination period. After that date, an incomplete is entered. When an incomplete is entered, the required coursework must be completed by a date set by the instructor or, in the event of a rescheduled examination, by the dean. In no event may the deadlines be later than the last day of the regularly scheduled examination period for the following semester.
Independent Study

A student may take no more than three semester-hours of independent research toward their Juris Doctor degrees. A J.D. student also enrolled in the LL.M. program may take for credit not more than four semester-hours of independent research. Students enrolled in the one-year LL.M. program may take for credit not more than three semester-hours of independent research as described under Rule 2-3. All independent research that is taken for credit must be approved by a member of the faculty. The student shall submit as the end product of independent research a paper of the kind generally submitted in seminars (see Policy 3-5), which shall be graded by such member of the faculty on a credit/fail basis [cf. Rule 3-1(2)(c)]. Students may not satisfy core course requirements for any of the Law School's degrees through independent research. Any proposals for independent research supervised by faculty other than members of the governing faculty, which, for this purpose, includes full-time visiting faculty and emeritus faculty, must first be approved by the senior associate dean for academic affairs.

Ad Hoc Seminars

A group of five or more students other than first-year students may plan, conduct, and take for not more than two semester hours of credit their own ad hoc research and seminar program. The sponsoring students shall submit to the dean, at least two months before the end of the semester preceding the semester for which the proposed program is projected, a written prospectus containing a syllabus and a list of required readings for such a program. The dean shall then seek from a knowledgeable member of the faculty an assessment of the academic merit and the feasibility of the proposal, and if that assessment is favorable, the dean may, at his or her discretion, approve the proposal and designate a member of the faculty to observe and supervise the conduct of the program and to grade student performance. Each participating student must submit a paper of the kind generally produced in seminars (See Policy 3-5.) Grades shall be awarded on a credit/fail basis [cf. Rule 3-1(2)(d)].

Research Tutorials

The Curriculum Committee is authorized to approve as many as four Research Tutorials in an academic year. The credit assigned may be as much as four semester-hours. Enrollment may be limited to as few as eight students to be selected by the instructor. Approval of such Research Tutorials will imply an obligation on the instructor and the enrolled students to produce a substantial body of publishable scholarship.

Externship Tutorials

Students participating in the externship in international law (Rule 3-25) may receive up to two hours credit for a research tutorial on a topic related to the externship. The tutorial normally will be supervised by the faculty member responsible for supervising the student’s externship (Rule 3-25(4)).

Other Standards and Rules

Like all academic institutions, the Law School is governed by scholastic standards and rules promulgated by the faculty, which cover such matters as academic misconduct, eligibility to continue the study of law, academic probation, minimum and maximum course loads, examinations, and registration procedures. A complete copy of these rules is available for review in the Law School library and on the Law School’s World Wide Web site at http://www.law.duke.edu/studentAffairs/policies.html.
Curriculum
Duke Law School has an extensive curriculum site on the web. Go to www.law.duke.edu/curriculum for more information about courses, links to faculty profiles, registration information, and the schedule for the 2003-2004 academic year.

FIRST YEAR CURRICULUM

110. Civil Procedure. A consideration of the basic problems of civil procedure designed to acquaint students with the fundamental stages and concerns of litigation—such as, for example, jurisdiction, pleading, discovery, trial, choice of law, and multiparty actions. In addition, this course will highlight a number of specialized topics including the role of juries in deciding civil disputes, the ethical responsibilities of the litigation attorney, and the development of alternative dispute resolution systems. At several points, this course will focus on an analysis of the procedural system's operations as revealed through empirical studies. Instructor: Jones, Metzloff, or Rowe. 4.5 units.

120. Constitutional Law. An examination of the distribution of and limitations upon governmental authority under the Constitution of the United States. Included are study of the doctrine of judicial review of legislative and executive action, the powers of Congress and the president, the limitations on state governmental powers resulting from the existence or exercise of congressional power, and judicial protection against the exercise of governmental power in violation of rights, liberties, privileges, or immunities conferred by the Constitution. Instructor: Powell, Schroeder, or Van Alstyne. 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; the variety, scope, and limitations on remedies; and the policies, jurisprudence, and historical development of promissory liability. Instructor: Haagen, Reichman, Richman, or Weistart. 4.5 units.

140. Criminal Law. An introductory study of the law of crimes and the administration of criminal justice, including analysis of the criminal act and the mental element in crime, consideration of specific offenses as defined by statute and the common law, and discussion of typical defenses in relation to specific crimes. One of the purposes of this course is to introduce the students to the nature of social control mechanisms and the role of law in a civilized society. Instructor: Beale, J. Coleman, or Everett. 4.5 units.

160. Legal Analysis, Research, and Writing. An introductory study of the various forms of legal writing and modes of legal research. Through an integrated approach to writing and research, the course begins by analyzing the components of judicial
opinions and ends with the students independently researching and writing a sophisticated appellate brief. The principal goal of this course is the mastery of the basic tools of legal analysis, the principles of legal writing, and the techniques of legal research using both print and online resources. Year-long course. Student will receive 3 hours credit upon successful completion of the second half of the course. Instructor: Chapin, Dimond, Ludington, Magat, or Ragazzo. 3 units.

170. Property. A study of the basic concepts of real property law and conveyancing, including historical background; estates in land, including the fee simple, the fee tail with its statutory substitutes, the life estate, the estate for years, and other nonfreeholds; concurrent ownership; types of future interests; conveyances before and after the Statute of Uses; landlord and tenant; the modern deed-kinds, delivery, description, title covenants, and agreements running with the land at law and in equity; easements; and recording and title registration. Instructor: Underkuffler or Wiener. 4.5 units.

180. Torts. An analysis of liability for personal injuries and injuries to property. The law of negligence occupies a central place in the course content, but this course also considers other aspects of tort liability such as strict liability, liability of producers and sellers of products, nuisance, liability for defamation and invasion of privacy, and commercial torts. The subjects of causation, damages, insurance (including automobile no-fault compensation systems), and workmen’s compensation are also included. Instructor: Boyle, Christie, or D. L. Coleman. 4.5 units.

Upper-Class Curriculum

In the absence of special authorization from the dean, each student is required to take in each semester courses aggregating not fewer than twelve and not more than sixteen semester hours in order to be considered a full-time student for purposes of meeting the residency requirement for the J. D. degree.

The program in the second and third years is entirely elective except for a required two- to three-unit professional responsibility course. In planning his or her program, however, the student should bear in mind that certain more basic courses may be prerequisites to other more advanced courses, and that for this reason— as well as to avoid possible schedule conflicts— it is generally advisable to take these more basic courses in the second year.

Those offerings listed as courses are open to large enrollments. Those listed as clinical have limited enrollment in order to permit close supervision of the professional work students perform. Those listed as seminars are also limited in size and engage the students in research projects with the instructor. C-L: denotes a course offered in another part of Duke University that is cross-listed and may be taken for Law School credit.

MASTER OF LAWS COURSES

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

195. Legal Analysis, Research, and Writing for International Students. A research and writing tutorial designed to introduce international students to the techniques of case and statutory analysis as well as the tools and methods of legal research. Students are expected to complete written assignments and memoranda of law. Instructor: Evans, J. Maher, or Ross. 2 units.

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: Benjamin or Bignami. 3 units.

205. Antitrust. A study of the federal antitrust laws and the policy of using competition to control private economic behavior. Topics include the political framework in which competition policy is made both internationally and domestically; the economics underlying antitrust policy; monopolization and exclusionary practices; competitor collaboration; vertical restraints; mergers; and price discrimination under the Robinson-Patman Act. Study of antitrust law may be thought of as preparation for a specialized field of law practice, as background for work in the larger field of corporate law, or as an introduction to the workings of competitive markets, in which consumer choices drive important decisions that would otherwise have to be made by government. Instructor: Richman. 4 units.

207. Sports and the Law. Sports occupies a central place in modern society. It constitutes a significant sector in the economy and an important form of cultural expression. This course examines the legal relations among the various parties in sports at both the professional and amateur levels. Particular attention will be given to the importance given to the maintenance of competitive balance and its impact on traditional notions of competition that apply in other business settings. Contracts law, antitrust law, and labor law provide the essential core for the investigation of issues in this course. In addition, this course seeks to provide an informed perspective on the financial and business structures that define the industry. 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. Considers the relationships between the law and other institutions. In-depth study of fundamental changes in corporate structure such as mergers and takeovers. Given trends toward increasing globalization in capital markets, draws comparisons with the law of other countries (the United Kingdom, other members of the European Community, and Canada). Examines portions of the federal securities laws that most closely affect the organic law of the corporation: federal regulation of the system of proxy voting in public corporations and of tender offers, and federal restraints on insider trading. Instructor: Cox or DeMott. 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. Particular attention is given to the use of the law to allocate losses among commercial parties and to promote or disadvantage particular interests. 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: Western Legal Traditions. A study of civil law and common law systems, focusing on legal institutions, legal actors, their roles, and backgrounds. This course will examine the shared Western legal and intellectual heritage and analyze selected problem areas. Instructor: Michaels. 3 units.

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

225. Criminal Procedure: Formal. 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: Everett. 3 units.

226. Criminal Procedure: Police. A study of the legal restrictions on police investigative practice which typically precede institution of formal proceedings, with special emphasis upon "stop and frisk," arrest, search and seizure, confession suppression, electronic surveillance, and operation of the exclusionary rule. Instructor: Mosteller. 3 units.

227. Use of Force in International Law. Military force is of considerable topical importance. So too are the international rules and institutions governing its use. This course examines the international law governing when and where military force can be used. Six broad issues will be considered: sanctions, peacekeeping, UN authorized military force, self-defense, UN authorized humanitarian intervention, unilateral humanitarian intervention. The course will be taught primarily through a series of case studies, including Korea, Rhodesia, Iraq, Somalia, Haiti, Bosnia, Kosovo and Afghanistan. Current developments will be closely tracked and fully integrated. Instructor: Byers. 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. Class discussion emphasizes important issues arising in current cases: for example, reverse discrimination versus affirmative action, the controversial "comparable worth" concept in equal pay litigation, and the "bottom line" defense to test invalidation. Instructor: 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; attributes of markets and of government policies; choice of policy instruments for environmental protection; roles of different branches and levels of government, and nongovernmental actors; interplay of scientific, economic, social, and other factors in development and consequences of environmental law. Topics analyzed in the contexts of common and statutory law regimes for air, water, hazardous waste and toxics, resource use, and biodiversity and ecosystems. Focus on U.S. legal system; some foreign and global contexts. Instructor: Wiener. 3 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. Professional responsibility issues must be examined in light of applicable court decisions, statutory rules, and administrative regulations. Beyond the legal dimension, this course also seeks to address the more aspirational concerns relating to a lawyer's role in American society. This is a required course. Instructors: Adcock, J. Coleman, Rice. 2-3 units.

240. European Union Law. An introduction to the constitutional and substantive law of the European Union, including: the origins and institutions of the European Union; the relationship of European Union law and national law; the enforcement of European Union law; and freedom of movement of goods, persons, and services; and foreign relations competence of the European Union. Instructors: Bignami. 3 units.

245. Evidence. A study of the theory and rules governing presentation of evidence to a judicial tribunal, including the concept of relevancy; character evidence; judicial notice; real and demonstrative evidence; expert testimony; authentication of writings; the best evidence rule; competency, impeachment and rehabilitation of witnesses;
hearsay and the exceptions to its exclusion; and privileged communications. Instructor:
Mosteller. 4 units.

250. Family Law. A study of legal and policy issues relating to the family, including marriage and divorce. Topics include requirements to marriage, unmarried cohabitation, marital contracts, equitable distribution at divorce, spousal support, child custody, and child support. In addition to a three-hour final examination, all students must negotiate a separation agreement. Instructor: Childers-Dellinger. 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 deduction, and the proper taxpayer on which to impose the tax. Instructor: Schmalbeck or Zelenak. 4 units.

260. Financial Information. Many attorneys are required to evaluate financial data, notably financial statements from corporations, on a regular basis. The need is not limited to corporate attorneys; indeed litigators in securities, antitrust, malpractice, or general commercial litigation frequently must analyze financial information. This course serves to both introduce 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: Bylinski. 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: Van Alstyne. 4 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. NOTE: Intellectual Property is a prerequisite for Law 369 (Patent), 393 (Trademark), and 530 (Entertainment). Instructors: Boyle and Lange. 4 units.

275. Public International Law. Introduction to public 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; the positions of international organizations, States, and persons in the international legal system; principles concerning State sovereignty, territory, and jurisdiction; foreign sovereign immunity and the act of State doctrine; the law of treaties; State responsibility; international dispute settlement; the use of force; the roles of the United Nations. 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: Byers. 3 units.

283. Current Issues In International and Comparative Law. The course will examine breaking developments in international and comparative law. These developments are likely to include military actions overseas, major trade disputes, prominent legislative initiatives and judicial decisions. Current and controversial subjects will be explored and debated, sometimes with the assistance of prominent guest speakers. Students will contribute directly to the choice of topics. Instructor: Byers. 1 unit.

285. Labor Relations Law. A study of the law of labor-management relations, centering upon the National Labor Relations Act, as amended. This course investigates problems involved in the regulation of industrial conflict (strikes, picketing, boycotts, and unfair labor practices), the establishment of the collective bargaining relationship, the negotiation and enforcement of the collective agreement, the arbitration of disputes under the agreement, the relationship between the union and its members, and the protection of individual and minority rights. Since the course concerns a field regulated
by statute, it provides an excellent opportunity to hone statutory interpretation skills. Instructor: Horowitz. 3 units.

287. Principles of Commercial and Bankruptcy Law. Introduction to principles and concepts of commercial law and bankruptcy and their interplay. Brief overview of innovative aspects of sales law, letters of credit, documents of title, negotiable instruments. Focus on secured transactions under Article 9 of the UCC, concepts of security interests, collateral, perfection and priority, foreclosure. Property of a bankrupt debtor's estate, automatic stay of foreclosure action, use of property subject to security interest, adequate protection of secured party's interest, fraudulent conveyances, rejection of executory contracts, bankruptcy trustees, avoiding powers, preferences, postpetition effect, set-offs, subordination. Instructor: Schwarcz. 4 units.

292. International Law and Development. This course examines the effect and importance of international law for developing countries. It asks how international law can contribute to the development, economic, and otherwise, of these countries. The course is eclectic and will focus on several issues, including (1) international law as a instrument to promote trade and economic integration, (2) international rules to promote foreign investment in developing countries, (3) international rules on finance and development assistance, (4) sovereignty over national resources and the protection of the environment, and (5) economic progress, and the need to protect human rights and fundamental labor standards. Pauwelyn. 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: Shaw and Reppy. 3 units.

ADVANCED COURSES

301. AIDS and the Law. This course covers the substantive law issues raised by clients with disabilities, concentrating on those with HIV/AIDS. The course is strongly recommended but not required for those intending to enroll in the AIDS Legal Project. The course is also open to students who do not intend to take the AIDS Clinic course. The course offers a “Real-world” focus by having a number of guest speakers share their expertise on a broad range of legal issues. Guest speakers include medical professionals, social workers, persons affected by HIV/AIDS, public health workers and international experts. Class readings and discussion focus on practical approaches to the legal issues raised, including public health requirements, employment and housing discrimination, custody planning for children of disabled parents, estate planning, AIDS pharmaceuticals, international issues, public benefits, insurance and employee benefits, torts and HIV-related private lawsuits, and criminal laws. The substantive law learned in the course is transferable to a wide range of practice areas. There is an opportunity for student presentations of AIDS Law issues. In lieu of an exam, there is a paper requirement for the course. This course is only offered the fall semester. For students intending to take the AIDS Legal Project, it is recommended that AIDS and the Law be taken in the fall of the second year. Instructor: McAllaster. 2 units.

303. American Legal History. Explores the social history of American law from the founding of the Jamestown colony through the civil rights movement. To a significant degree, much contemporary legal debate is grounded in assumptions about the past. Provides students with a perspective on that past and a sense of the richness of American legal tradition. A survey course with a focus on specific historical incidents and context as a way of understanding broad general themes; readings consist of such traditional primary source materials as statutes, trial transcripts, and appellate opinions. Beyond official documents, it reads events such as riots, lynchings, and rebellions as important elements in our legal culture. Instructor: Haagen. 3 units.

304. American Legal Profession in Historical Perspective. This is a course in
American history as well as an introduction to the law governing lawyers. The aim of the instructor is to engage class members in a discussion of the public role and the responsibility of the profession in the United States since 1776. There is the hope that some class members might be moved to play a larger role in the life of the Republic than they might otherwise. The principal reading material has been written by the instructor. It is relatively light reading, succinctly recording stories about noted American lawyers. For each meeting of the class, questions will be raised about the legality, the ethics, and the political wisdom of the conduct of the lawyers involved. Instructor: Carrington. 3 units.

305. Banking Regulation, Federal. Examination of the regulation of domestically-owned banks and related depository institutions in the United States. Review of the development of modern banking regulation paying close attention to the major public policy issues of the day, from monetary policy to consumer protection and lending discrimination. Students introduced to the complex business of banking, the wide range of supervisory responsibilities of federal banking regulators, the delicate balance between federal and state interests, the role of bank politics in the process of national policy formulation by the Congress, and the rapid evolution of banking law and policy in recent years. Instructor: Katz. 2 units.


310. Collective Bargaining. A comprehensive treatment of the legal and practical aspects of negotiating a collective bargaining agreement in both the public and private sectors. Student participation together with practical demonstrations relating to arbitrations and typical bargaining problems. Guest lectures in arbitration, union organizing, implications of civil rights legislation, and public policy implications. It is helpful, but not essential, to have first taken Law 285. Students interested in careers in employment or commercial law would be especially benefitted by the course. Limited to 30 students. Instructor: Siegel. 3 units.

