
bulletin of
Duke University
2009-2010

School of Law



The Mission of Duke University

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

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

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

—Adopted by the Board of Trustees on February 23, 2001.

LAW SCHOOL EDITOR
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Duke School of Law Department of Communications

The information in this bulletin applies to the academic year 2009-2010 and is accurate and current, to the extent possible, as of August, 2009. 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 prohibits discrimination, and provides equal employment opportunity without regard to race, color, religion, national origin, disability, veteran status, sexual orientation, gender identity, sex or age. The university also makes good faith efforts to recruit, employ and promote qualified minorities, women, individuals with disabilities, and veterans. It admits qualified students to all the rights, privileges, programs and activities generally accorded or made available to students. The university prohibits harassment of any kind.

Questions, comments or complaints of discrimination or harassment should be directed to the Office 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/>.

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

Duke University is prepared to make reasonable academic adjustments and accommodations to allow students with disabilities full participation in the same programs and activities available to students without disabilities. The Student Disability Access Office assists students with disabilities who are enrolled in Trinity College and the Pratt School of Engineering. In order to receive consideration for reasonable accommodations under the Americans with Disabilities Act (ADA), a student must have a physical or mental impairment that substantially limits one or more major life activities such as, but not limited to, hearing, seeing, speaking, breathing, performing manual tasks, walking, caring for oneself, and learning. Substantially limiting refers to an impairment that prevents an individual from performing a major life activity or significantly restricts the condition, manner, or duration under which an individual can perform a major life activity.

Students requesting accommodations under the provisions of ADA (e.g., academic, housing, etc.) must consult Dr. Emma Swain, director, Student Disability Access Office, (919) 668-6213 or (919) 668-1329 TTY, to explore possible coverage. Students with medical conditions not covered under the provisions of ADA must consult Duke Student Health Service at (919) 681-9355 for further information.

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

Information that the university is required to make available under the Student Right to Know and Campus Security Acts may be obtained from the Office of News and Communications at (919) 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 to award baccalaureate, masters, doctorate, and professional degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Duke University.

In accordance with Title IX of the Education Amendments of 1972, Duke University prohibits discrimination on the basis of sex in the administration of its educational policies, admission policies, financial aid, employment, or any other university program or activity. Duke University has designated Dr. Benjamin D. Reese, vice president of the Office for Institutional Equity, as its Title IX Coordinator.

Inquiries about the Law School may be made by calling (919) 613-7020 or (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>.

August 2009

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DUKE UNIVERSITY SCHOOL OF LAW

Academic Calendar 2009-2010

FALL TERM 2009

Monday-Friday, August 17-21	First-year and L.L.M Orientations
Wednesday, August 19	First-year legal writing classes and upper-level on-campus interviews begin
Monday, August 24	All classes begin
Friday, September 4	Duke Law Clinics Intensive Training
Monday and Tuesday, September 14-15	No upper-level classes (career development); first-year classes meet as scheduled
Monday-Friday, October 12-16	Fall break for upper-level students; writing break for first-year students (note: Duke undergraduate Fall Break is October 5 and 6)
Wednesday-Friday, November 25-27	Thanksgiving Break
Friday, December 4	Last day of classes
December 5-18	Reading and examination period

SPRING TERM 2010

Wednesday, January 6	First-year Legal Writing classes begin
Wednesday, January 13	Classes begin - Monday classes meet on this day
Monday, January 18	Martin Luther King, Jr. Holiday (no classes)
Thursday-Sunday, January 21-24	Intensive Trial Practice Weekend
Saturday, January 30	Duke law clinics intensive training
Monday-Friday., March 8-12	Spring Break
Friday-Sunday, April 16-18	Alumni Weekend
Wednesday, April 21	Last day of classes
Thursday, April 22 - Friday, May 7	Reading and examination period
Saturday, May 15	Law School hooding Ceremony
Sunday, May 16	University commencement ceremony

SUMMER TERM 2010

Thursday and Friday, May 27-28	Orientation
Tuesday, June 1	First day of classes
Thursday, July 22	Last day of classes
Monday - Friday, July 27-31	Reading and examination period

Dates to be announced for Summer 2010 Hong Kong and Geneva Programs

Administration

GENERAL UNIVERSITY ADMINISTRATION

Richard H. Brodhead, PhD, *President*

Victor J. Dzau, MD, *Chancellor for Health Affairs; and President and Chief Executive Officer, Duke University Health System, Inc.*

Peter Lange, PhD, *Provost*

Neal F. Triplett, MBA, *President and Chief Executive Officer of Duke Management Company*