312. Community Property. A survey of the marital property laws of Arizona, California, Idaho, Louisiana, Nevada, New Mexico, Texas, Washington, and Wisconsin, with comparison to the Spanish system. Students may concentrate their studies on the law of one of the nine states. Community Property is a bar exam subject in California and Texas. Instructor: Reppy. 2 units.

314. Community Economic Development Law. This course is a study of the growing area of community economic development law. It will address legal, business, and policy considerations that underlie efforts to enhance the economic viability low income-income urban and rural communities through the development of affordable housing, and commercial real estate, as well as the stimulation of entrepreneurship. The course will be structured to provide the opportunity to develop practical skills in statutory and regulatory analysis and drafting. Students will have the opportunity to "lawyer" one or more simulated transactions through the use of case studies. Instructor: Foster. 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. Includes joinder devices, especially (but not only) class actions; federal multidistrict transfer and consolidation; big-case discovery problems; judicial
case management techniques and issues; and ways of accelerating or terminating potentially or actually protracted cases including settlement, alternative dispute resolution, representative trials, and claims processing facilities. May include such matters as attorney fee awards; preclusion; and possible reforms. Instructor: Rowe. 3 units.

316. Wrongful Convictions: Causes and Remedies. An interdisciplinary examination of both the principal problems that lead to the conviction of the innocent and leading proposals for reform. A collaborative venture led by Cardozo Law School, the home of the nation's first Innocence Project; schools throughout the United States meet via video-conferencing technology. Topics include mistaken eyewitness identification; false confessions; junk forensic science; the role of forensic DNA testing; post-conviction remedies for innocence claims; the use of "jailhouse snitches" and cooperating witnesses; incompetent defense counsel; police and prosecutorial misconduct; the problem of innocence and the death penalty; and the legal, practical, and ethical issues that arise between journalists and lawyers investigating claims of wrongful conviction. Instructors: Coleman and Newman. 2 units.

321. Intellectual Property Rights and the Biopharmaceutical Industry. This course will explore systematically the central intellectual property questions raised by biopharmaceutical research and development (R&D). It will address the role of patent, trade secret, copyright, and contractual protection in both basic biomedical science and in more applied medical invention. Students will learn that the role of intellectual property in biopharmaceutical R&D is particularly complex because of the mix of public and private funding that supports such R&D and because of the intricate regulatory structure that surrounds drugs and biologics. Throughout the course, students will be expected to engage in economic and policy analysis of the existing law. Prior or concurrent enrollment in a patent law course is strongly encouraged. Although a background in the biological sciences is not required, students should be prepared to learn basic principles of molecular biology. 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 (for example, copyright protection and infringement liability in cyberspace). Instructor: Reichman. 3 units.

323. Corporate Reorganization and Bankruptcy. Examination of legal and financial conflicts arising public firms' use of debt; Bankruptcy Code's standards for corporate organization, such as absolute priority, cram-down, equitable subordination, consolidation of financial structure of holding companies; how those standards affect prebankruptcy financing transactions; destructive bankruptcy problems arising from extensive use of junk bonds; implications of economic and financial theory for corporate reorganization policy. Instructor: TBD. 2 units.

324. Corporate Restructuring. 3 units. C-L: see Finance 455

325. Corporate Finance. Focus on three distinct but interrelated components: an introduction to the social science discipline of financial economics, the application of valuation methodology in corporate transactional contexts, and an examination of the legal norms and economic constraints that affect firm financing and capital structure. Investment securities other than common stock (bonds, debentures, preferred stock, and convertible securities) examined in depth. Exploration of the potential and limits of contracting as a device fairly to allocate risk in dynamic, multiplayer financial markets. Law students completing the course will be sufficiently familiar with valuation techniques to take Law 324. Instructor: DeMott. 3 units.

326. Corporate Taxation. A study of the provisions of the Internal Revenue Code governing the tax effects of the major events that occur in the life span of a corporation,
including the taxation of distributions to shareholders and the formation, reorganization, and liquidation of corporations. No papers are required, but class participation is expected. Students interested in taxation should take this course; it also has application to general corporate practice (mergers and acquisitions). It is strongly recommended that students take Law 210 (Business Associations) before taking Corporate Taxation, if possible. Prerequisite: Law 255. Instructor: Zelenak. 3 units.

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, J. 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. 3 units.

339. Law and Literature. This course concentrates on possible relationships between law and literature. The major themes will be depiction of law and lawyers in popular and highbrow fiction; relationship between the interpretation of legal and literary texts; law in utopia and dystopia; crime and punishment; romantic conception of authorship in copyright; interpretation, and social theory. The course involves considerable reading, including works from the major academic debates in the "law and literature movement" and from cognate debates in legal interpretation. Instructor: Boyle. 3 units.

340. Estate and Gift Taxation. A study of the rules governing federal taxation of wealth transfers. Prerequisite: Law 255 (may be taken concurrently); a prior or concurrent enrollment in Law 295 is recommended. Instructor: Shaw. 3 units.

342. Federal Courts. Ways in which federalism and the separation of powers affect federal courts and relations with other branches and the states. The jurisdiction of the federal courts, original and appellate: justiciability, Congressional authority to define and limit, diversity and federal question jurisdiction, removal, and supplemental jurisdiction; some aspects of the law applicable in federal court: *Erie*, federal common law, implied rights of action, civil rights actions and immunities of officials and governments; statutory and decisional abstention requirements; and judgments; direct review of state and federal decisions, federal-state res judicata, and collateral attack via habeas corpus. Instructor: Rowe. 4 units.

347. Health Care Law and Policy. Surveys the legal environment of the health services industry in a policy perspective; attention to the tensions and trade-offs between quality and cost concerns. Topics include access to health care, private and public programs for financing and purchasing health services; economics of health care and health care costs; role of professionalism versus the new commercialism in health care; legal and tax treatment of not-for-profit corporations; regulation of commercial practice in professional fields; fraud and abuse in government programs; application of antitrust law in professional fields; internal organization and legal liabilities of hospitals; and public regulation of institutional providers. Instructor: Havighurst. 3 units.

351. Immigration Law and Practice. Affirmative immigration and defense since the Illegal Immigration Reform and Immigrant Responsibility Act of 1996. Sources of law and agency organization; admission to the United States; consular visa processing and adjustment of status; employment authorization; visas, visa waivers, and visa
exemptions; employment and family-based permanent resident status; investors, miscellaneous immigrant visa provisions; emergent issues; 3/10 year bars; 245 (8) & (k); 222 (g); criminal issues; asylum/ refugee status; Temporary Protected Status (TPS); NACARA; relief from removal; employment authorization and employer sanctions; citizenship; loss of citizenship. Instructor: MacKenzie. 2 units.

352. International Business Transactions. This course is designed for international students and for American students with heightened interest in international transactions or dispute resolution. The subject matter includes 1) access to American courts, state or federal, to resolve disputes having a transnational dimension; 2) issues of choice of law bearing on such disputes, including extraterritorial application of American law; 3) the rights of parties by contract to dictate a future choice of law or choice of forum, including the right to designate a private arbitral forum; 4) access to evidence useful to the correct resolution of a transnational dispute; 5) the regulation of transnational law practice; 6) the enforcement of transnational arbitral awards and judgments of foreign courts and the effect given to them by American courts; and 7) certain special topics not covered elsewhere in the curriculum, i.e., admiralty law, and transnational aviation, bankruptcy, and family law. Instructor: Verrill. 2 units.


361. International Trade Law. This course examines various topics related to the conduct of international business. Subjects covered are international private trade, including private international contracts, dispute resolution, and letters of credit; national and international regulation of trade in goods, including the GATT; international regulation of monetary affairs through the IMF; foreign direct investment and transfer of technology. Instructor: Pauwelyn. 3 units.

363. Legislation. A study of the factors involved in the development and passage of legislation, and in its interpretation by the courts. Topics covered include theories of legislation, legislative procedure and process, problems in drafting statutes, compilation of legislative histories, and determination of legislative intent. Research paper or examination. Instructor: Danner. 2 units.

369. Patent Law and Trade Secrets. 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. Prerequisite: Law 270 is suggested. Instructor: Sibley. 3 units.

371. Products Liability. A general survey of the substantive law of products liability including tort law with an emphasis on strict liability in tort, contract law with an emphasis on warranty, and legislation and administrative law. A review of federal and state rules of civil procedure, particularly regarding discovery, as they apply in the products liability context. Finally, a focus on a limited number of specialized product areas to consider theoretical and practical aspects of handling products liability litigation. Instructor: McGovern. 3 units.

375. International Intellectual Property. Survey of international intellectual property law as reconfigured by the new universal standards of protection embodied in the TRIPS agreement, which is a component of the Agreement Establishing the World Trade Organization of 1994. Focus on the legal and economic implications of the new international intellectual property standards in the light of prior Conventions, with
particular regard to such topics as patents: copyrights and related rights, trademarks, integrated circuit designs, trade secrets, and industrial designs. Instructor: Reichman. 3 units.

380. Research Methods in International, Foreign, and Comparative Law. A survey of methods, techniques, and strategies for international, foreign, and comparative legal research, including the efficient use of LEXIS, WESTLAW, and the Internet. The subjects examined include treaty law, the law of international organizations, European Union law, civil law and other foreign legal systems. Students will complete an annotated bibliography on a topic chosen in consultation with the instructor. Course required for students enrolled in the J.D./LL.M. in Comparative and International Law. Other students may be admitted by consent of instructor. The class will meet for nine 75 minute class sessions and in subsequent individual conferences with the instructor. Instructor: Topulos. 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; subjects dealt with include the functions of the Securities and Exchange Commissions, registration and disclosure requirements and related civil liabilities, "blue-sky" laws, proxy solicitation and reporting requirements, broker-dealer regulation, the self-regulatory functions of the exchanges, and the regulation of investment companies. Instructor: Cox. 3 units. C-L: Finance 354

393. Trademark Law and Unfair Competition. Current trademark and unfair competition law inspected from three different view points: theory, case law, and litigation strategy. If enrollment allows, practical drafting assignments will partially replace the final examination. Prerequisite: Law 270. Instructor: Lange. 2 units.

CLINICAL COURSES

400. AIDS Legal Assistance Project (Clinical Course). An in-house legal clinic for persons with HIV/AIDS. Students will represent, under close supervision, persons with HIV/AIDS in document preparation (wills, living wills, health care powers, and powers of attorney); government benefits (medicaid, medicare, social security disability, food stamps); permanency planning for children; insurance coverage; guardianship proceedings; employment and housing discrimination; other cases affecting the legal rights of persons with HIV disease. Each student will have an individual caseload and will be required to spend one hundred hours on clinic cases. See web. Instructors: McAllaster and Rice. 4 units.

405. Appellate Practice (Clinical Course). Primarily taught by members of the federal judiciary. Covers the appellate process and the proper techniques involved in brief writing and oral advocacy. Each student is required to write an appellate brief with another student. In November, students may argue their briefs before members of the Moot Court Board before arguing for a grade before a visiting federal judge. Recommended for students who plan to participate in the Dean's Cup Moot Court Competition in the spring. The problem assigned will be the same one used in the competition second semester. Although the course is helpful for Dean's Cup, it is not a prerequisite for participating in the competition. Students who cannot take the course are eligible for Dean's Cup. Instructor: Chapin. 2 units.

416. Children's Education and Law Clinic (Clinical Course). A legal clinic focused on the representation of low income children with disabilities. Students will have an individual caseload of cases involving special education, school discipline and disability benefits. Work will involve interviewing, negotiation, and representation at administrative hearings and community education. Participation will require classroom training and at least 100 hours of legal work. The clinic will be located in the Durham community; the students will be expected to handle their clinic work at the clinic office rather than at the law school building. Instructor: Wettach and Berlin. 4 units.
420. Civil/Criminal Trial Practice (Clinical Course). 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. Areas of inquiry include opening statements, closing arguments, direct- and cross-examination of lay and expert witnesses, objections, introduction of evidence, and trial preparation. Each student completes the course requirements by participating as counsel in a full jury trial. In the spring semester, instruction is concentrated in the first half of the semester. It begins with an intensive weekend of instruction in January. See web. Prerequisite: Law 245. Instructor: Becton, Beskind, Cowan, Fuller, Sandra Johnson, Kuniholm, or T. Maher. 3 units.

423. Civil Pretrial Practice (Clinical Course). This one-semester course provides an in-depth practical examination of civil pretrial practice. The course develops a student's knowledge and understanding of the procedures and problems in prosecuting and defending a civil action in the state and federal trial courts. Course provides students with an opportunity to use the knowledge gained from other related law school courses such as Civil Procedure (Law 110), Torts (Law 180), Evidence (Law 245), and Ethics (Law 238). Instructor: Glenn. 4 units.

427. Community Economic Development Law Clinic (Clinical Course). Operating like a small private firm, 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. In their cases, students will have the opportunity to work on a wide variety of legal matters for their clients. Students will be required to provide a minimum of 100 hours of legal work per semester and to participate in weekly group training meetings. Students can enroll in this course for 1 or 2 semesters. Prerequisite: Law 314. Instructor: A. Foster. 4 units.

435. Death Penalty Clinic (Clinical Course). Includes a seminar and a field component. The seminar examines doctrine governing selection of cases to be tried capitally and the imposition of the death penalty, concluding with a substantial research paper. The field work begins with skills training. Students are assigned to work with defense attorneys who are handling a defendant's conviction and death sentence. Students are not able to appear in court because of the charges and serious consequence at stake. Placements often involve analysis of trial transcripts, development of legal and factual issues, and traditional legal research. Students are required to complete one hundred hours of work with their placement. Instructors: Adcock and J. Coleman. 5 units.

445. Forensic Psychiatry (Clinical Course). 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. Attorney and psychiatrist roles in the commitment process, right to treatment and right to refuse treatment, competency to stand trial, and criminal responsibility will be explored. Discussion of assigned readings, short lectures, interviews and observation of patients involved in legal proceedings, films, guest speakers, and field trips will form the basis of the course. Instructor: Sally Johnson. 3 units.

448. Clinic for the Special Court for Sierra Leone (Clinical Course). This two-semester clinic has one client: the Office of the Prosecutor, Special Court for Sierra Leone. The Special Court is a war crimes tribunal, established in 2002 pursuant to a treaty between the United Nations and the government of Sierra Leone. The Court's mandate is to prosecute those who bear the greatest responsibility for the war crimes and crimes against humanity committed in the course of the armed conflict that enveloped Sierra
Leone throughout the 1990s. Students in the clinic will provide in-depth legal research as well as quick-response memoranda for the Office of the Prosecutor, throughout the phases of investigation, indictment, trial, and appellate proceedings. The course is offered in conjunction with The Enforcement of International Human Rights: International Criminal Law, which is offered in the fall term and must be taken concurrently with or prior to enrollment in the clinic. This is a year long course with two hours in the fall and two hours in the spring. Prerequisite: Public International Law. Corequisite: International Human Rights. Instructor: Morris. 4 units.

460. Negotiation and Mediation (Clinical Course). Explores processes of negotiation, mediation, and settlement in legal and other contexts. Negotiation defined as the the process by which two or more parties attempt to reach a mutually agreed upon decision regarding resolution of a dispute or the social ordering of relationships. Mediation is negotiation facilitated by a neutral third party. Other forms of alternative dispute resolution (arbitration or summary jury trials) are usually preceded by negotiation. Focus on nature of conflict and strategies and tactics of negotiation and mediation. Students gain insight into their own negotiation style, improve negotiation skills, and analyze the social process of conflict resolution. Active participation, journal, and paper required. Instructor: Beason, Dimond, Ellis, or Vidmar. 3 units.

465. Patent Claim Drafting (Clinical Course). Scope of patent protection is controlled by definitions of the invention known as patent claims. The role of intellectual property protection in the economy has caused attention to be given to the precision of claim drafting. Focus on skills used in patent claim writing across a variety of technical fields and developed through exercises, problems, and competitions. Cases and secondary materials read in conjunction with the skill-oriented sessions provide a background in the law that controls the approaches taken to claim writing, as well as a basis for discussion during particular problems. For students interested in patent preparation, prosecution, and litigation, or corporate law involving intellectual property transactions. Instructor: Sibley. 1 unit.

470. Poverty Law (Clinical Course). Study of poverty, poverty programs, and the United States civil justice system. Topics include history of access to justice, demographics of poverty, a skills workshop on client-centered interviewing, food and income programs, health law, economic development, family law, employment, housing, and education. Instructor: Spruill. 3 units.

SEMINARS

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

515A. Government, Business, and Public Policy in the Global Economy (Seminar). Course will study the evolving relationship between business and government at all levels, with emphasis on the federal level. The first half of the course will focus on the U.S. Congress. How does Congress make decisions on issues of primary concern to business? How is it affected by outside influences, such as the media, campaigns, other branches of government, public perceptions, and interest groups? How has its interaction with that environment changed over time? The course will then apply principles derived from this study to other levels of government. Final section of the course will probe the existing relationship between multinational corporations and nation-states, and how the relationship is changing in the "global economy." Instructor:
515B. The Congress (Seminar). Examination of the institution of the Congress, concentrating on the operation of the Congress within our constitutional system, and forces and constraints influencing the decisions of members. The role of constituents, interest groups, the media, staff, the congressional leadership, and the administration are examined. Topics critically examined include: campaign finance reform and congressional ethics, the budget process, committee structure and the role of committees, and the processes of legislating, conducting oversight, and approving nominations and treaties. A major component of most classes is a case study, researched and presented by student teams. Also taught as Public Policy Studies 264S. Instructors: Kaufman and Schroeder. 3 units.

518. Advanced Constitutional Law (Seminar). Federal constitutional law is at once a central and a highly controversial part of contemporary American law. The great expansion of issues subject to serious constitutional review by the courts, and the consequent profusion of judicial doctrines, necessarily mean that introductory courses in constitutional law omit or treat only fleetingly important areas and issues. This course will focus on a specific topic or doctrine in constitutional law, read extensively in the relevant case law, and examine the works of selected commentators. The topic addressed this semester is the law of the presidency: the president's independent constitutional authority and the office's relationship to Congress and the judiciary. Instructor: Powell. 2 units.

522. Contemporary Jury (Seminar). The jury plays a central role in American criminal and civil law. Its effects extend beyond the cases that are tried before it because it sets the standards around which settlement negotiations occur. It is a controversial institution that has been vigorously defended by some and severely criticized by others who have labeled it incompetent, biased, capricious, and irresponsible. In this seminar we will explore the role and performance of the jury in modern American society. Instructor: Vidmar. 2 units.

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

526. Dispute Resolution (Seminar). One of the most significant recent developments in civil procedure is the evolution of alternative methods of resolving disputes. Under the general label of alternative dispute resolution (ADR), courts and private parties are increasingly using nontraditional methods to resolve disputes that previously were resolved through the traditional court process. Course materials will cover negotiation, arbitration, and mediation, as well as specific ADR techniques such as the mini-trial, court-annexed arbitration, and the summary jury trial. Special attention to empirical analysis of the impact of alternatives. Focus on the ethical responsibility of lawyers in advising clients about settlement and conduct of dispute resolution procedures. Instructor: McGovern. 3 units.

529. Genetics and the Law (Seminar). Focus on new genetic technologies to determine whether cultural concerns about the negative impacts of the biotechnology revolution are appropriately cautious or unnecessarily nostalgic. Review of relevant
aspects of cell biology, with a focus on the Human Genome Project, as well as on the legal issues implicated by the new genetic technologies including privacy, property rights, equal protection, and procreative liberty. Discussion of nonhuman/environmental issues including the implications of genetically-engineered food crops and the release of genetically-altered microorganisms into the environment. Concentration on United States law with an international and comparative perspective on the subject. Prerequisite: Law 120. Instructor: Dame. 2 units.

530. Entertainment Law (Seminar). An introduction to selected theories, statutes, and regulations (other than intellectual property law) governing principal undertakings, business transactions, and legal relationships in the entertainment industry, including publishing, the theater, television and motion pictures, music, and related fields. Prerequisite: concurrent or prior enrollment in Law 270. Instructor: Lange. 3 units.

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

539. Ethics in Action (Seminar). 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. Instructors: Metzloff and Mine. 3 units.

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

543. Federal Practice of Civil Rights and Civil Liberties (Seminar). A study of advanced constitutional law and federal practice, working through a series of problems to provide: (a) familiarity with the principal federal statutes (procedural, substantive, and remedial) used in civil rights litigation; (b) their judicial interpretation and application; and (c) a consideration of frontier constitutional issues. Instructor: Van Alstyne. 2 units.

546. Advanced Constitutional Law (Seminar). Advanced Constitutional Law (Seminar). This seminar studies Supreme Court decision making, emphasizing close study of cases the Course will decide during the 2003-04 term. Seminar meetings will be devoted to examining recent past and pending cases. We will examine litigant positions and the strategic decisions litigants must make in briefs and in oral argument, as well as the reasoning of the Justices in decisions, sometimes singly, sometimes in groups. The core work of the course will be close treatment of specific, litigated cases and issues. At the same time, we will undertake some exploration of the historical and constitutional-interpretive contexts within which the Rehnquist Court is operating, in order to gain some greater perspective regarding the Supreme Court’s decisions and
547. Criminal Justice Policy: Crime, Politics, and the Media (Seminar). 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.

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

550. Health Care: Emerging Issues (Seminar). Although there are no prerequisites, this seminar may be taken either as an extension of Health Care Law and Policy (347) or for advanced study in antitrust law. Topics to be addressed include the legal accountability and regulation of managed care organizations (including ERISA issues); quality assurance; private contracts as instruments of health care reform; provider networks and related antitrust issues; conversion of nonprofit hospitals to for-profit status; and hospital mergers. Instructor: Havighurst. 2 units.

567. Global Capital Markets (Seminar). Integrates macroeconomic policy, events, and announcements with asset market movement, asset valuation, and volatility in a variety of financial markets/ instruments in the modern context of globalized capital markets. Explores the standard topics of equity and fixed-income investing as well as venture capital, derivative products, commodities and currency trading, country risk analysis, and multinational costs of capital. Involves much topical reading as well as summer reading in preparation for the start of class in fall. Eight to ten outside speakers will discuss the topics covered in order to ground the class in practical applications and strategy. Instructors: Morris, Rasiel, and Wallenstein. 3 units.

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

582. National Security Law (Seminar). A study of the separation of powers in national security matters; presidential war powers; congressional and presidential emergency powers; the domestic effect of international law; the use of military force in international relations; investigating terrorism and other national security threats; prosecuting terrorists; the Freedom of Information and Privacy Acts; access to national security information in the federal courts; and restraints on disclosing and publishing national security information. Instructor: Silliman. 3 units.

585. Philanthropy, Voluntarism, and Not-for-Profit Management (Seminar). 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 (Seminar). Are we a colorblind society? Is English-only the way to go? Is there a model minority? Are Native American children better off with Native American parents? Should affirmative action be abolished? Are all women white and all black men? Was Brown right? Exploration of historical and contemporary treatment of race by courts and legislature. Examination of social and political forces that contribute to development of legal doctrine of education, employment, health care, interracial sex and marriage, public accommodations. Exploration of the definition of race, intersection of race and gender, interplay of race and class, juxtaposition of various ethnic groups, utility of biracial dichotomy in multiracial society. Instructor: Jones. 2 units.

588. Responsibility in Law and Morals (Seminar). Investigation of the relationship between responsibility in the law and moral blameworthiness; excuses and defenses; the roles of such concepts as act, intention, motive, ignorance, and causation. Instructor: Golding. 2 units.

592. Telecommunications Law (Seminar). This course will comprehensively examine the regulation of electronic communications in the United States and the constitutional constraints on such regulation. The course will focus on the legal framework for both wired and wireless electronic communications, such as communications via computer networks (e.g., the Internet), telephone, cable, broadcast, and satellite. There are no prerequisites. Instructor: Benjamin. 3 units.

595. Seminar Special Topics (Seminar). Instructor: Law faculty. Variable credit.

597. Racial and Ethnic Minorities in American Politics (A) (Seminar). Instructor: McCain. 3 units. C-L: see Political Science 316; also C-L: Public Policy Studies 345

706. Aviation Law (Seminar). Study of aviation law in the United States focusing on litigation. Aviation related issues are examined in the context of state, federal and international law. Emphasis is placed on both procedural and substantive issues. Instructor: Crouse. 2 units.

707. Comparative Corporate Law: US and Japan (Seminar). This seminar is designed to help develop an understanding of similar issues in corporate governance that both the United States and Japan have treated and need to treat. Topics deal with the valuation of listed and unlisted stock, the director's fiduciary duty, the director's duty to a third party, shareholder's derivative suits, the role of the auditor in management, and other related issues. Analysis of cases will highlight how the differences in the corporate governance structure of each jurisdiction reflects the background related to these topics and how it leads to a variable scheme for resolving the legal issues. After theoretical analysis and comprehensive discussion of these topics, the class will consider the most critical question: how to reform corporate governance, which has been affected by "infectious greed." In the U.S., examples are Enron, WorldCom, and Tyco. In Japan, a long recession has followed the burst of the bubble economy. Further consideration will be devoted to whether the global economy requires "convergent" corporate governance or whether resistance to globalization will result in continuing "diversified" corporate governance structures. Prerequisite: Business Associations or participation in a similar course in Asia-America Summer Institute. Instructor: Ito. 2 units.

717. Comparative Constitutional Design (Seminar). This seminar will deal comparatively with issues that first arose in a significant way in countries such as the former Soviet Union and Eastern Europe after 1989, later with the most recent wave of democratization and redemocratization throughout the world (e.g., South Africa, Indonesia, Fiji, Northern Ireland), and currently Afghanistan and, in an anticipatory way, Iraq. It will consider the various configurations of political institutions in democratizing or redemocratizing countries, especially those divided by ethnic or religious affiliations. It will begin by exploring theories of constitutional and legal
change and of the efficacy of constitutions as instruments of conflict management. Specific issues will 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. There will be 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: Horowitz. 3 units. C-L: Political Science 345

719. Contemporary Problems in Employment Law (Seminar). This course will examine current legal issues that arise in the area of Employment Law. Among the areas to be examined are: Equal Employment Opportunity (EEO); Occupational Safety and Health Act (OSHA); Family & Medical Leave Act (FLSA); Negligent Hiring; Unjust Termination; Immigration Law (IRCA); Age Discrimination (ADEA); Alternative Dispute Resolution (ADR); Workers' Compensation and any other contemporary workplace issues as they may arise. The instruction will be largely by lecture and comprehensive student participation. Guest lecturer will also be invited to address important developments and the practical application of legal principles. Instructor: Siegel. 2 units.

720. Digital Technologies (Seminar). An advanced copyright course which explores the legal and policy issues surrounding the protection and use of copyrighted works in a digital, networked world. Topics include the applications and circumvention of technological protection measures, Internet service provider liability, peer-to-peer technology, fair use, and "sharing." Covers recent amendments to the law, including the Digital Millennium Copyright Act, and litigation, such as the Napster, MP3.com, and DeCSS cases, as well as current legislative proposals. Prerequisite: Copyright Law (Law 322) or Intellectual Property (Law 270). Instructor: Dow. 2 units.

724. IP, Public Domain, and Free Speech (Seminar). This seminar is built around appropriate research topics which are selected in consultation with participating organizations. Conferences (both virtual and real) are conducted with lawyers from public interest organizations. Students will receive practical research, writing, and editing experiences on real topics and many aspects of the cyber public interest world. Instructor: Jenkins. 2 units.

731. Legal Strategy (Seminar). A theoretical and practical approach to appreciating the complexities of legal strategy. The course commences with 8 hours of lecture and discussion on a variety of analytical methodologies for addressing strategy—economic, psychological, game theoretic. The remaining 27 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. Instructors: McGovern/Visitor. 3 units.

732. Comparative Legal Reasoning (Seminar). This seminar will examine differences in the method and style of legal reasoning between continental legal systems and common-law legal systems. We will start by trying to establish what, in each of those systems, would be considered the ideal form of legal argumentation; that is the type of reasoning that would be addressed to what Chaim Perelman, and Jurgen Habermas following Perelman, called a "universal audience." We shall also explore the question of how each of these types of legal systems cope with the tensions between the utopian desire for broad general principles of law and the pragmatic recognition that the law deals with concrete situations that require a more particular and narrowly focused doctrinal base. Throughout the seminar we shall be exploring how the structure and forms of legal and moral reasoning that is accepted as appropriate by particular society are influenced by the underlying value structure of that society and in turn actually influence and shape the value structure of that society. Instructor: G. Christie/Haarscher. 2 units.
742. Mergers and Acquisitions: Strategic Planning and Implementation (Seminar). The course will focus on the design and implementation of corporate merger and acquisition transactions, including acquisitions of stock and assets on non-public corporations and acquisitions of publicly-held corporations in negotiated and hostile transactions. The course will cover federal securities law and state corporate law issues, including important forms of private ordering, such as poison pills, lock-ups, earnouts and the allocation of risks by the acquisition agreement. Relevant accounting, tax and antitrust issues and various regulatory considerations will also be covered. Business Associations is recommended but not required. Instructor: Hart. 2 units.

745. Dispute Settlement in the World Trade Organization (Seminar). A study of how the WTO deals with trade disputes. The focus is mainly on legal aspects, aims at incorporating the political scientist's, and economist's approach to dispute settlement. The beginning is general international law on the settlement of disputes between states, how it compares to the WTO's dispute settlement mechanism. It will examine the different settlement modes that are available at the WTO- consultations, mediation and adjudication- and their relative importance and success. The course addresses the jurisdiction, and applicable law before WTO panels and the potential for overlap with other international courts or tribunals (be it the International Tribunal on the Law of the Sea, the ICJ or NAFTA). The course will have selected questions related to the work of panels and the Appellate Body ranging from treaty interpretation, standing, fact finding and the appointment of experts, to the (l)amicus curiae briefs, burden of proof and scope of appellate review. Finally the course will have a closer look at the remedies available in the WTO and the enforcement of WTO dispute settlement reports, trade sanctions and the role of compensation. During the seminar we shall follow-up also on the ongoing review of the WTO dispute settlement understanding, to be completed in May 2003. A background in either international trade law or public international law (and preferably both) is strongly recommended. Instructor: Pauwelyn. 2 units.

746. Current Issues in U.S. Corporate Governance (Seminar). This seminar will examine how recent legislation and regulations adopted in response to the recent corporate governance failures impact publicly held corporations and their constituents. The goal of the seminar is to prepare students to advise corporate boards and management on the impact of the new legislation. Major subjects to be considered include: (1) the corporation and its constituents (shareholders, management, outside/ general counsel, etc.); (2) the governance of the corporation and the duties and responsibilities of corporate directors, officers, and insiders under Sarbanes-Oxley and the revised NYSE listing standards; and (3) the role of institutional investors and the tensions between the interests of institutions and small investors on governance related activism and shareholder voting. Materials will include SEC releases, rule filings by self-regulatory organizations pursuant to SEC Rule 19(b)(4), corporate policy statements on corporate governance, and articles in leading newspapers and business journals. Prerequisite: Business Associations and Corporate Finance or Securities Regulation. Instructor: Wallenstein/ Cochrane. 2 units.

747. Writ of Certiorari (Seminar). The writ of certiorari is the basis upon which the United States Supreme Court exercises its discretion to take up cases from the states and the federal courts of appeal that are of special interest to the Justices because of their national significance, or because it needs to resolve an important conflict in the law below. This course will examine the writ from a variety of perspectives, including, among others; its historical origins and contemporary applications; its relationship to the Court's mandatory appellate jurisdiction; the role of grants and denials of certiorari on the merits of the law; the concept, uses, and mechanics of discretionary appeals from the point of view of the Justices, the Solicitor General's office, the Supreme Court bar, and other practicing lawyers; the Court's internal procedures for deciding writs; and the strategic planning involved in determining whether and when to file for certiorari,
and for setting the stage for cases that might go up on a writ. Class sessions will include faculty- and student-led discussions, visits from faculty and lawyers who have particular experience with important aspects of the subject matter of the course, and litigation team work on writs of certiorari developed by the students. Instructor: D. Coleman. 2 units.

INDEPENDENT STUDIES AND TUTORIALS

604. Ad Hoc Tutorial. Topics vary each semester offered. 1 to 3 units. Instructor: Law faculty. Variable credit.


610. Exchange Program. Credit/no credit grading only. Law faculty. Variable credit.

615. Ad Hoc Internship. With approval from the Law School Administration (specifically the Associate Dean for International Studies), law students may register for a one-credit internship in a legal setting during the summer break. The internship must be closely linked to the student's course of study. It is supervised by the Associate Dean for International Studies and by a senior lay practitioner in the legal setting. At the end of the internship, the student must submit a written evaluation that includes a discussion of the impact of the internship on the student's educational program and career plans. Instead of a grade, students receive a credit/no credit notation on their transcripts which does not count toward the academic credit required for graduation. Instructor: Law faculty. 1 unit.

620. Externship in International Law. Taken concurrently with Law 622. Credit/no credit grading only. Instructor: Law faculty. 10 units.

622. Externship in International Law–Paper. Taken concurrently with Law 620. Instructor: Law faculty. 4 units.

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

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

640. Independent Research. Law students in their second and third year of the J.D. or LL.B. programs may take no more than three semester-hours of independent research toward the Juris Doctor degrees. A J.D. student also enrolled in the LL.M program may take for credit not more than four semester-hours of independent research. Students enrolled in the one-year LL.M. program may take for credit not more than three semester of independent research. Research will be graded on a credit/no credit basis. 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: Law faculty. Variable credit.


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

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

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

SUMMER COURSES

Summer Curriculum for the Duke-Geneva Institute in Transnational Law

202G. Comparative Products Liability. Examines American and European products liability laws and the policies underlying these laws. Compares American products liability law and policy with that of various European countries and with the provisions of the EC Directive on products liability. Discusses the historical origins of modern products law and identifies the domain of products law, distinguishing those fact patterns that give rise to contract claims, ordinary tort claims, and products liability claims. Considers the prerequisites for a product liability claim beginning with the standard of liability in products cases. Considers damages issues including special American and European statutory limits on compensatory and punitive damages in products cases. Instructor: Law faculty. Variable credit.

204G. Access to Civil Justice in Anglo-American and Continental Legal Systems. The first term of the course will focus on policy issues concerning the financing of civil litigation in the United States and Britain. The second term of the course will deal with the role civil litigation plays in continental European countries (emphasis on Germany, Switzerland, and Austria, plus sometimes France, The Netherlands, and Scandinavia) and factors responsible for this role. Instructor: Staff. 2 units.

206G. Corporate Governance. A comparative examination of relationships among shareholders, directors, employees, and creditors. A brief introduction to relevant concepts in corporate law. Focus on current developments and disputes affecting corporate governance. Examination of a variety of institutional models and legal doctrines that define relationships among varied stockholders. Instructor: Staff. 2 units.

207G. Comparative Intellectual Property. This course will provide a practical introduction to the basic principles of intellectual property law, together with an advanced exploration of particular issues in intellectual property, from multiple national and international perspectives. A solid grounding will be provided in each of the following topics: copyright, patent, and trademark law. This will be supplemented with a consideration of current issues in those and other areas of intellectual property such as copyright in the digital age, patent protection for biotechnology inventions, sound, shape, and smell trademarks, and protection for designs. See web. Instructors: Staff. 2 units.