Tallman Trask III, MBA, PhD, *Executive Vice President*

Peter C. Agre, MD, *Vice Chancellor for Science and Technology*

Pamela Bernard, JD, *Vice President and University Counsel*

Robert M. Califf, MD, *Vice Chancellor for Clinical Research*

H. Clint Davidson, Jr., MBA, *Vice President for Human Resources*

Kemel Dawkins, BA, *Vice President for Campus Services*

Tracy Futhy, MS, *Vice President for Information Technology and Chief Information Officer*

Catherine Lynch Gilliss, DNSc, *Vice Chancellor for Nursing Affairs and Dean of the School of Nursing*

B. Hofler Milam, MBA, *Vice President for Finance*

Larry Moneta, EdD., *Vice President for Student Affairs*

Molly K. O'Neill, MSHA, *Vice Chancellor for Medical Center Integrated Planning; and Vice President for Business Development and Chief Strategic Planning Officer, Duke University Health System, Inc.*

Benjamin D. Reese, Jr., PsyD, *Vice President for Institutional Equity*

Richard Riddell, PhD, *Vice President and University Secretary*

James S. Roberts, PhD, *Executive Vice Provost for Finance and Administration*

Michael Schoenfeld, *Vice President for Public Affairs and Government Relations*

Robert S. Shepard, PhD, *Vice President for Alumni Affairs and Development*

Robert L. Taber, PhD, *Vice Chancellor for Corporate and Venture Development*

Samuel M. Wells, PhD, *Dean of the Chapel*

Kevin White, PhD, *Vice President and Director of Athletics*

Huntington F. Willard, PhD, *Vice Chancellor for Genome Sciences and Director of the Institute for Genome Sciences and Policy*

Gordon D. Williams, BA, *Executive Vice Dean and Chief Operating Officer, School of Medicine and Vice Chancellor for Operations, Duke University Medical Center*

R. Sanders Williams, MD, *Vice Chancellor for Academic Affairs and Dean of the School of Medicine*

Phail Wynn Jr., PhD, *Vice President of Durham and Regional Affairs*

LAW SCHOOL ADMINISTRATION

David F. Levi, *Dean*

Paul H. Haagen, *Senior Associate Dean, Academic Affairs*

Richard A. Danner, *Senior Associate Dean, Information Services*

Tia N. Barnes, *Assistant Dean, Academic Affairs*

Kimberly A. Bart, *Assistant Dean, Public Interest and Pro Bono*

Jason B. Belk, *Assistant Dean, Student Affairs*

Stuart M. Benjamin, *Associate Dean, Research and Professor of Law*

Katharine Buchanan, *Assistant Dean, Alumni and Development*

Jeffrey Coates, *Associate Dean, Alumni and Development*

James E. Coleman, Jr., *Associate Dean, Special Projects and Priorities*

Jennifer A. Dominguez, *Dean's Fellow*

Melanie J. Dunshee, *Assistant Dean, Library Services*

Bruce A. Elvin, *Associate Dean and Director, Career and Professional Development Center*

Elizabeth A. Gustafson, *Associate Dean, Academic Affairs*

Gael Hallenbeck, *Associate Dean, Finance and Administration*

Judith A. Horowitz, *Associate Dean, International Studies*

William J. Hoye, *Associate Dean, Admissions and Student Affairs*

Jennifer D'A. Maher, *Assistant Dean, International Studies*

Wayne V. Miller, *Assistant Dean, Academic Technologies*

Anne Sherman, *Assistant Dean, Academic Advising*

John Spencer, *Registrar and Director of Student Records*

Melinda M. Vaughn, *Executive Director, Communications*

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

The Distinction of Duke

Duke University School of Law

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

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

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

Leadership in Interdisciplinary Research and Teaching

Duke Law is a national leader in interdisciplinary legal education. More than half of the faculty have joint appointments, close research, or teaching arrangements with other schools and departments at Duke, including the Fuqua School of Business, the Sanford School of Public Policy, the Nicholas School of the Environment, the School of Medicine, the Pratt School of Engineering, the Divinity School, Women's Studies, and the Political Science and History Departments in the School of Arts and Sciences. Faculty from a number of these and other schools and departments have secondary appointments at the Law School.

Duke Law School has been a pioneer in dual-degree programs. Typically, between 20 and 25 percent of its JD students now enroll in another degree program at Duke (including the School's own LLM program in International and Comparative Law) – the highest of any top law school.

An important reason for the interdisciplinary strength at Duke Law School is the commitment of central University resources for interdisciplinary research, teaching, and faculty appointments. The proximity of the Law School building



to other schools and departments, such as the Sanford Institute of Public Policy and the Fuqua School of Business, aids interdisciplinary collaboration.

An Integrated Approach to Community and Leadership

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

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

Partially accounting for the strength of the community is the School's small-city location, which encourages both students and faculty to spend more time at the Law School building as compared to urban schools. Faculty tend to work full time in the building, making them highly accessible to students with whom they collaborate on scholarship, conferences, pro bono work, and community service projects. The fact that relatively few students and faculty are employed off-campus at Duke (compared to urban law schools) means that students are also more actively involved in the intellectual and social life of the Law School and in community service. Students report high satisfaction with the quality of the community and their relationships with one another and with the faculty.

Law in the Service of Society

While all top law schools have faculty who contribute to public service and public debate on important matters, the Duke Law School is unusual in the extent to which the scholarship and teaching of its faculty integrate theoretical knowledge with solutions to real problems facing lawyers, judges, and public institutions. Many Duke faculty came to the academy with extensive practical experience in government, private practice, or public interest positions, and they and other faculty are often engaged in such activities as Supreme Court advocacy, testimony at congressional hearings, and media commentary. Faculty are involved in law reform initiatives on matters as diverse as tax reform in Russia, constitutional reform in emerging democracies, intellectual property rules for "orphan works," access to medicines by developing countries, grand jury reform, drug safety system improvements, and review of wrongful criminal convictions. Duke law faculty have served as project reporters for the American Law Institute (ALI), on ALI advisory committees, and in leadership positions on such influential bodies as the Advisory Committee on Rules of Civil Procedure for the Judicial Conference of the United States, the Federal Courts Study Committee, the Advisory Committee on Criminal Rules, and panels of the National Academy of Science. At Duke a premium is placed on advancing basic theoretical and empirical knowledge that improves legal institutions and is accessible and useful outside academia.

To that end, the school stresses experiential learning. The Duke in D.C. program combines a full-time externship in Washington, D.C., with a rigorous course focused on a topic relating to legislative policy and government regulation. Other programs also emphasize the development of lawyering skills, including domestic and international externships, top-quality moot court programs, and a legal writing program that is among the strongest in the nation. Duke Law School's clinics offer invaluable real-world experience that also serves the community. The clinics serve as another avenue to deepen students' practical knowledge, strengthen their problem-solving and lawyering skills, and begin to develop professional identities all while providing important legal services that help underserved communities. Duke Law's clinical program includes the AIDS Legal Project, the Animal Law Project, the Children's Education Law Clinic, the Community Enterprise Clinic, the Environmental Law and Policy Clinic, and the Guantanamo Defense Clinic.

Technology Leadership

Duke Law School is recognized as the top law school in technological innovation. All regular classrooms and the library are equipped with cutting-edge technologies, supplemented by building-wide wireless connections. The integration of the newly renovated J. Michael Goodson Law Library with the academic technologies department has created a more unified, effective, and efficient department of information services than exists at most peer schools. Duke

Law faculty experiment with multi-media teaching materials, including an innovative, high-end documentary series on Supreme Court cases and a video case book for the first-year contracts course. These efforts have positioned the Law School to develop new initiatives in continuing legal education for alumni and others, as well as products with potential uses in undergraduate education. The Law School is also a leader in its commitment to electronic publishing programs and open access to legal information.

Internationalization

Despite Duke Law School's relatively small size, it has one of the strongest and most unique international and comparative law programs in the country. Its full-time faculty includes experts in public international law, international trade law, global capital markets, international intellectual property law, international investments, sovereign debt, comparative corporate governance, U.S. foreign relations law, global environmental law, the European Union, international criminal law, and global health. The program is highly regarded both for its broad scope and high level of activity.

A highly interdisciplinary program, the international and comparative law faculty routinely engage in scholarly collaboration, faculty workshops, and conferences with schools and departments across campus. Among the most active ongoing collaborations are those with the Political Science Department, the Sanford School of Public Policy, the Fuqua School of Business, and various area studies programs. Students studying international and comparative law also routinely take classes outside the Law School. Much of Duke's distinction in this field can be credited to the interdisciplinary character of the University overall.