211G. International Environmental Law. This course will focus on environmental problems at the international level through a historical perspective. The course will then treat themes and issues that arise in relevant regimes in international environmental law, such as climate change regime, the regime for protection of biological diversity, and the regimes for international watercourses and regional seas. Instructor: Staff. 2 units.

212G. Compared Constitutional Systems. Exploration of Swiss and European
constitutional framework and history, organization and separation of powers, basic structures and institutions of federalism, system of human rights protection within both constitutional areas. Focus on constitutional developments in Canada and South Africa; Canadian models of constitution-making and interpretation and the influence in South Africa. Instructors: Staff. 2 units.

213G. Constitutionalism and Social Change. This course will examine constitutional developments in South Africa. Among the topics raised will be: key constitutional documents and provisions; basic structures and institutions of federalism and human rights protection; constitutional amending processes; powers and methods of judicial review; illustrative cases in regard to freedom of expression and equality rights; and the use of comparative constitutional law and "constitutional borrowing" by the South African Constitutional Court. It will focus on the evolution of European and American constitutionalism respectively and their mutual relationship. Variable credit.

214H. New Frontiers in Securities Regulations: Derivatives and the Internet. The historical and market development of swaps and other derivatives. Inclusion of types and uses of derivatives, documentation issues, regulatory and supervisory concerns and selective case studies of regulatory and litigation issues respecting derivative instruments, transactions and implications. Emphasis on market aspects and U.S. and English private law, as well as international regulatory efforts. Focus on challenges to traditional models of securities regulation posed by the Internet and electronic communications. Instructors: Staff. 1 unit.

219G. International Tax. An introduction to international taxation of business transactions. The principal rules of the U.S. taxation system relating to international business will be reviewed, including the interaction of U.S. rules with taxation systems in European countries. Instructors: Staff. 2 units.

222G. International Trade Law and Policy. The first part of this course begins with a historical overview of the evolution of the international trade regime, from the ILO to the WTO, and an introduction to the political economy of trade. The second part discusses several representative cases under the WTO dispute settlement system. In the final part of the course, students will participate in a moot panel proceeding based on a hypothetical or currently pending WTO case. Instructors: Staff. 2 units.

224G. International Banking Law. This course intends to introduce students to selected aspects of international banking. It will provide them with an overview of the banking industry in a global or international context as well as the use of international payment mechanisms as a means of promoting finance and trade. Instructors: Staff. 2 units.

225G. International Criminal Law. An examination of the ways in which states cooperate in the enforcement of their respective penal codes and of the enforcement of international criminal law. Topics include: extradition, transfer of prosecutions, international arrest procedures, and securing evidence abroad. Analysis of the Nuremberg and Tokyo Tribunals, International Criminal Tribunals for the former Yugoslavia and Rwanda, and the prospects for a permanent International Criminal Court. Instructor: Law faculty. Variable credit.

238G. Human Rights, War Crimes, and Crimes Against Humanity. Focus on the enforcement of international criminal law, including the criminal provisions governing genocide, war crimes and crimes against humanity. Covers the historical and theoretical underpinnings of this field of law. Consists of an in depth consideration of the law and politics of the International Criminal Tribunals for the former Yugoslavia and Rwanda. Instructor: Staff. 2 units.

255G. Comparative Secured Transactions. The course examines current and prospective developments in the law governing security interests in personal and real property. The comparative study illuminates the extent to which different legal
approaches produce different rules and the effects of such differences on actual financing practices and the availability and cost of credit. The course gives students both a solid grounding in UCC Article 9 and an exposure to comparative law. Instructor: Law faculty. Variable credit.


266G. Comparative Corporate Governance. This course will examine a number of corporate governance developments. The course will examine the roots of the American corporate governance model with its obsequious to the shareholder primacy model. Directors' fiduciary obligations will be examined in the context of recent developments with listing requirements on the NYSE and Nasdaq markets. It will focus heavily upon the changes introduced in 2002 by the U.S. Congress' enactment of the Sarbanes-Oxley Act. In a European context, the corporate governance debate was initiated by Cadbury report in 1992. The course will also focus on key elements of corporate governance and deal with different regulatory mechanisms and frameworks which have been used to ensure good corporate governance. Examining closely the European Union's process of rapid change of the regulation of the European securities markets and trading. 2 units.

286G. Electronic Commerce: International Aspects. This course reviews the specificities of electronic commerce for international law purposes from both a European and U.S. perspective. E-commerce contracts are made in a dematerialized and borderless environment, while legal rules, especially private international law rules, refer to national systems limited by borders. How are disputes arising out of electronic transactions resolved? The course will conclude with a perspective on the likely future evolution of international law and e-commerce. 2 units.

290G. Introduction to American Law. This course will provide an introduction to some of the key elements of U.S. law and the U.S. legal system. The course will examine sources of law in the United States, including Constitutional, statutory, administrative and judge-made law, and their interrelationship. Instructor: Maher and Newman. 2 units.

296G. War Crimes, Terrorism, and Crimes Against Humanity. This course will focus on the enforcement of international criminal law, including the criminal provisions concerning genocide, war crimes, international terrorism, and crimes against humanity. Discussions of the Nuremberg and Tokyo tribunals, recent developments, including the International Criminal Tribunals for the former Yugoslavia and Rwanda. The course will consider emerging issues in the law of national terrorism, and will examine in some depth the upcoming permanent International Criminal Court, as well as the "mixed" tribunals for Cambodia and Sierra Leone. Instructor: Morris and Scheffer. 2 units.

Asian-American Institute in Transnational Law

203H. Chinese Commercial Law. The course will include a brief survey of five fields of commercial law in China: Contracts, Company Law, Insolvency, Secured Transactions, and Land Rights. Some of the debates about Chinese property law will also be explored in the course. Instructor: Wang and Zhang. 2 units.

207H. Comparative Intellectual Property. Examination of United States law together with a comparison of the relevant laws of certain Pacific Rim nations, including China, Indochina, Japan, Korea, Malaysia and the Philippines. Introduction of leading international treaties and accords. Relationship of the WTO agreement on Trade Related
Intellectual Property Rights (TRIPS's) on the international intellectual property conventions which it imports. Examination of the principal regional intellectual property unions and the national intellectual property laws in Asian countries. Instructors: Lange/Blakeney. 1 unit.

209G. The Transnational Contract: Its Interpretation and Enforcement. General introduction to the main issues in international contracts and examination of international regulations that govern them. Consideration given to specific clauses commonly used in international contracts such as hardship or limitation of liability clauses. Second term of the course consists of a comparative student of English and American contracts law. Instructor: Staff. 1 unit.

209H. International Financial Transactions. This course will provide an introduction to the major types of financial instruments and transactions in the international financial markets. The course will focus on risks and structures and major legal and regulatory issues. Topics will include debt and equity acquisitions, the impact of baking regulations, and financial crime and money laundering. Instructor: ???. 2 units.

210G. International Peace & Security. This course provides an overview of international peace and security in its global, regional, and national dimensions in the contemporary era. The principle objectives are to provide a broad legal and policy analytical framework, probe some key theoretical and normative debates, and focus on some key issues and cases. It will also address key debates about the roles of international institutions and organizations; the role of the United States as the world’s major power, and policy, normative, and political issues involving the use of military force. Also, additional cases of ethnic conflict and the war on terrorism. Instructor: Staff. 1 unit.

211H. Comparative Criminal Law. This course compares the common law and civil law legal systems of Hong Kong and the PRC. First, it examines international and domestic legal responses to financial crime with special reference to Hong Kong. Topics include corporate and organized crime, money laundering, confiscation and forfeiture proceedings, corruption, and the Independent Commission Against Corruption. Second, it introduces students to the criminal law and procedure of the PRC including the structure and sources of criminal law, classification and structure of offenses, criminal procedures, handling of cases within and outside the framework of criminal procedures, and issues of corporate liability and commercial crime. Instructor: Law faculty. Variable credit.

215H. Project Finance. A broad introduction to the structures, tools and techniques involved in the project financing of international infrastructure development. Examination of risk in a myriad of forms from the varying perspectives of a wide range of participants in the developments. Examination of the unique roles of credit enhancement, investment insurance, and guarantees in the project finance context prior to matters surrounding financial closing in the credit and related documentation. Instructors: Staff 1 unit.

218H. The World Trade Organization and China. This course will examine key elements of the World Trade Organization (WTO) agreements, as well as China’s particular obligations and specific commitments, and assess their impact on systemic governance and the regulation of trade and investment in China. The course will also examine selected aspects of PRC foreign investment law, beginning with an overview of available forms of business in China. Instructor: Staff 2 units.

228H. Comparative and Transnational Insolvency Law. The first term of this course aims to provide a brief introduction to insolvency law, including both the bankruptcy of individuals and the liquidation of companies. The importance of corporate rescue will also be highlighted. Next, attention will be given to the principles
and practice of cross-border insolvency law. Recent attempts to unify the treatment of international insolvencies, including the European Union Insolvency Convention, the International Bar Association Concordat, and the UNCITRAL Model Law on Cross-Border Insolvency (1997), will be discussed. The second term of the course deals with the cross-border insolvency problems involving Japan and other civil law countries. Instructors: Staff. 2 units.

230H. The Role of Law in China And Japan. Introduction to the evolution of the role of law in China from the Imperial and Republican periods to the PRC period. Examination of the relation of customary law, communist party policy and administrative controls to the role of law. An overview of law in Japan, including the history of modern Japanese law and the incorporation of laws into Japanese society. Instructor: Staff. 1 unit.


237H. Human Rights: International, Hong Kong, and Japanese Perspectives. The first term of this course will begin with an introduction to the origins and the development of the international law of human rights. The Western traditions of human rights and the concept of a "universal" standard of human rights will be considered, as well as current challenges to that concept, like cultural relativism and Asian values. The second term of the course will deal with the legal status of women and minorities in Japan. Instructors: Staff. 2 units.

242H. Health Care Regulation: Asian and Western Perspectives. The first term concentrates on three main themes. First, the patient's "right to know" in light of the "doctor's know best" attitude. Second, examines the regulation of the health care profession. Third, highlights the problems of integrating Chinese medicine with Western regulatory regimes. The second term covers American cases and statutory law on informed consent to treatment. The final week is devoted to studying current issues surrounding "managed care." Instructor: Law faculty. Variable credit.

250H. South East Asian Law and the Impact of the Economic Crisis. This course begins with an exploration of the evolution of contemporary legal systems in South East Asia and the influences which have shaped them. The second half provides an in-depth country study of Thailand with a focus on Thai law and policy as it relates, for example, to the treatment of foreign investors and workers, foreign shareholding, and ownership of land before and after the crisis. Instructor: Law faculty. Variable credit.

260H. Mergers and Acquisitions in China and Korea. The first term of this course will examine the development, current practice, and main issues of mergers and
acquisitions (M & A) in China. The second term of the course will discuss various legal issues related to mergers and acquisitions in Korea. It will focus on the three basic types of transaction: mergers, asset purchases, and stock purchases. In addition, a newly introduced statutory technique of dividing up a corporation will be explored. Instructors: Staff. 2 units.

263H. Negotiating Across National Boundaries. This course will focus on problems lawyers face when developing relationships and resolving disputes that transcend national boundaries. The course will survey a broad range of differences between countries around the world and provide the student with general guidelines for coping in a foreign legal culture. It will also involve a case study of Japan. It will cover issues regarding its institutions, laws, and legal culture, so that those who deal with practitioners from other countries will be better prepared. Instructor: Staff. 2 units.

266H. After Enron: Corporate Governance, Transparency, and Accounting Issues. This course provides an overview of corporate governance, transparency, and accounting issues after a series of high-profile corporate collapses, including Enron. Topics covered will include the meaning and context of corporate governance; the agencies principally responsible for regulating corporate governance in the U.S.; and overview of the role and legal responsibilities of the board of directors and board committees, particularly the Audit Committee. A brief intro of the accounting system and corporate law in Japan, and the latest and on-going reforms in these areas toward transparency, some comparisons of those elements with other economies, such as the U.S. and Germany. Much attention will be paid to the role of the securities market in financing and perspectives on future changes due to globalization of the financial sector. Staff. 2 units.

269H. Follow the Money: Legal Control of Money Laundering and Terrorist Funds. This course is about the role of governments in regulating and controlling private property tainted by crime. Property can be tainted in two ways, as instruments that facilitate crime and as proceeds of crime. The course will examine the modern phenomenon of money laundering by considering its nature and extent, and its relationship to organized crime, including terrorism. A critical assessment will be made of the legal responses taken at both the international and domestic levels. Five dimensions that will be discussed are (a) prevention and detection; (b) censure by criminal sanction; (c) accountability for proceeds of crime; (d) preservation and (e) international perspective. The course will examine the impact of legal regulation on the business and financial services sector, the practice of law, and the property rights and interests of innocent third parties. Staff. 2 units.

270H. Foreign Direct Investment in China. This course will examine key legal, administrative, and regulatory dimensions of foreign direct investment in China at two levels. The first term will approach foreign investment in China from a microeconomic perspective, while the second term will concentrate on the macroeconomic regulation of inbound direct investment. The first term will consider foreign direct investment from both an organizational and contractual perspective. The second term will examine major features of the PRC legal, administrative, and regulatory environment for foreign direct investment. See web. Instructors: Staff. 2 units.

271H. Tax Implications of Doing Business in Greater China. The tax implications for foreign investment and doing business in Greater China, including the People’s Republic of China, the Hong Kong Special Administrative Region and Taiwan. Highlight on the major taxes on investment and business activities in those areas. Review of certain tax policy issues arising out of this study and consider possible future taxation developments. Instructors: Staff. 1 unit.

288H. Law and Development. This course will introduce students to the general reach of the vast subject known as “law and development.” The role of state law, and
the establishment of international law seeking to protect the right to develop, and the establishment of an international economic order will be examined. The course will look specifically at what role law and legal institutions play as economies move away from central planning. It will focus on law and development in China. The course will highlight China's legal development after the founding of the People's Republic in 1949, particularly the on-going legal and judicial reform since 1978. The role of law in China's political, economic, cultural, and social developments is increasingly significant. The attempt to establish the Rule of Law to serve economic development and to promote democracy will be considered. Staff. 2 units.

289H. Surveillance, Technology and National Security: Issues on Civil Liberties. This course will examine the impact of surveillance on civil liberties, with particular reference to freedom of expression and privacy. The first objective is to analyze privacy and free expression implications of surveillance. This will be achieved by looking at the concept of surveillance as well as an overview of some of the more prominent surveillance technologies. The second objective is to examine what types of safeguards are appropriate to ensure that civil liberties are not unnecessarily impaired. This will require investigation of the relevant legislation and its effects on privacy and free expression. The course is designed as a case study. A brief description of the political landscape in Korea, issues of surveillance, national security, and civil liberties will be examined within this specific context. National security ideology has functioned in Korea as a panacea to justify human rights infringement. A comparison will be made between international standards and Korean standards which restrict human rights based on national security. Staff. 2 units.

290H. Introduction to American Law. This course will provide a broad introduction to key elements of American law. A portion of the course will focus on recent United States Supreme Court cases that reveal important issues and concerns within the American legal system. In particular, the course will cover constitutional rights such as Due Process, Equal Protection, and First Amendment "freedom of speech" protection. The course will also provide an introduction to various aspects of the American litigation system, including the reliance on the jury; the growth of alternatives to litigation such as mediation and arbitration; and "discovery" procedures, including interrogatories and depositions. Instructors: Staff. Variable credit.
Degree Programs
The First Professional Degree in Law

Juris Doctor. Upon favorable recommendation of the faculty, the degree of Doctor of Law (J.D.) will be conferred upon students who have successfully completed the following requirements:

1. six semesters in residence at Duke, during a minimum of eighty-four weeks of class; and
2. a passing grade in courses aggregating eighty-four semester-hours; and
3. a grade point average of at least 2.1 and status in good standing under the rules of the Law School.

Three hours of credit toward the J.D. degree (six with special permission of the Administrative Committee), may be earned in courses taken at Duke outside the Law School in the Graduate School, in upper-level undergraduate courses, or in courses in foreign languages.

Two semesters of law study undertaken at another accredited American law school may be counted toward the required total if the final two semesters (exclusive of a summer session) and at least fifty-four semester hours of law study are completed at Duke, except as specifically authorized by the law faculty.

Bachelor of Law Degree. Upon favorable recommendation of the faculty, the degree of Bachelor of Law (LL.B.) will be conferred upon students who have satisfied all of the requirements listed above as necessary for the Doctor of Law degree but who do not possess a baccalaureate degree before completing the program of study for the Doctor of Law degree.

Joint-Degrees for Enrichment: Summer Entering Programs

Master of Arts for Law Students. The School of Law and the Graduate School of Duke University jointly sponsor a program of study in law and several alternative disciplines, including cultural anthropology, economics, English, environmental studies, history, mechanical engineering, philosophy, political science, psychology, public policy science, Romance studies, and an interdisciplinary program in the humanities. The purpose of the program is to encourage the broader intellectual interests of law students and to foster dialogue between law and related disciplines. Upon satisfactory completion of the required course of study, candidates will be awarded both the M.A. or M.S. and J.D. degrees.

Students enter the joint J.D./M.A. (or J.D./M.S.) program in the summer before the first year of law school, undertaking part of the first-year law curriculum. Throughout their remaining six semesters in residence, students will combine their legal studies with courses selected from the Graduate School curriculum, generally taking one or
two Graduate School courses per semester during the first year and five more in the final four semesters, for a total of eight Graduate School courses.

Master of Laws (International and Comparative Law). Since 1985, the Law School has offered the opportunity to selected J.D. candidates to pursue a Master of Laws degree emphasizing international and comparative law study contemporaneously with their study for the J.D. degree. Students accepted to this joint-degree program will enter in the summer, undertaking part of the regular first-year curriculum with students who are enrolled in the joint J.D./M.A. summer program. During the remaining six semesters of law study and in a four-week period of summer study at the Duke-Geneva Institute in Transnational Law at the University of Geneva in Switzerland, or the Law School’s Asia America Summer Institute in Transnational Law, or in another approved program, J.D./LL.M. students will complete requirements for both degrees. Candidates for the LL.M. degree will be required to complete twenty credit-hours of approved courses, which must include international law (public), comparative law, research methodology in international, foreign, and comparative law, and coursework or an independent study for which a significant piece of writing is required. Candidates must obtain a minimum grade point average of 2.5 in these courses. Students must also show competency in at least one foreign language. Six of the twenty hours required for the LL.M. may be taken in the Graduate School or in upper-level undergraduate course work, including advanced language study. Beyond the required courses, the courses applied toward the LL.M. consist primarily of those in international, comparative, and foreign law at the Law School and at one of the Institutes in Transnational Law but may also include courses taken in related fields in other divisions of the university. The area studies program at Duke is particularly rich in courses dealing with Canada, China, Germany, and Japan.

Accelerated J.D. Program
Since 1990, the Law School has offered a program under which students may earn a J.D. degree in fewer than three years. Participants begin Law School during the summer before the first year, attending classes with joint-degree candidates. During a later summer they must attend classes at another ABA/AALS-accredited law school. While not for everyone, this program will enable participants to reduce by about six months the time required to obtain a J.D. degree, which may have the effect of lowering the cost of a legal education. At the time of their application for admission, interested students must designate that they are applying for this accelerated program.

Advanced Professional Degrees in Law
The Law School program is primarily designed to serve students seeking a first professional degree in American law. Except for international students and participants in the J.D./LL.M. program described above, students are rarely admitted for the purpose of continuing the study of law at the master’s or doctoral levels, although the faculty is empowered to authorize such admissions. Applications for such study by American graduates of American law schools are not sought. International students should consult the chapter of this bulletin addressed to them.

Master of Laws (LL.M.) Most international students seek the master’s degree, having already been trained in the law of their own countries. To qualify for this degree, the student must successfully complete two semesters of study in residence, and no fewer than twenty-one semester hours with a cumulative grade point average of 2.5. Included in the twenty-one credits of work must be at least two credits of individual written work to be completed either in a seminar or in an independent study course supervised by a faculty member. Many students also take a first-year course. Most
foreign students will be expected to enroll in Introduction to American Law, which provides an overview of several areas of the American legal system and also a two-credit legal writing course, which offers instruction and practice in the kinds of written tasks facing American law practitioners.

The remainder of the academic program is individually selected by the student from the curriculum offerings for first-year and upper-class students. International students attend classes with American students and are graded on the same basis. The degree is granted to students who achieve a grade point average of 2.5. Candidates ordinarily are expected to complete the LL.M. degree in one year.

Doctor of Juridical Science (S.J.D.). Outstanding international students who have earned a degree at the master's level from Duke or a law school of recognized standing, and who have a serious academic interest in law, may be admitted as provisional candidates for the S.J.D. degree. Only international students who have achieved superior academic performance during the master's degree program as well as at their home institutions should apply to the S.J.D. program. Samples of written work, such as completed seminar papers, and a statement of research intentions, should be included with the application. Candidates will usually be asked to complete one or two additional semesters of coursework with a grade point average of at least 3.1, and must pass an examination to test mastery of their chosen field, before being admitted from provisional candidacy to candidacy. The program will ordinarily take from one to three years to complete, depending on the time necessary for research and the production of the doctoral dissertation. It is expected that S.J.D candidates will conduct original research and make a significant and original contribution to legal scholarship. A committee of the primary faculty supervisor and two additional faculty members will approve a candidate's dissertation proposal, assess the progress of the candidate and the research product, and conduct an oral examination upon the candidate's dissertation. Generally, only one or two students gain admission to this program each year.

Other Professional Degrees for Lawyers

Advanced degrees may be pursued together with the J.D. degree. Under any approved joint-degree programs, including those described below and those approved on a case-by-case basis by individual application, the Law School recognizes twelve credits from the other degree program toward the J.D. requirements, as long as both are completed simultaneously.

Master of Business Administration. The School of Law and Duke's Fuqua School of Business have established a combined program of study in law and graduate-level business administration. The program provides the opportunity to acquire an education in both law and business administration in four years. Upon satisfactory completion of the required course of study, candidates will be awarded both the M.B.A. and the J.D. degrees.

The student in the M.B.A./J.D. program may enroll the first year in either the Fuqua School of Business or the School of Law. If the student begins in the Law School, the first-year curriculum is the same as that of other law students; if the student begins in the business school, the first-year curriculum is the same as that of other graduate business students. The student's second year consists of the full first-year program of the other school. In the third and fourth years of the program, the student takes courses in both schools, with about two thirds of the courses taken in the Law School. Students interested in the health care industry may elect to concentrate their work in the Fuqua School in health administration.

Master of Environmental Management. The School of Law and Duke's Nicholas School of the Environment and Earth Sciences have established a combined four-year
program of studies in law and graduate-level environmental management. The program gives students the opportunity to acquire knowledge about natural resources and environmental science which is critical in identifying and resolving legal issues with implications for the environment. Upon successful completion of the program, candidates receive both the M.E.M. and J.D. degrees. Students in the J.D./M.E.M. program typically spend the first full year in the Law School and the following year in the Nicholas School. During the remaining two years, candidates can structure an elective program of combined study that meets the requirements of both programs. Students are required to complete 36 credits and a master’s project in the Nicholas School. The J.D. degree requires 84 units of credit, 12 of which may be satisfied through work in the Nicholas School.

Master of Public Policy. The School of Law and Duke’s Sanford Institute of Public Policy have established a combined four-year program of studies in law and graduate level policy sciences. The program provides an opportunity for students to acquire decision-making skills and substantive policy knowledge that would be useful in dealing with problems of the public sector. Upon satisfactory completion of the required course of study, candidates will be awarded both the M.P.P. and the J.D. degrees. The first year is spent exclusively in the Law School; the second year exclusively in the Institute of Public Policy; and the third and fourth years primarily in the Law School. In addition, the student must select a substantive policy area in which to concentrate from among the fields of the administration of justice, communications policy, health policy, and education policy; a summer internship and thesis will be required in the chosen field.

Master of Theological Studies. Students in the joint J.D./M.T.S. program are required to complete a minimum of seventy-two hours in the Law School and a minimum of twelve courses in the Divinity School, and to take all courses required for the two degrees. Persons interested in this joint program must apply separately for admission to each school. Generally students apply simultaneously to both schools. Later applications will be considered, but must be made before the end of a student’s first year in either the Law School or the Divinity School.

Doctor of Medicine. The School of Law and the Duke University School of Medicine jointly sponsor a program of combined legal and medical education. The program provides an opportunity to acquire a full basic education in the two fields in six years. Upon satisfactory completion of the required course of study, candidates will be awarded both the J.D. and M.D. degrees.

The student in the M.D./J.D. program begins the six-year course of study in the School of Medicine. As in the regular M.D. program, the first year is devoted to the basic medical sciences, and the second year to the basic clinical disciplines. After those two years, the student enrolls in the Law School, taking the prescribed first-year courses. A total of seventy-two credits must be earned in the Law School. As electives, the student may select Law School courses that pertain to medical-legal interests. After completing all law requirements, the student returns to the Medical School for elective clinical work tailored to the student’s specialized needs. In addition, eighteen semester hours, or two summer sessions, of elective basic science work are required.

Ph.D. in Political Science. The Law School and the Department of Political Science offer a joint-degree program combining a J.D. and a Ph.D. in political science. The coordinated course of study permits some reduction in the required course work for each degree. The program is intended to integrate in a comprehensive, rigorous manner the subject matter and methodology of both disciplines. Study may be undertaken in areas such as American government, political theory, comparative government, and international relations.
The joint program is extremely selective and demanding, requiring about seven years to complete. Only students strongly committed to careers for which holding professional degrees in both disciplines is very important should apply. Graduates of the joint program would be well-positioned to conduct research and to teach either in law schools or departments of political science or to pursue careers in government, international institutions, or the private sector.

Similar joint J.D./Ph.D. programs may be created with one or more additional departments in the future. Meanwhile, some joint programs can be arranged on an ad hoc basis.

The Secondary Degree In Law

MASTER OF LEGAL STUDIES

This program is available. For further information contact Dennis Shields, Associate Dean for Admissions and Financial Aid at shields@law.duke.edu, or (919) 613-7020.
Beyond the Curriculum
Publications

Duke University School of Law has been an innovator in publishing the entire text of its print journals online in a fully searchable format at http://www.law.duke.edu/journals. The Law School has six scholarly print publications, plus one e-journal which is published solely in electronic form.

Law and Contemporary Problems. Since 1933, the Law School has published the quarterly, Law and Contemporary Problems. The journal is distinctive among professional legal publications in both format 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.

The journal is widely distributed, and its subscribers include general university libraries, governmental agencies, and foreign educational institutions, as well as the more traditional law libraries and law firms. Law and Contemporary Problems is monitored by a general editor and a faculty editorial board.

Twenty-five upper-class law students serve on the editorial staff of this publication. Ten rising second-year students are selected each year on the basis of academic performance during the first year of Law School and demonstrated writing ability in an annual writing competition. Five rising third-year students are selected each year on the basis of academic performance during the first two years of Law School.

Duke Law Journal. Established in 1951 as The Duke Bar Journal, the Law School publishes the Duke Law Journal six times a year. Edited by students, the journal is among the most prestigious and influential legal publications in the country. Approximately one-third of the contents 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 and practitioners. Full responsibility for the selection and editing of material
is vested in the journal's student editorial board and its elected officers. The journal hosts an annual Administrative Law Conference each spring.

The journal staff of approximately 50 students is chosen on the basis of academic performance in the first year of law school and/or demonstrated writing ability in an annual writing competition. Students may also seek membership on the journal by submitting a publishable student note.

Alaska Law Review. Since 1983, Duke Law School has published the Alaska Law Review. As Alaska has no law school but has the highest number of lawyers per capita of any American state, the Alaska Bar Association contracted with the Law School to provide a professional law journal responsive to the needs of Alaska's diverse legal community. 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. Each spring, the journal sends members to Alaska for one-on-one meetings with legislators and legal professionals to garner insight into the state's unique laws.

While supervised by a faculty advisory committee and a general editor, student editors have primary responsibility for writing, editing, and managing the Alaska Law Review. Twelve rising second-year students are chosen as editors on the basis of academic performance during the first year of law school and demonstrated writing ability in an annual writing competition. Several students may also be selected for membership by submitting a publishable note.

Duke Journal of Comparative & International Law. The Duke Journal of Comparative & International Law was established in 1990. The journal, which is published semi-annually, publishes articles from international scholars and practitioners, and student notes. Recent article titles include National Constitutional Compatibility and the International Criminal Court; Combating Corruption Under International Law; and Defining the Elements of Crime Against Humanity.

Approximately 10 staff members are selected annually on the basis of writing ability demonstrated by the submission of a publishable note or superlative performance in the annual writing competition. Several international students earning the LL.M. degree are also selected each year on the basis of academic record and/or special skills or interests that indicate their likely contribution to the journal.

Duke Environmental Law and Policy Forum. The Law School began publishing the Duke Environmental Law & Policy Forum in 1991. The Forum is an interdisciplinary annual magazine managed through the Law School but with a strong connection to Duke University's Nicholas School of the Environment and Earth Sciences. The forum publishes legal and policy articles from academics and professionals as well as student notes. To fulfill its commitment to both legal and policy analyses of environmental issues, many of the Forum's 40 or so staff members are joint-degree students from the Law School, the Terry Sanford Institute of Public Policy, and the Nicholas School of the Environment and Earth Sciences.

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

Duke Law and Technology Review. Duke Law and Technology Review is a groundbreaking eJournal featuring student-written essays called issue briefs or iBriefs. Each iBrief is a readable 7-12 page legal analysis of a timely issue that mixes the readability of a journalistic article with scholarly analysis.
Keeping pace with the evolving intersection of law and technology, *Duke Law and Technology Review* focuses on issues including intellectual property; business law; free speech and privacy; telecommunications; and criminal law.

Office of Student Affairs

The Office of Student Affairs provides support for many aspects of student life at the Law School. Student Affairs staff members assist students with academic planning; program events to foster students’ social and professional growth; help administer Law School rules and policies, including the Honor Code; serve as liaison for accommodation requests for disabled students; and counsel students on any personal issues which may arise, providing referrals to university or outside offices as needed. Any students who have questions about life as a law student are encouraged to visit the Office of Student Affairs. The office’s Web site, www.law.duke.edu/students.html, is a good resource for Duke Law policies, contacts, and other student information.

Duke Law Student Organizations 2003-2004

Student organizations at Duke Law represent a wide variety of cultural, intellectual, social, political, athletic, religious, and artistic interests, and their activities are an important complement to the curriculum. The students of Duke Law participate in more than 40 different organizations under the umbrella of the Duke Bar Association (D.B.A.), the Law School’s student government. The D.B.A.: funds student groups, organizes social and community service events, and acts as liaison between students and the administration. Any Duke Law student interested in starting a new organization may submit a charter to the D.B.A.

Alibi Magazine. *Alibi* showcases the literary and artistic talent of Duke Law students, faculty, staff, and alumni. Submissions include poetry, prose, photography, paintings, and other forms of popular art. *Alibi* is published annually and distributed throughout the Law School and selectively within the Durham community.

American Bar Association Law Student Division. The ABA/ LSD promotes law student contact with the nation’s largest professional association for lawyers, the American Bar Association. Each year the student body elects ABA/ LSD representatives who serve as liaisons between students and the ABA. For a small enrollment fee, any law student may join the Law Student Division and receive product discounts, a subscription to the ABA magazine, *Student Lawyer*, and information about the ABA’s programs and publications on specialized areas of the law. The ABA/ LSD also promotes various advocacy and essay contests throughout the school year.

American Civil Liberties Union. The Duke Law ACLU chapter was formed to further the objectives of the national American Civil Liberties Union and the American Civil Liberties Union of North Carolina; to advance the cause of civil liberties in North Carolina and at Duke University, including the rights of free speech, free press, free assemblage, equality before the law, and other civil liberties; and to take all legitimate action in furtherance and defense of such liberties. The Duke Law ACLU chapter organizes speakers and discussions about these issues and strives to create an arena where students may address ongoing civil liberties concerns.

American Constitution Society. The ACS is a national organization of law students, law professors, practicing lawyers, and others who seek to restore the fundamental principles of respect for human dignity, protection of individual rights and liberties, genuine equality, and access to justice to their rightful—and traditionally central—place in American law. ACS aims to counter the conservative vision of the Federalist Society, which currently dominates much of legal academia and the federal judiciary.
Asian Law Students Association. The ALSA provides a forum in which members of the Law School community can explore issues and engage in activities of interest to American students of Asian descent, foreign students from Asia, and other students and alumni interested in Asia and law. ALSA currently belongs to the National Asian Pacific American Law Students Association (NAPALSA). In attending the national conferences of NAPALSA, group members engage in a dialogue with other law schools and maintain contact with the National Pacific Bar Association (NAPABA). In addition, ALSA fosters social interaction of its members within the Law School and among the graduate and professional schools by hosting events such as a welcome dinner and a Lunar New Year dumpling party celebration.

Association of Trial Lawyers of America. The Duke Law ATLA Chapter is dedicated to the development and practice of trial advocacy skills. Many students are given the chance to compete in both regional and national mock trial competitions throughout the school year. Participants are provided with expert coaches from the student body and the school’s faculty. ATLA also holds various events designed to instruct students on trial law, including lectures from faculty and some of North Carolina’s and the nation’s top trial lawyers demonstrating what to do and what not to do in the courtroom. ATLA offers unique opportunities for students who have an interest in litigation or trial advocacy.

Association of Law and Economics. ALE brings together the study of law and the study of economics. Through this organization, students have the opportunity to critically examine legal issues through the use of economic analysis and tools. Economic theory not only underlies many legal doctrines, but it can also offer valuable insight into legal problems such as tort reform, antitrust regulation, and property rights allocation. The use of economic analysis and tools is critically important to understanding the impact and appropriateness of different legal regimes. This type of analysis can be useful in nearly every aspect of the study of law.

ALE seeks to bring guest speakers from the legal, academic, business and government communities to discuss topics of importance to the study of law and economics. ALE seeks to offer students the opportunity to share ideas through open forums and through publication in the ALE Bulletin.

Black Law Students Association. BLSA exists to address the unique needs and concerns of black law students. Through the use of consistent social interaction, as well as programming geared largely towards scholarship, career, and community assistance, BLSA fosters academic achievement and the development of future black leadership.

Business Law Society. The Business Law Society promotes social and academic interaction among Duke Law students interested in the various aspects of business, corporate, and financial law. The BLS sponsors social activities, speakers, and symposia 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 our members and promote an inter-disciplinary curriculum in business, corporate, and financial law that builds upon the resources of Duke University.

California Law Students Association. CalSA promotes the interests of the Law School’s many Californian law students, as well as those seeking future employment in California.

Christian Legal Society. The Duke University 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, meeting, 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.

Dispute Resolution Club. The Duke Dispute Resolution Club provides a forum for law students to learn more about and participate in various types of alternative dispute resolution procedures. The group’s activities currently include volunteering in community mediation, participating in national negotiation and mediation competitions, working with the local schools to teach children about peaceful resolution of problems, and bringing guest speakers to the law school discuss alternative dispute resolution. As a new organization, the club constantly encourages new ideas.