Duke's strength in international and comparative law is further reflected in the extensive variety of degree programs it offers. Its JD/LLM program gives U.S. law students an opportunity to earn a specialized degree in international law. Duke also has a competitive program for foreign students seeking an LLM degree in U.S. law, as well as an SJD program for foreign students who wish to earn a U.S. doctorate in law. Unlike some schools, Duke fully integrates its foreign students in the curricular and extra-curricular life of the School. Its summer institutes in Hong Kong and Geneva are among the best summer programs offered by any law school. Additional activities and resources for students include a student-edited journal dedicated to international and comparative law (the *Duke Journal of Comparative and International Law*), an active student International Law Society, and a clinic assisting detainees at Guantanamo Bay. The Law School also regularly brings in speakers to address topics relating to international and comparative law (including through its Global Law Workshop) and sponsors conferences focused on this area of study.

Law School Faculty

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

Katharine Tiffany Bartlett, *A. Kenneth Pye Professor of Law*. BA 1968, Wheaton College; MA 1969, Harvard University; JD 1975, University of California, Berkeley. Professor Bartlett is a prominent scholar in the fields of family law and the law of gender who has published widely on child custody law, feminist legal theory, employment discrimination, and social change. 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. Ammi Cutter Chair for her work on that project. She served as Dean of the Law School from 2000 to 2007.

Sara Sun Beale, *Charles L. B. Lowndes Professor of Law*. BA 1971, JD 1974, University of Michigan. Professor Beale'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 and NYU. She is the author of numerous articles, and co-author of *Grand Jury Law and Practice* (1986) (2nd ed. 1997), *Federal Criminal Law* (4th ed. 2006), 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. Professor Beale is the Reporter for the Judicial Conference Advisory Committee on Criminal Rules.

Stuart Minor Benjamin, *Douglas B. Maggs Professor of Law and Associate Dean for Research*. BA 1987, JD 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 United States Court of Appeals for the Ninth Circuit and for Justice David H. Souter on the United States Supreme Court; worked as an associate with Professor Laurence Tribe; served as a 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 United States 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 to 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* (1st ed. 2001, 2nd ed. 2006) and has written many law review articles.

Donald H. Beskind, *Professor of the Practice of Law*. BA. 1969, The George Washington University; JD 1973, University of Connecticut; LLM 1977; Duke University. Professor Beskind teaches trial-related courses including Trial Practice, Evidence and Evidence. He also coordinates the Trial Practice Program. Professor Beskind was in private practice in North Carolina for 30 years specializing in civil litigation. He is also a certified mediator in North Carolina. Professor Beskind is the administrative secretary and editor elect of the International Society of Barristers.

Joseph Blocher, *Assistant Professor of Law*. BA 2001, Rice University, MPhil 2004, Cambridge University, JD 2006, Yale Law School. Professor Blocher is a native of Durham. After graduating from Yale Law School, he clerked for Judge Guido Calabresi of the U.S. Court of Appeals for the Second Circuit and for Judge Rosemary Barkett of the U.S. Court of Appeals for the Eleventh Circuit. He also worked in the appellate practice group of O'Melveny & Myers LLP in Washington, D.C. His principal areas of interest are constitutional law, property law, and capital punishment, and he has written law review articles on a wide variety of subjects including the First Amendment, the Second Amendment, law and economic development, and federal jurisdiction.

James D. A. Boyle, *William Neal Reynolds Professor of Law*. LLB 1980, with honours, Glasgow University; LLM 1981 and SJD, 1986, Harvard Law School. Professor Boyle came to Duke in 2000 from Washington College of Law, American University. He has also served as a visiting professor at Yale, the University of Pennsylvania, Boston University, and Harvard. He was on the board of Creative Commons from its creation until April 2009, serving his last year as Chairman of the Board. He was also a co-founder of Science Commons and ccLearn. He has published numerous articles on legal and social theory and on intellectual property, is the author of *Shamans, Software, and Spleens* (Harvard University Press) and of *The Public Domain: Enclosing the Commons of the Mind* (Yale University Press). He is the editor of *Critical Legal Studies, Collected Essays on the Public Domain* and *Cultural Environmentalism @ 10* (with Lawrence Lessig). He has also co-authored a graphic novel (a.k.a. comic book) on creativity and fair use called *Bound By Law* (Duke University Press). He teaches intellectual property, legal theory, torts, and law and literature. Professor Boyle was the recipient of the American University Faculty Award for Outstanding Scholarship in 1996, the World Technology Award in Law in 2003, the Duke Bar Association's Distinguished Teacher Award in 2006 and the Donald McGannon Award (for *The Public Domain*) in 2009. Professor Boyle writes a regular column for the *Financial Times* and is faculty co-director of the Center for the Study of the Public Domain.

Curtis A. Bradley, *Richard A. Horvitz Professor of Law and Professor of Public Policy Studies*. BA 1985, University of Colorado; JD 1988, Harvard University. After graduating from law school, Professor Bradley clerked for Judge David Ebel on the United States Court of Appeals for the Tenth Circuit and Justice Byron White on the United States Supreme Court. Professor Bradley then practiced law for several years at Covington & Burling in Washington, D.C. He began his teaching career in 1995 at the University of Colorado Law School. In 2000, he joined the faculty of the University of Virginia Law School after a one year visit. During 2004, he served as Counselor on International Law in the Legal Adviser's Office of the United States State Department. Professor Bradley joined the Duke law faculty in 2005. He has written numerous articles concerning international law, United States foreign relations law, and presidential power. He is the co-author of *Foreign Relations Law: Cases and Materials* (Aspen Press 3d ed. 2009), and the co-editor of *Presidential Power Stories* (Foundation Press 2009). He served as senior associate dean for academic affairs from 2007 to 2009.

Kathryn Webb Bradley, *Professor of the Practice of Law*. BA 1979, Wake Forest University; JD 1988, University of Maryland. Professor Bradley's experience includes judicial clerkships with Judge Frederic N. Smalkin of the United District Court for the District of Maryland and Justice Byron R. White of the United States Supreme Court. She was a partner with the law firm of Hogan & Hartson LLP., where she practiced litigation in the firm's Washington, D.C., Baltimore, and Denver offices. She taught as an adjunct instructor at the University of Maryland School of Law and served as co-director of the Legal Research and Writing Program at the University of Virginia School of Law, where she was an Assistant Professor on the General Faculty. Professor Bradley teaches in the areas of legal ethics and family law and currently serves as Duke Law's Director of Legal Ethics and administrator for the Capstone Project and Domestic Externship programs.

Michael H. Bradley, *F.M. Kirby Professor Emeritus of Investment Banking and Professor of Law*. AB 1969, University of Idaho; M.B.A. 1973, Syracuse University; PhD 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 United States Supreme Court.

Paul D. Carrington, *Professor of Law*. BA 1952, University of Texas; LLB 1955, Harvard University. Professor Carrington is a native of Dallas. After a brief stint in private practice and in a military law office, he began teaching law in 1957. He has taught in 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, legal education and the history of the legal profession. Recent publications include *Law and Class in America: Trends Since the Cold War* (ed. with Trina Jones, NYU Press, 2006) and *Reforming the Court Term Limits for Supreme Court Justices* (ed. with Roger Cramton, Carolina Academic Press, 2006). From 1985 to 1992, he served as a reporter for the Civil Rules 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 and 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 on civil procedure, international dispute resolution, public interest lawyers, and appeals.

Guy-Uriel E. Charles, *Professor of Law*. BA 1992, Spring Arbor University; JD 1997, University of Michigan Law School. Professor Charles joined the Duke faculty in 2009. He serves as the director of the Center on Law, Race and Politics. He was the founder and first editor-in-chief of the *Michigan Journal of Race and Law*. He clerked for The Honorable Damon J. Keith of the United States Court of Appeals for the Sixth Circuit. From 2000 to 2009 he taught at the University of Minnesota Law School where he was also the Russell M. and Elizabeth M. Bennett Professor of Law and interim co-dean from 2006 to 2008. Professor Charles teaches and writes in the areas of constitutional law, civil procedure, election law, law and politics, and race. His articles have appeared in *Constitutional Commentary*, *Cornell Law Review*, the *Michigan Law Review*, the *Michigan Journal of Race and Law*, the *Georgetown Law Journal*, the *Journal of Politics*, the *California Law Review*, the *North Carolina Law Review*, among many others. He was the Stanley V. Kinyon Teacher of the Year 2002-2003 at the University of Minnesota Law School. He is co-founder of the Colored Demos blog, <http://www.coloredemos.blogspot.com/>.

George C. Christie, *James B. Duke Professor of Law*. AB 1955, JD 1957, Columbia University; Diploma in International Law 1962, Cambridge University; SJD 1966, Harvard University; Honorary Doctorate 2007, University of Athens. A native of New York City, Professor Christie was editor-in-chief of the *Columbia Law Review*. After brief service in the United States Army, he was an associate with Covington & Burling, in Washington, D.C., 1958 to 1960. In 1960 to 1961, he was a Ford Fellow at Harvard Law School; and in 1961 to 1962, he was a Fulbright Scholar at Cambridge University. 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 and he is currently working on problems encountered in the adjudication of human rights as part of his wider interest in comparative legal reasoning. He has been a visiting professor at Northwestern University, George Washington University, the University of Michigan, the University of Florida, the University of Athens (Greece), the University of Otago (New Zealand), the University of the Witwatersrand (South Africa), Fudan University (Shanghai, China), Doshisha University (Kyoto, Japan), and the University of Erlangen (Germany). 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.