Domestic Violence Advocacy Project. The DVAP program is grounded in the firm belief that if battered women receive guidance, information, and support, they will be better able to use the legal system to help themselves and their children escape from violence in their homes. DVAP advocates act as liaisons between battered women and the District Attorney’s Office, facilitating greater communication and a sense of common purpose, thereby enabling the legal system to prosecute cases of domestic violence more effectively. In addition, DVAP volunteers have created the sole database of domestic violence cases in Durham County, an important resource for tracking the incidences and changing faces of domestic violence in our community.

Duke Bar Association. The Duke Bar Association coordinates professional, social, and other extracurricular activities of the student body. The association 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 Law School activities, sponsors athletic and social programs, and disburses its dues funds among the school’s organizations.

Duke Golf Club. The Golf Club organizes golf lessons for law students and holds a spring tournament, the Barristers’ Cup, with golfers from the UNC School of Law.

Duke Law Baseball League. The DLBL provides Duke Law Students with a chance to enjoy America’s national pastime by conducting periodic intramural baseball games.


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 Drama Society. Whether acting on a stage or in a courtroom, many lawyers are thespians at heart. For students who like to work behind the scenes or shine in the spotlight, there’s a place in the Duke Law Drama Society. The society welcomes all potential directors, actors, playwrights, comics, musicians, dancers, and enthusiastic folk. Duke Law students are encouraged to indulge their dramatic flair by participating in student-produced works and joining the Drama Society.

Duke Law Republicans. Duke Law Republicans work closely with the Durham County Republican Party Association to assist candidates for local, state, and federal office. Additionally, the organization brings candidates to the Law School to meet with students and discuss their respective positions. Duke Law Republicans assist with voter registration and encourage political participation in the Law School community.

Duke Law Wine Club. The Wine Club was formed to expand the cultural lives of Duke Law students by exposing them to the world of viticulture. To accomplish this goal, the club holds monthly wine tastings and a dinner each semester.
Education Law and Policy Society. The Education Law and Policy Society is a joint student and faculty effort to promote research, debate and professional development in the area of education law. The group facilitates lectures from local and national practitioners, pro bono work in education law, and community service for the Durham area schools.

Environmental Law Society. The ELS promotes students' awareness of environmental issues by hosting individual speakers and student discussions with lawyers practicing in environmental law and by coordinating social and community service events. Its goals are to enhance legal education through the creation of a vital environmental law program at the Law School and to explore summer internships and career opportunities in environmental law in both the public and private sectors.

Federalist Society. The Duke chapter of the Federalist Society is a group of conservative and libertarian students interested in the current state of the legal order. The society is founded on the principles that the state exists to preserve freedom, that the separation of governmental powers is central to our 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.

Graduate and Professional Student Council. The GPSC includes representatives elected from the business, divinity, environment, graduate, law, medical, and nursing schools. These schools make up almost half of Duke's student body. The GPSC acts as a liaison between students and the university administration and appoints representatives to many university and trustee committees. The GPSC also plans interdepartmental and interschool social events and publishes a handbook for new students.

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 the Law School and to draw on other diverse resources available within its membership to build the understanding of health care issues within the Law School.

Hispanic Law Students Association. The goal of HLSA is to unite Hispanic law students and to provide a support network to connect students with alumni around the world. The organization is created to aid new students making the transition to law school, and to encourage prospective Hispanic students to come to Duke. HLSA brings together a variety of individuals in order to discuss the issues they will face as Hispanic lawyers in the future, such as: the responsibility of a Hispanic lawyer in society, the need for positive role models in Hispanic communities, and the availability of inexpensive/ free legal aid. These discussions are intermingled with social activities where Hispanic and other law students can experience the richness of the Hispanic culture. HLSA is also very active in the university Hispanic group MI GENTE, which sponsors salsa parties and other social events. HLSA endeavors to expend Duke Law School's environment by sharing the richness of the Hispanic culture with the school.

Howard W. Hunter Society. The purpose of the Howard W. Hunter Society is to advocate Latter-Day Saint values and interests at the Law School. The society creates a network for Latter-Day Saint students and alumni of Duke Law School while fostering support for their families with family-friendly social alternatives. The society also provides a forum for the scholarly study of legal topics of interest to Latter-Day Saints, including the highest standard of professional ethics and issues involving religion and
the law. In addition, the society aims to recruit other members of the Church of Jesus Christ of Latter-Day Saints to the Law School.

**Innocence Project.** Sometimes, innocent people do become victims of the legal system. Students from Duke, NCCU, UNC law schools, and the UNC School of Journalism and Mass Communication work in cooperation with the North Carolina Center on Actual Innocence to identify cases of potential innocence among North Carolina prisoners. Cases move through a three-stage process: (1) Identification of Innocence Claims from letters written to us; (2) Student groups read through the materials and make a recommendation whether or not to pursue; (3) Students and their attorney advisor actively investigate the case to prove innocence. Students can be involved at any stage of the process they choose, and many see a case through from start to finish. Members feel that The Innocence Project provides an experience that gives them a fuller understanding of their importance in the legal world.

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

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

**JD/MBA Club.** The JD/ MBA club is made up of students pursuing MBA degrees concurrently with their law degrees.

**Jewish Law Students Association.** JLSA is an organization of students and faculty, primarily from the Law School but including many other 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 student mixers. 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. Additionally, JLSA sponsors at least one Jewish philanthropic activity each semester.

**Lawyers as Leaders.** In recognition of the need to develop professional skills outside of the classroom, Lawyers as Leaders is designed to develop and support leadership qualities in Duke law students in preparation for whatever paths their legal careers may take. Activities planned include hosting speakers from a wide range of fields and professions, a leadership reading group, and leadership workshops and seminars.

**Male Law Students Association.** MLSA’s mission is to encourage a fun law school experience and bring a male perspective to positive and productive discussions at Duke Law School and within the legal community. This organization will remain committed to being serious when it is time to be serious, and to having fun when it is time to have
fun. MLSA brings in quality speakers, engages in appropriate debates or discussions, and makes sure at the end of the day everyone at Duke Law School had some fun in their three years.

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 Dean's Cup and Hardt Cup intramural competitions.

OUTLAW. OUTLAW exists to promote awareness of gay, lesbian, bisexual, and transgender issues in the Law School and the greater Duke community; to provide support and social outlets to the Law School’s LGBT community; and to promote scholarship in the field of LGBT legal issues.

Parents Attending Law School. PALS is a social network and support group for law students who have young children. The group assists the Office of Admissions by corresponding with applicants who have questions about child care, schools, and related concerns. PALS also maintains a small study room, equipped with toys and a networked computer, available to parents who must occasionally bring their children to the Law School. PALS also sponsors or co-hosts programs pertinent to topics such as “Balancing Career and Family,” and holds family-based social activities such as a Holiday Party and an Easter Egg Hunt.

Phi Delta Phi. Phi Delta Phi International Legal Fraternity, established in 1869 to promote a higher standard of professional ethics, is among the oldest of the legal organizations in North America. The Duke Law Chapter is one of 131 active chapters — called Inns — in the Western Hemisphere, and number increases yearly.

Public Interest Law Foundation. PILF is composed of students interested in giving to their communities either by pursuing professional careers in public interest or government work, or by performing pro bono work. PILF promotes public service by encouraging participation in Duke Law’s pro bono program; bringing guest speakers to campus to discuss a wider array of public interest job opportunities and career choices; raising money to fund summer positions in the public and not-for-profit sectors; and encouraging students pursuing jobs in the private sector to perform pro bono work. Additionally, PILF works with the Office of Career Services to provide various informational sessions oriented toward students interested in careers in public interest, including sessions about Duke’s loan repayment assistance program.

Refugee Asylum Support Project. The RASP was developed with the Association of the Bar for the City of New York and their refugee program. Students work with lawyers in New York to help complete research used in the asylum cases. The program offers students the opportunity not only to learn different aspects of immigration law, but also about conflict situations throughout the world from first-hand accounts.

Sports and Entertainment Law Society. The SELS introduces interested students to the diverse and complex fields of sports and entertainment law. Sports law is an amalgamation of many legal disciplines ranging from antitrust law to tax law; entertainment law is equally wide-ranging, encompassing more areas of law than any other legal discipline. Both of these fields are dynamic and ever-changing, with new issues arising on an almost daily basis due to recent court decisions, new legislation, and regulations.

Volunteer Income Tax Assistance. The VITA Program offers free tax-preparation assistance to people who cannot afford professional assistance. This includes elderly, handicapped, and non-English speaking taxpayers.
Women Law Students Association. WLSA provides a forum for members of the Law School community to examine issues of gender in the legal profession. WLSA also serves as an organization through which women at the law school can connect. WLSA focuses on the concerns of women in the legal profession by sponsoring speakers on a variety of topics ranging from the history of women in the law to current cases impacting women. WLSA fosters a community of women at the law school through potluck dinners with women faculty and staff and a number of panels for first-year students, addressing topics such as studying for finals and finding the right summer job.

Pro Bono and Public Interest Programs

Programs that supplement and enrich the curricular learning for students are sponsored by many departments at the 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, see www.law.duke.edu/publicinterest/.

Pro Bono Project. The Pro Bono Project began at the Law School in 1991. Since then hundreds of students have contributed thousands of hours to organizations in the surrounding community (as well as internationally) through the project. Currently, there are more than 100 supervised projects available in more than 30 subject matter areas. Past examples of placements have included criminal prosecution and defense; environmental issues; health access; mental health; economic development; consumer protection; child abuse and neglect; child support; migrant law; land loss; education; civil liberties; occupational safety and health; wage and hour enforcement; civil rights; legislative bill drafting; prisoners legal services; dispute resolution; death penalty; family law; domestic violence; and social security and government benefits.

The Pro Bono Project provides Duke law students with an opportunity to explore public service, hone their legal and professional skills, and build relationships important to their future careers while also providing an important public service to non-profit organizations and governmental organizations. Law students gain an opportunity to learn about the many ways that attorneys perform public service, whether in a non-profit organization, governmental agency, or a private law firm. The Pro Bono Project brings the classroom learning of the students alive by providing them real-life opportunities to use their new knowledge and skills. In addition to sharpening legal skills and making important contacts, students are educated about the gaps in the legal delivery system and are given an opportunity to become involved in and work to the benefit of their community, whether they are helping provide direct legal services to low-income individuals, researching important policy issues, participating in the legislative or judicial system, or tutoring a child. The ultimate goal of the Pro Bono Project is to help shape law students into lawyers who are committed to public service - whether that commitment is made by working full-time in a non-profit or governmental organization or by devoting time in their careers to pro bono work and other important civic and community activities.

The Public Interest Book Club and Speaker Series. Each year, all members of the Law School community are invited to suggest authors who have written on important public issues. Selected authors visit the Law School and lead discussions of their books.

Public Interest Retreats. In the fall the Public Interest Law Foundation and the Office of Public Interest and Pro Bono co-sponsor an evening retreat for faculty and students committed to public service to come together to discuss their interests and learn about community service opportunities available at the Law School and in its surrounding community. In the spring, an overnight retreat is held at a rustic setting for approximately 50 students, faculty, and outside speakers to get together and reflect on their public service aspirations.
Faculty Lives in Public Service. This series features faculty at Duke Law School who have held positions in government or the non-profit sector, who have made significant volunteer contributions to their communities, or who have addressed important public issues.

First Monday Celebration. Every fall, the Office of Public Interest and Pro Bono sponsors a series of events built around the Alliance for Justice’s national celebration of public interest law on the first Monday in October, the opening day of the United States Supreme Court’s fall session.

Pro Bono and Public Interest Recognition Dinner and Summer Public Interest Recognition Day. In the fall, the Office of External Relations and the Office of Public Interest and Pro Bono set aside a day to honor students who worked at public interest and governmental organizations over the summer. The day begins with a breakfast for the honorees, and at lunch the honorees staff tables to answer questions from interested students about their summer experiences. In the spring, all individuals who participated in the Pro Bono Program or who made significant contributions to the Public Interest Program are honored at an evening dinner and awards ceremony. At this event, the students are served North Carolina-style barbecue by Law School deans and faculty.

Employment Programs. The Office of Public Interest and Pro Bono and the Office of Career Services sponsor many programs over the school year on summer and permanent public interest employment and fellowships.

Entertainment and Recreation

Many recreational facilities are available to students on Duke’s campus. The Bryan Student Center holds cafes, three theaters, lounges, patios, ping pong, pool and football tables, and an art gallery. The student-run Duke University Union presents cultural activities, including films, major speakers, musical performances, art exhibits, radio and television programs, and theatrical productions. Durham and nearby areas offer additional entertainment options.

Duke is ideally situated to provide sports and recreation opportunities, both on and off campus. Law students are entitled to use the Wilson Recreation Center, as well as the university’s tennis courts, swimming pools, fitness trail, and golf course. Near campus, students can enjoy woodland hiking, horseback riding, trail biking, and sailing. Law student teams participate in intramural sports, such as softball and basketball. 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 about three and a half hours to the West, and the Outer Banks are the same distance to the east.

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 basketball teams have made the sport a passion for many “Dukies.” Many law students join the annual camp-out and lottery for basketball tickets.

Academic Year Employment/WorkStudy

The study of law is demanding. It is designed to occupy the full time of the student 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, employment during the first year is strongly discouraged.

While students should limit their employment during the school year for academic reasons, no student may be employed for more than 20 hours per week during the academic year. This 20-hour limitation is not only a rule of Duke Law School, but is also
a requirement of the American Bar Association for the status of a full-time student eligible to graduate in three years.

For those who find some outside earnings necessary to meet the expense of studying law at Duke and who qualify for the college work/study program under applicable federal regulations, arrangements have been made to provide some part-time employment in the Law School. A number of positions in the law library are filled by law students, and many students are often employed in their second or third years as research assistants for faculty members. The university also maintains a general placement office to aid in finding on-campus employment.

Law student spouses who seek employment will find opportunities comparable to those in most other areas of the country. Laboratory workers, computer programmers, secretaries, technicians, and medical personnel are the workers most in demand in this area. The university personnel office and the Medical Center personnel office can assist interested persons in locating suitable employment on campus.
Library, Educational Technologies and Computing Services
Library, Educational Technologies, and Computing Services

The published sources of law, in print and electronic formats, are the basic working materials for both the practicing attorney and the legal scholar. At Duke, law students have ready access to the materials of legal research through the resources of an excellent library collection, networked electronic information sources, and the skills of highly trained librarians and technologists to help them develop research skills to last throughout their professional careers. The latest classroom and other educational technologies are available to faculty and students.

Law Library

Recognizing its place at the center of the Law School community, the Duke Law Library is designed to offer accessible, well-organized collections and services for students. Generous group and individual study areas are located in proximity to the most-used materials, and the library is fully networked to provide desktop access to electronic sources.

The library collection of over 585,000 volumes is a major research collection featuring comprehensive coverage of basic Anglo-American primary source materials: reported decisions of federal and state courts, as well as current and retrospective collections of federal and state codes and session laws. A full range of print and electronic finding tools provide access to the primary sources. The extensive and continuously expanding collection of legal treatises is organized in the familiar Library of Congress classification system and is indexed in the Duke University public online catalog, which is accessible from outside the campus through the World Wide Web. Special treatise collections are maintained in several areas, including the George C. Christie collection in jurisprudence and the Floyd S. Riddick collection of autographed senatorial material.

The periodical collection includes extensive runs of all major law journals, bar association publications, institute proceedings, and newsletters. The library is a depository for United States government publications, with concentration on congressional and administrative law materials. Hard copy and microform document holdings include complete runs of the Congressional Record and the Federal Register, all post-1970 congressional materials, congressional committee prints dating back to the mid-nineteenth century, and special subject collections.

In addition to its Anglo-American holdings, the library holds substantial research collections in foreign and international law. The foreign law collection is extensive in coverage, with long-standing concentrations in European law and business law materials, and growing collections in Asian and Latin American law. The international law collection is strong in primary source and treatise material on both private and public international law topics, and is supplemented by collections held at the main library.

The Duke University Libraries (Perkins, Law, Business, and Medical) together contain one of the major research collections in the country, holding over 5,000,000
volumes. Law students can borrow materials from other libraries in the Duke system and libraries at local universities. To obtain materials not available locally, the law library staff uses a variety of electronic networks to retrieve information from libraries and other sources throughout the country. Cooperation with other libraries, both on and off campus, ensures that materials are available when needed for the Law School community.

The success of a law school library depends as much on the quality of the services it provides as on the strengths of its collection. At Duke, the library staff includes ten librarians with graduate degrees, six of whom hold additional degrees in law. Law-trained staff members serve as instructors in the first-year research and writing program and regularly offer seminars in topics of advanced legal research, and provide instruction in effective use of the school's computer network and applications. The staff produces a series of research guides, a newsletter, and various current-awareness services, including bibliographies of books and articles by Law School faculty members in print and on-line formats. The library publications have been honored with the American Association of Law Libraries' Law Library Publications Award. Information about library services is also published on the library's World Wide Web home page http://library.law.duke.edu.

The library features nearly 300 individual study carrels, nearly all of which are wired for connections to the Student Research Network. Wireless connectivity is also available throughout the library. Sixty carrels are equipped with networked computer terminals and an additional twenty terminals are available for students in group study rooms and in the computer instruction room.

Educational Technologies

The Educational Technologies department was created in the summer of 2001 in recognition of the growing importance—and convergence—of technologies that incorporate digital text, images, sound and video. The department maintains the Web presence of the law school, and supports audio, video and presentation technologies for the law school community. The department also provides support directly to faculty who wish to use technology in any aspect of the educational experience. Educational Technologies is directed by a Ph.D. and former adjunct professor in the Humanities, with a decade of experience in instructional technology.

The law school Web has sites for all departments and most programs. Most materials produced by the law school are accessible in some form via the Web. All the school's journals have been available online, in full text and searchable, since 1997. The majority of courses have Course Homepages that provide access for students to syllabi, e-reserves and other digital materials. The law school also takes advantage of the Blackboard course management system in widespread use on the university campus.

The primary law school classrooms have the built-in capability to project computer, videotape or DVD output, as well as the ability to project transparencies or in some cases other hard-copy materials. The primary classrooms all have power at every student seat for laptops, and 6 rooms have network access at each seat. Wireless access is available in all the classrooms. The seminar rooms have Smartboard technology for the best possible blend of digital projection and hands-on whiteboarding. The majority of classrooms can be used for videoconferencing. Class sessions can be videotaped by faculty request, and all A/V equipment can be used by students during class, or by student groups at other times.

The Scheinman Media Lab has videotaping equipment, an all-digital production facility and knowledgeable staff. Its mission is to assist in the production of educational materials, whether faculty or student produced, and to document key events and presentations made at the law school. Student groups can by arrangement also take advantage of the resources and expertise of the facility.
Computing Services

Computing Services manages the school’s network environment. Its staff believes in providing a high level of service that matches the quality of the equipment and infrastructure. The director of computing services holds degrees in law and library science. The professional staff hold technical certificates and the help desk supervisor also holds a J.D.

The Student Research Network is designed to provide a workstation environment where law students can access and work with electronic and print information sources, create legal writing documents, and print them. The network provides shared access to word-processing software (WordPerfect and MS Word), legal research and other commercial on-line databases (e.g., Lexis, Westlaw), electronic mail, the World Wide Web and other resources of the Internet, the university on-line catalog, and locally mounted databases. Duke faculty use the network to distribute information to students and for course-related e-mail discussion groups, and are actively engaged in developing other productive uses of network technologies to supplement in-class instruction. The school is a member of the Computer Assisted Legal Instruction consortium (CALL), and makes CALI exercises freely available to students in support of the Law School curriculum.

Because of the growing reliance on computing and network technologies, all entering students in the JD program are required to own portable computers capable of accessing the law school network remotely from their residences and through direct connections throughout the law school building. Wireless technology is available throughout the law school, as well. Computing Services staff offer advice to students about computer purchases and assist law students in making productive use of computers an integral part of their law school experience.

The professional staff of the Law Library in 2003-2004 includes:
- Richard A. Danner, B.A., M.S., J.D., Senior Associate Dean for Information Technology, and Research Professor of Law
- Mark P. Bernstein, B.A., J.D., M.L.S., Deputy Director of the Law Library and Senior Lecturing Fellow
- Hope E. Breeze, B.A., M.L.S., Head of Technical Services
- Janeen J. Denson, A.B., M.S.L.S., Head of Collection Services
- Melanie J. Dunshee, B.A., J.D., A.M.L.S., Head of Information Services and Senior Lecturing Fellow
- Michael J. Hannon, B.A., J.D., M.L.S., Reference Librarian and Lecturing Fellow
- Doris M. Hinson, B.A., M.L.S., Cataloger
- Katherine Topulos, B.A., M.A., M.S., J.D., Foreign and International Law Librarian and Senior Lecturing Fellow
- Valerie A. Weis, B.A., M.L.S., J.D., Reference Librarian and Lecturing Fellow
- Gretchen Wolf, B.S., M.S., Acquisitions Librarian

The Director of Educational Technologies is:
- Wayne Miller, B.A., Ph.D.

The Director of Computing Services is:
- Kenneth J. Hirsh, B.A., J.D., M.L.S., and Senior Lecturing Fellow
International Students
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 law 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 at the Law School’s World Wide Web site: http://international.law.duke.edu.

Degree Programs for International Students

Juris Doctor (J.D.). International students with excellent academic qualifications and English proficiency may seek admission to pursue the J.D. 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 J.D. 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 may be able to receive credit for as much as one-third of the course work required for the completion of the J.D. degree. All inquiries about the J.D. program should be directed to the Law School Office of Admissions, which oversees admissions to this program. For further information, consult the following web site: http://admissions.law.duke.edu.

Master of Laws (LL.M.). The Duke LL.M. degree program is designed for foreign law graduates. The LL.M. program typically enrolls 70 students from more than 25 different countries. Participants in the LL.M. 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 LL.M. degree requires two semesters of study in residence at Duke and a minimum of twenty-one semester hours of coursework. Students may elect to take one first-year course, which will bring them into contact with entering American J.D. students who are facing similar academic challenges for the first time. LL.M. 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. LL.M. students as a group undertake a two-credit introduction to American Law course. The course is taught by a Law School faculty member and provides insight into distinctive aspects of American law. LL.M. students have the opportunity to visit North Carolina and Durham courts, and if possible the Supreme Court of the United States. A two-credit legal research and writing course is required of LL.M. students who do not have a strong common law background. The course prepares students for the kinds of writing responsibilities expected of qualified American law practitioners. All LL.M. students will receive orientation to the Law Library and the computer system. Additional courses are individually selected by the student with the guidance of a faculty advisor. LL.M. students participate in classes with J.D. students and the same grading scale is applied. International students whose first language is not English receive extra time on final examinations, however. Students are expected to complete the degree in one year unless special alternative arrangements are made.

Doctor of Juridical Science (S.J.D.). 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 S.J.D. 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. S.J.D. candidates are expected to be able to demonstrate that they have the capacity to conduct original research and to produce a thesis which 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; a sample of written work; and a written description of their research interest. Students admitted to the S.J.D. program will usually be asked to complete one to two semesters of coursework at Duke before undertaking the thesis component of the degree. The student’s research and thesis will be supervised by a faculty member highly qualified in that area of law and by two additional faculty members in the same or related fields. Prior to the thesis project, the candidate will sit for an examination in his or her area of study and fulfill requirements recommended by faculty sitting on the Graduate Studies Committee. The successful S.J.D. candidate must then receive formal admission to the S.J.D. program. The S.J.D. normally involves a minimum of two to three years. It should be noted that very few students gain admission to this program of study. For additional information, contact the International Studies Office.

Admission of International Students to LL.M. or S.J.D. Programs

An admissions process separate from the J.D. admissions is maintained for foreign students applying to the LL.M. or S.J.D. programs. Prospective applicants should write for forms and information to Ms. Judith Horowitz, Associate Dean for International Studies. An application fee of $70 is charged and should accompany the application. Students from countries where English is not the principal language are required
present a high score on the Test of English as a Foreign Language (TOEFL), which is administered by the Educational Testing Service of Princeton, New Jersey. For further information, appropriate officials at the student's university should be consulted.

Applications and supporting material should reach Duke by January 20. Students are advised that it may take up to two months for TOEFL examination results to reach Duke. Late TOEFL scores and other application materials can seriously delay or even jeopardize admissions decisions. Applicants will be notified of acceptance beginning in late January. Admissions decisions will continue until the LL.M. class is full. It is recommended that applicants try to apply as early as possible. Admission is for matriculation in the fall semester only. A deposit fee of $500 will be required to confirm acceptance of a position at the Law School.

Financial Aid

Duke offers some financial assistance based on merit to outstanding international students. All non-U.S. citizens will need to provide proof of sufficient financial support for tuition and living expenses for the degree program before the university initiates the student visa process. International students admitted to the J.D. program must demonstrate that they have funds available for all three years of study. The Law School does not award new scholarship funds on the basis of need or merit once the student matriculates.

Housing

Duke University maintains a limited number of furnished apartments in which international students may reside. In addition to Duke University housing, there is an abundance of well-appointed, reasonably priced housing in the area. Compared to most urban areas, the cost of living and quality of life in Durham are excellent. Most students prefer to have a car since off-campus public transportation is not readily available.
Placement with American Law Firms

International students may find that they would like to complete their legal education with an internship at an American law firm. Students are welcome to use the services of the Law School Office of Career Services. 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. Students from Duke participate in an annual job fair held in New York at which law firms from the U.S. 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. The 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 LL.M. degree are often the most successful in identifying positions with American law firms. Information about taking state bar examinations is available in the Office of Career Services. Many students prepare for a state bar examination at Duke University.

Special Features of Duke for International Students

The size of the international student body at the 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, but especially the International Law Society, 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 LL.M. 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 LL.M. student is assigned to an academic adviser 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 Distinctive Aspects of American Law course provides an introduction to various areas of American law, the legal profession, and the judicial process. The goal of the LL.M. program is to provide international students with the most complete exposure to American law and culture that can be accomplished in one academic year.

All international students are welcome to attend the Law School's two summer overseas institutes, which are held during the month of July. The Duke-Geneva Institute in Transnational Law is co-sponsored by the University of Geneva Faculty of Law and located in Geneva, Switzerland. The Asia-America Institute in Transnational Law was held in conjunction with the Kyushu University Law Faculty in Japan in 2003. In previous years, the Asia-America Institute was held at Hong Kong University. The location of future institutes will depend on various factors, such as current health, economic, and security issues.
Courses at each institute are taught in English, by American (usually Duke) and non-American faculty. One course provides an introduction to the American legal system. In addition to course instruction, both institutes offer afternoon seminars on international or comparative law topics. The Duke-Geneva Institute takes advantage of the many international organizations located in Geneva to take students to the organization for presentations on international law topics by highly-placed officials. The Asia-America Institute has a strong emphasis on Asian and financial institutions, with faculty and speakers who are experts on those topics. LL.M. students enrolled at Duke who attend an institute may be able to earn up to six credits toward their degree.

The institutes enroll approximately sixty students each year from Duke and other American law schools, as well as students and graduates from law schools throughout the world. While the largest group of students tends to come from the United States, students enroll from a wide range of countries, including Bulgaria, China, Denmark, Estonia, France, Germany, Korea, Kyrgyzstan, Macedonia, Mongolia, the Philippines, Portugal, Taiwan, and Thailand. The Asia-America Institute, in particular, typically includes judges, lawyers, faculty members and government officials.

Brochures describing both institutes can be obtained from Duke University School of Law. For additional information on admissions, faculty, and course listings, the website address is the following: http://www.law.duke.edu/internat/institutes.html.
Career Services
Career Services

The many advantages of attending a small, highly-regarded, national law school like Duke extend to the area of career services and placement. Duke Law School has one of the strongest employment records among all American law schools. Even in this challenging economic climate, the Class of 2003 reported 96 percent employment upon graduation. We expect that subsequent graduating classes of Duke Law School will enjoy similar success.

Duke Law School graduates find employment in all sectors of the legal profession. The Class of 2002 presents a typical profile. Eighty percent of its graduates were employed in private law firms across the United States and abroad. Fourteen percent were clerking for federal and state court judges. The remaining members of the class were employed by government agencies and public interest organizations (4 percent) or businesses (1 percent).

The geographical destinations of our graduates are equally diverse. While a significant majority of our students take jobs in the eastern half of the United States, Duke Law School has more than 8,000 alumni living and practicing law in most every state in the country. We also have a significant alumni population who live and practice law abroad. Duke’s extensive alumni network is very active and supportive of students who are seeking employment during and after law school.

Duke Law School provides numerous opportunities for its students to find summer and post-graduation employment. Our fall on-campus interview program for second- and third-year students attracts more than 350 employers to campus each year. Second- and third-year student resumes are not pre-screened by employers, which means Duke Law students have the opportunity to interview with any employer who visits campus. Last fall, a significant majority of students found summer clerkships in private law firms through on-campus interviewing with typical salaries ranging from $1,500 to $2,500 per week. Students also find summer clerkship opportunities with private firms by using a variety of resources available to Duke Law students, including participation in a variety of career fairs and access to Duke’s alumni advising network.

Duke’s first-year students also fare well in the summer job market. First-year students find summer clerkships with law firms, federal and state government agencies, judges and public interest organizations. Duke hosts a smaller on-campus interview program for first-year students in February, which yields jobs for some students at private law firms and public interest organizations. Other first-year students find jobs abroad in Europe and Asia in connection with Duke Law’s summer programs in Geneva and Hong Kong/Japan.
First- and second-year Duke Law students who are interested in working for public interest organizations during the summer are eligible to receive funding through the Law School. Students can apply to three different summer public interest fellowships, depending upon their interests. In addition, the Public Interest Law Foundation, which is comprised entirely of students, works hard 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 through the Law School.

Our goal in the Office of Career Services is to ensure that each student is as informed as possible about opportunities in the legal profession, equipped to make career decisions that are reflective of personal goals and values, and prepared to face a competitive job market. Accordingly, we encourage students to meet with our professional career counselors, all of whom are former practitioners, on a regular basis. Career counselors are also available to work with alumni interested in making a career change.

The Office of Career Services sponsors a variety of programs throughout the academic year aimed at increasing professionalism, job search skills, and disseminating information among law students. First-year students can attend weekly career classes to learn how to draft legal resumes and cover letters, improve communication and interview skills and choose career paths that are consistent with their personal and professional goals. Second-year students are invited to attend a late summer career conference to refresh their job search and interview skills and to evaluate career options. In addition, practicing attorneys from around the world visit Duke Law School throughout the year to participate in panel discussions, career development seminars, and mock interview programs.
The Office of Career Services prides itself on introducing students to the practice of law and giving young attorneys the tools they need to make solid career decisions for years to come.

Below are placement statistics for the four most recent graduating classes:

<table>
<thead>
<tr>
<th></th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employment At Graduation</td>
<td>97.8%</td>
<td>96.1%</td>
<td>97.0%</td>
<td>96.0%</td>
</tr>
<tr>
<td>Employment After Nine Mos.</td>
<td>98.4%</td>
<td>99.5%</td>
<td>99.6%</td>
<td>Not Available At Time of Publication</td>
</tr>
</tbody>
</table>

Type of Employment

<table>
<thead>
<tr>
<th></th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
</tr>
</thead>
<tbody>
<tr>
<td>Private Sector</td>
<td>68%</td>
<td>71%</td>
<td>80%</td>
<td>74%</td>
</tr>
<tr>
<td>Judicial Clerkship</td>
<td>21%</td>
<td>17%</td>
<td>14%</td>
<td>18%</td>
</tr>
<tr>
<td>Military</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Government/ Public Interest</td>
<td>4%</td>
<td>4%</td>
<td>3%</td>
<td>5%</td>
</tr>
<tr>
<td>Business</td>
<td>4%</td>
<td>6%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Advanced Degree</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
</tr>
</tbody>
</table>

Geographical Information

<table>
<thead>
<tr>
<th></th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
</tr>
</thead>
<tbody>
<tr>
<td>Northeast</td>
<td>45%</td>
<td>47%</td>
<td>45%</td>
<td>51%</td>
</tr>
<tr>
<td>Southeast</td>
<td>27%</td>
<td>23%</td>
<td>21%</td>
<td>24%</td>
</tr>
<tr>
<td>Midwest</td>
<td>9%</td>
<td>9%</td>
<td>8%</td>
<td>8%</td>
</tr>
<tr>
<td>West</td>
<td>19%</td>
<td>21%</td>
<td>25%</td>
<td>15%</td>
</tr>
</tbody>
</table>

Most Popular Destinations

<table>
<thead>
<tr>
<th>City</th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
</tr>
</thead>
<tbody>
<tr>
<td>New York City</td>
<td>27</td>
<td>39</td>
<td>46</td>
<td>47</td>
</tr>
<tr>
<td>Washington, D.C.</td>
<td>24</td>
<td>29</td>
<td>23</td>
<td>22</td>
</tr>
<tr>
<td>California</td>
<td>26</td>
<td>25</td>
<td>23</td>
<td>11</td>
</tr>
<tr>
<td>North Carolina</td>
<td>23</td>
<td>12</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>Texas</td>
<td>10</td>
<td>12</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Georgia</td>
<td></td>
<td>10</td>
<td>159</td>
<td></td>
</tr>
<tr>
<td>Boston</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Florida</td>
<td></td>
<td></td>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>
External Relations
External Relations

Duke Law School graduates are dispersed across the country and throughout the world, yet their relationship with the Law School remains close. The Duke Law School External Relations Office, working with the Duke Law Alumni Association, links the school's alumni with the Law School and with each other. Information about alumni programs sponsored by the Law School is also available at the Law School's World Wide Web site: http://alumni.law.duke.edu.

Law Alumni Association. Every alumnus/a of the Law School is a member of the Law Alumni Association. The Law Alumni Association Board of Directors, its governing body, consists of approximately thirty members, who serve three-year rotating terms.

Reunions and Law Alumni Weekend. The Law School External Relations Office organizes reunions by class at five-year intervals. The reunions are held in the spring on Law Alumni Weekend. A committee and representatives from each class is responsible for helping to plan reunion activities and encouraging classmates to attend. At the 50th reunion, alumni are inducted into the Half-Century Club.

Service Awards. The Law Alumni Association presents five awards to outstanding graduates and friends during Alumni Weekend. In 1985, the Law Alumni Association Board established the Charles S. Murphy Award to be 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, a North Carolina native, devoted himself to public service, serving in the administrations of Presidents Truman, Kennedy, and Johnson as well as serving as a Duke trustee and member of the Law School Board of Visitors.

In 1994, the Law Alumni Association Board established the Charles S. Rhyne Award to honor alumni who exemplify the highest standards of professional ability and personal integrity through a career in the law, often combined with business. Charles Rhyne, T'34, L'37, served on the Board of Trustees at Duke and George Washington Universities, and was president of the American Bar Association. He also was special legal consultant to President Eisenhower and later served as the President's personal representative to the United Nations High Commission for Refugees.

In 1999, the A. Kenneth Pye Award was established to honor an alumnus, alumna, or member of the Duke University School of Law community whose work in education reflects the life and ideals exemplified by former Dean Pye. Pye believed it was important to temper the law school's pursuit of excellence with the recognition that
Alumni Programs for Students

Alumni frequently visit the Law School for a variety of reasons: to recruit for their firms, to participate in Career Panels for the Office of Career Services, to speak about their practice area, their pro bono service, or to be guest lecturers in particular classes.

The Braxton Craven Inn of Court, a professional organization of attorneys, judges, and students that holds regular meetings with educational programs, includes second-
and third-year students, and each year provides valuable educational and networking opportunities.

In addition to coordinating these events, the Law School External Relations Office is involved with students and student organizations throughout their Law School careers, and, in fact, ushers them into alumni status by coordinating, along with the Office of Student Affairs, the Law School activities for Graduation Weekend. The Law School External Relations Office is also available to individual students and to student organizations who wish to contact alumni.

**Fundraising**

Financial strength is critical for the Law School to retain and build on its reputation as a global leader in education, to support faculty excellence, to attract the best students, and to foster innovation in using state-of-the-art technologies for teaching and legal research.

The Campaign for Duke Law School, with a goal of $55 million, has raised over $62 million since 1996 to support endowment for faculty, students, and the Law Library; restricted operating funds for the Law School’s centers and programs; technology expansion; and the unrestricted Annual Fund.
## Appendix A

### UNDERGRADUATE INSTITUTIONS REPRESENTED IN THE ENTERING CLASS 2002

<table>
<thead>
<tr>
<th>Institution</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amherst College</td>
<td>1</td>
</tr>
<tr>
<td>Appalachian State University</td>
<td>1</td>
</tr>
<tr>
<td>Auburn University</td>
<td>1</td>
</tr>
<tr>
<td>Barnard College - Columbia University</td>
<td>2</td>
</tr>
<tr>
<td>Baylor University</td>
<td>1</td>
</tr>
<tr>
<td>Birmingham Southern College</td>
<td>1</td>
</tr>
<tr>
<td>Boston College</td>
<td>5</td>
</tr>
<tr>
<td>Boston University</td>
<td>1</td>
</tr>
<tr>
<td>Bowdoin College</td>
<td>2</td>
</tr>
<tr>
<td>Brandeis University</td>
<td>1</td>
</tr>
<tr>
<td>Brigham Young University</td>
<td>7</td>
</tr>
<tr>
<td>Brown University</td>
<td>1</td>
</tr>
<tr>
<td>Campbell University</td>
<td>1</td>
</tr>
<tr>
<td>Carleton College</td>
<td>1</td>
</tr>
<tr>
<td>Clemson University</td>
<td>1</td>
</tr>
<tr>
<td>Colgate University</td>
<td>1</td>
</tr>
<tr>
<td>College of Charleston</td>
<td>1</td>
</tr>
<tr>
<td>College of the Holy Cross</td>
<td>1</td>
</tr>
<tr>
<td>College of William and Mary</td>
<td>1</td>
</tr>
<tr>
<td>Concordia College, Moorhead</td>
<td>1</td>
</tr>
<tr>
<td>Cornell University</td>
<td>5</td>
</tr>
<tr>
<td>Dartmouth College</td>
<td>5</td>
</tr>
<tr>
<td>Davidson College</td>
<td>4</td>
</tr>
<tr>
<td>Drake University</td>
<td>1</td>
</tr>
<tr>
<td>Duke University</td>
<td>12</td>
</tr>
<tr>
<td>Elon University</td>
<td>1</td>
</tr>
<tr>
<td>Emory and Henry College</td>
<td>1</td>
</tr>
<tr>
<td>Emory University</td>
<td>1</td>
</tr>
<tr>
<td>Evergreen State College</td>
<td>1</td>
</tr>
<tr>
<td>Florida Agricultural &amp; Mechanical University</td>
<td>1</td>
</tr>
<tr>
<td>Florida State University</td>
<td>2</td>
</tr>
<tr>
<td>George Washington University</td>
<td>1</td>
</tr>
<tr>
<td>Georgetown University</td>
<td>2</td>
</tr>
<tr>
<td>Georgia Institute of Technology</td>
<td>1</td>
</tr>
<tr>
<td>Hamilton College</td>
<td>1</td>
</tr>
<tr>
<td>Harvard University</td>
<td>2</td>
</tr>
<tr>
<td>Haverford College</td>
<td>3</td>
</tr>
<tr>
<td>Hawaii Pacific University</td>
<td>1</td>
</tr>
<tr>
<td>Illinois Wesleyan University</td>
<td>1</td>
</tr>
<tr>
<td>Indiana University-Bloomington</td>
<td>1</td>
</tr>
<tr>
<td>Johns Hopkins University</td>
<td>2</td>
</tr>
<tr>
<td>Kentucky Wesleyan College</td>
<td>1</td>
</tr>
<tr>
<td>Loyola University</td>
<td>1</td>
</tr>
<tr>
<td>Miami University Oxford</td>
<td>1</td>
</tr>
<tr>
<td>Michigan State University</td>
<td>1</td>
</tr>
<tr>
<td>North Carolina Central University</td>
<td>1</td>
</tr>
<tr>
<td>North Carolina State University-Raleigh</td>
<td>2</td>
</tr>
<tr>
<td>Northwestern University</td>
<td>2</td>
</tr>
<tr>
<td>Occidental College</td>
<td>1</td>
</tr>
<tr>
<td>Ohio State University-Columbus</td>
<td>1</td>
</tr>
<tr>
<td>Pepperdine University-Malibu</td>
<td>2</td>
</tr>
<tr>
<td>Pomona College</td>
<td>2</td>
</tr>
<tr>
<td>Princeton University</td>
<td>4</td>
</tr>
<tr>
<td>Rhodes College</td>
<td>1</td>
</tr>
<tr>
<td>Rice University</td>
<td>1</td>
</tr>
<tr>
<td>Saint Olaf College</td>
<td>1</td>
</tr>
<tr>
<td>Skidmore College</td>
<td>1</td>
</tr>
<tr>
<td>Southern Methodist College</td>
<td>2</td>
</tr>
<tr>
<td>Spelman College</td>
<td>3</td>
</tr>
<tr>
<td>Stanford University</td>
<td>4</td>
</tr>
<tr>
<td>Stetson University</td>
<td>1</td>
</tr>
<tr>
<td>Swarthmore College</td>
<td>1</td>
</tr>
<tr>
<td>Taylor University</td>
<td>1</td>
</tr>
<tr>
<td>Texas A&amp;M University-College Station</td>
<td>2</td>
</tr>
<tr>
<td>Tufts University of Arts &amp; Sciences</td>
<td>1</td>
</tr>
<tr>
<td>Tulane University</td>
<td>1</td>
</tr>
<tr>
<td>United States Naval Academy</td>
<td>1</td>
</tr>
<tr>
<td>University of Delaware</td>
<td>1</td>
</tr>
<tr>
<td>University of California-Berkeley</td>
<td>4</td>
</tr>
<tr>
<td>University of California-Los Angeles</td>
<td>2</td>
</tr>
<tr>
<td>University of California-San Diego</td>
<td>2</td>
</tr>
<tr>
<td>University of California-Santa Barbara</td>
<td>1</td>
</tr>
<tr>
<td>University of Central Florida</td>
<td>2</td>
</tr>
<tr>
<td>University of Chicago</td>
<td>1</td>
</tr>
<tr>
<td>University of Florida</td>
<td>3</td>
</tr>
<tr>
<td>University of Georgia-Athens</td>
<td>2</td>
</tr>
<tr>
<td>University of Illinois-Urbana</td>
<td>2</td>
</tr>
<tr>
<td>University of Kansas</td>
<td>1</td>
</tr>
<tr>
<td>University of Minnesota-Morris</td>
<td>1</td>
</tr>
<tr>
<td>University of Missouri-Columbia</td>
<td>1</td>
</tr>
<tr>
<td>University of Nebraska-Lincoln</td>
<td>1</td>
</tr>
<tr>
<td>University of New Mexico</td>
<td>1</td>
</tr>
</tbody>
</table>
Appendix B

STATES REPRESENTED IN THE 2002 ENTERING CLASS

<table>
<thead>
<tr>
<th>State</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of North Carolina</td>
<td>7</td>
</tr>
<tr>
<td>University of Oklahoma</td>
<td>1</td>
</tr>
<tr>
<td>University of Pennsylvania</td>
<td>6</td>
</tr>
<tr>
<td>University of Richmond</td>
<td>1</td>
</tr>
<tr>
<td>University of Southern California</td>
<td>1</td>
</tr>
<tr>
<td>University of Texas-Austin</td>
<td>4</td>
</tr>
<tr>
<td>University of Virginia</td>
<td>3</td>
</tr>
<tr>
<td>University of Washington</td>
<td>1</td>
</tr>
<tr>
<td>University of Wisconsin-Madison</td>
<td>1</td>
</tr>
<tr>
<td>Vanderbilt University</td>
<td>1</td>
</tr>
<tr>
<td>Wake Forest University</td>
<td>2</td>
</tr>
<tr>
<td>Washington and Lee University</td>
<td>2</td>
</tr>
<tr>
<td>Washington University</td>
<td>3</td>
</tr>
<tr>
<td>Western Maryland College</td>
<td>1</td>
</tr>
<tr>
<td>Wheaton College-Illinois</td>
<td>2</td>
</tr>
<tr>
<td>Willamette University</td>
<td>1</td>
</tr>
<tr>
<td>Williams College</td>
<td>5</td>
</tr>
<tr>
<td>Yale University</td>
<td>5</td>
</tr>
<tr>
<td>Maine</td>
<td>1</td>
</tr>
<tr>
<td>Michigan</td>
<td>4</td>
</tr>
<tr>
<td>Minnesota</td>
<td>3</td>
</tr>
<tr>
<td>Missouri</td>
<td>2</td>
</tr>
<tr>
<td>Mississippi</td>
<td>2</td>
</tr>
<tr>
<td>Montana</td>
<td>1</td>
</tr>
<tr>
<td>North Carolina</td>
<td>14</td>
</tr>
<tr>
<td>Nebraska</td>
<td>1</td>
</tr>
<tr>
<td>New Jersey</td>
<td>5</td>
</tr>
<tr>
<td>Nevada</td>
<td>2</td>
</tr>
<tr>
<td>New York</td>
<td>12</td>
</tr>
<tr>
<td>Ohio</td>
<td>7</td>
</tr>
<tr>
<td>Oklahoma</td>
<td>1</td>
</tr>
<tr>
<td>Oregon</td>
<td>2</td>
</tr>
<tr>
<td>Pennsylvania</td>
<td>8</td>
</tr>
<tr>
<td>Rhode Island</td>
<td>2</td>
</tr>
<tr>
<td>South Carolina</td>
<td>5</td>
</tr>
<tr>
<td>Tennessee</td>
<td>2</td>
</tr>
<tr>
<td>Texas</td>
<td>14</td>
</tr>
<tr>
<td>Utah</td>
<td>5</td>
</tr>
<tr>
<td>Virginia</td>
<td>4</td>
</tr>
<tr>
<td>Washington</td>
<td>3</td>
</tr>
<tr>
<td>Wisconsin</td>
<td>1</td>
</tr>
</tbody>
</table>

UNITED STATES DISTRICTS AND TERRITORIES

Washington, D.C. 2

INTERNATIONAL COUNTRIES REPRESENTED IN THE 2001 ENTERING CLASS*

<table>
<thead>
<tr>
<th>Country</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brazil</td>
<td>1</td>
</tr>
<tr>
<td>Germany</td>
<td>2</td>
</tr>
<tr>
<td>Singapore</td>
<td>1</td>
</tr>
<tr>
<td>Switzerland</td>
<td>1</td>
</tr>
<tr>
<td>United Kingdom</td>
<td>1</td>
</tr>
</tbody>
</table>

* This information reflects reported citizenship from the admissions application.
Appendix C

HIPAA Statement

The Health Insurance Portability and Accountability Act of 1996, or HIPAA, includes a privacy rule that creates national standards to protect individuals' personal health information. These standards were implemented by the Duke Health Enterprise on April 14, 2003.

Duke Student Health, Counseling and Psychological Services, and Sexual Assault Support Services comply with these standards. The Notice of Patient Privacy brochure, which will be given to students at their first visit, describes how medical information may be used and disclosed and how you can get access to this information.
Index

A
Academic 4
Academic Year Employment/ Work-Study 100
Accelerated 86
Accelerated J.D. Program 86
Ad Hoc Seminars 35
Administration 5
Admission 42, 43
Admission of International Students to LL.M. or S.J.D. Programs 108
Admission Procedures
  J.D. Program 42
  Summer Joint-Degree Programs 43
Admissions 40, 41
Admissions Standards 41
Advanced Professional Degrees in Law 86
Alaska 92
Alaska Law Review 92
Alibi Magazine 93
Alumni Programs for Students 118
Alumni Publications 118
American Bar Association Law Student Division, 93
American Civil Liberties Union, 93
American Constitution Society, 93
Appendix A 120
Appendix B 121
Appendix C 122
Asian Law Students Association, 94
Asian-American Institute in Transnational Law 79
Association of Law and Economics, 94
Association of Trial Lawyers of America 94
Attendance and Preparation 54
Auditing 54
Auditing Courses 54

B
Bachelor of Law Degree 85
Beyond the Curriculum 90
Black Law Students Association 94
Business Law Society 94

C
California Law Students Association 94
Career Services 112

Christian Legal Society 94
Clinical Courses 67
Computing Services 105
Contents 3
Curriculum 56
Curriculum, first year 57
Curriculum, upper class 58

D
Degree Programs for International Students 107
Degree Programs 84
Dispute Resolution Club 95
Doctor of Juridical Science (S.J.D.) 87, 108
Doctor of Medicine 88
Domestic Violence Advocacy Project 95
Duke Bar Association 95
Duke, Distinction of 8
Duke Environmental Law and Policy Forum 92
Duke Golf Club 95
Duke Journal of Comparative & International Law 92
Duke Journal of Gender Law and Policy, 92
Duke Law and Technology Review, 92
Duke Law Baseball League 95
Duke Law Death Penalty Network 95
Duke Law Democrats 95
Duke Law Drama Society 95
Duke Law Journal, 91
Duke Law Republicans 95
Duke Law Student Organizations 93
Duke Law Wine Club 95
Duke-Geneva Institute in Transnational Law 77

E
Education Law and Policy Society 96
Educational Technologies 104
Employment Programs 100
Entertainment and Recreation 100
Environmental Law Society 96
Examinations 54
Expenses, General 48
External Relations 116
Externship 55
F
Faculty 15
Faculty Lives in Public Service 100
Federal Work Study 51
Federalist Society 96
Financial Aid 109
Financial Information 46
First Monday Celebration 100
First Professional Degree in Law 85
Fundraising 119
Future Forum 118

G
General Expenses 48
Good Standing 53
Grading 53
Graduate Study in Law 45
Graduate and Professional Student Council 96

H
Health Law Society 96
HIPAA Statement 122
Hispanic Law Students Association 96
Housing 109
Howard W. Hunter Society 96

I
Independent Studies 76
Independent Study 55
Innocence Project 97
Intellectual Property and Cyberlaw Society 97
Interdisciplinary Studies 14
International Alumni Programs 118
International Countries Represented In The 2001 Entering Class 121
International Dimension 13
International Law Society 97
International Students 106

J
JD/ MBA Club 97
Jewish Law Students Association 97
Joint-Degrees for Enrichment
Summer Entering Programs 85
Journal of Comparative and International Law, 92
Juris Doctor 85

L
Law Alumni Association 117
Law and Contemporary Problems (journal) 91
Law Journal 91
Law Library 103
Law School Administration, 2003-2004 5
Law School Faculty 18
Lawyers as Leaders 97
Learning Environment 10
Legal Research and Writing and Lawyering Skills Programs 12
Library 15, 103
Library and Academic Computing 15
Library, Educational Technologies and Computing Services 102
Loan 51
Loan Forgiveness Program 51
Local Associations 118

M
Male Law Students Association 97
Master of Arts for Law Students 85
Master of Business Administration 87
Master of Laws (International and Comparative Law) 86
Master of Legal Studies 43, 89
Master of Public Policy 88
Master of Theological Studies 88
Maximum and Minimum Course Loads 54
Mission Statement 2
Moot Court Board 98

N
Non-Need Based Loan Assistance 50

O
Office of Student Affairs 93
OUTLAW 98

P
Parents Attending Law School 98
Payments of Accounts 48
Ph.D. 88
Ph.D. in Political Science 88
Phi Delta Phi 98
Placement with American Law Firms 110
Pro Bono and Public Interest Programs 99
Pro Bono and Public Interest Recognition Dinner and Summer Public Interest Recognition Day 100
Pro Bono Project 99
Professionalization 12
Public Interest Book Club and Speaker Series 99
Public Interest Law Foundation 98
Public Interest Retreats 99
Publications 91

R
Reactivating 43
Reactivating Admissions Files 43
Refugee Asylum Support Project 98
Research 55
Research Tutorials 55
Reunions and Law Alumni Weekend 117

S
Satisfactory Status Policy 50
Scholarship Assistance 49
Scholastic Standards 52
The Secondary Degree In Law 89
Seminars 69
Service Awards 117
Special Features of Duke for International Students 110
Sports and Entertainment Law Society 98
States Represented In The 2002 Entering Class 121
Submission of Papers 54

T
Title IV Loan Assistance 50
Transfer Policy 44
Tuition 47
Tutorials 76

U
Undergraduate Institutions Represented In The Entering Class 2002 120
United States Districts And Territories 121
University Administration 5
University and Law School Rules 45
University Policies for Payment of Accounts 48
University's Mission Statement 2

V
Visiting Students 51
Volunteer Income Tax Assistance 98

W
Women Law Students Association 99