Charles T. Clotfelter, *Z. Smith Reynolds Professor of Public Policy Studies, Professor of Economics, Professor of Law*. AB 1969, Duke University; MA 1972, PhD 1974, Harvard University. Professor Clotfelter taught at the University of Maryland from 1974 to 1979, spending his last year there on leave at the United States 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 non-profit sector. He is the author of several books, the most recent of which is *After Brown: The Rise and Retreat of School Desegregation* (2004).

Wesley M. Cohen, *Frederick C. Joerg Professor of Business Administration, and Professor of Economics, Management and Law*. BA 1972, Yale University; MA, MPhil 1978, PhD 1981, Yale University. After one year as research fellow in industrial organization at Harvard Business School, Professor Cohen joined the Social and Decision

Sciences Department at Carnegie Mellon University where he taught for twenty years. In 2002 Professor Cohen joined Duke University's Fuqua School of Business as professor of economics and management and was named the Frederick C. Joerg Distinguished Professor of Business Administration in April, 2004. Professor Cohen is also a research associate of the National Bureau of Economic Research. Professor Cohen has published numerous articles on the determinants of innovation both within and across industries, considering the roles of firm size, market structure, firm learning, knowledge flows, university research and intellectual property. He served for five years as a main editor for *Research Policy*, and recently served on the National Academies' Committee on Intellectual Property Rights in the Knowledge-Based Economy, and on the National Academies' Panel on Research and Development Statistics at the National Science Foundation.

Doriane Lambelet Coleman, *Professor of Law*. BA 1982, Cornell University; JD 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. At the Law School, she teaches courses in torts and children and the law. In 2002, she received the Duke Bar Association's Distinguished Teacher Award. The subject matter of her scholarship is wide-ranging, from cultural conflicts in American law to sports doping regulation. Most recently, however, her work has tended to focus on the ways law and culture impact the lives of women and children. This work includes a recent co-edited book, *Preventing Child Maltreatment: Community Approaches* (Guilford Press, 2009), and law review articles including "The Legal Ethics of Pediatric Research," 57 *Duke Law Journal* (2007) and "Storming the Castle to Seize the Children: The Ironic Costs of a Child Welfare Exception to the Fourth Amendment," 47 *William and Mary Law Review* 413 (2005).

James E. Coleman, Jr., *John S. Bradway Professor of the Practice of Law*. AB 1970, Harvard University; JD 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 federal government experience. He joined the faculty full-time in 1991 as a professor of law 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 is co-director of the Wrongful Conviction and Appellate Litigation Clinics and is Director of the Duke Center for Criminal Justice and Professional Responsibility. 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 to 2000), and chair of the ABA Death Penalty Moratorium Implementation Project Steering Committee (2001 to 2007). He served as senior associate dean for academic affairs from 2002 to 2005.

James D. Cox, *Brainerd Currie Professor of Law*. BS 1966, Arizona State University; JD 1969, University of California, Hastings College of the Law; LLM 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 (5th ed. 2006). He spent the spring of 1989 as a senior Fulbright research fellow at the University of Sydney. He is a former member of the New York Stock Exchange Legal Advisory Committee and the NASD Legal Advisory Board, and is currently a member of the ABA Committee on Corporate Laws and the Standing Advisory Group of the Public Company Accounting Oversight Board. In 2001, Professor Cox was awarded an Honorary Doctorate of Mercature from the University of South Denmark.

Richard A. Danner, *Senior Associate Dean for Information Services and Archibald C. and Frances Fulk Rufty Research Professor of Law*. BA 1969, MS 1975, JD 1979, University of Wisconsin- Madison. He teaches a course on legislation which focuses on statutory interpretation, and has taught legal research and writing. His primary academic interests are in legislation, legal education, and legal research and bibliography. He has written recently on the impacts of information technology on legal education and the profession of law librarianship, and on the effects of electronic publication on scholarly communications in law. His current research is focused on the role of forms and structures of legal information in the history and development of U.S. law. He is the author of *Strategic Planning: A Law Library Management Tool for the '90s and Beyond* (2d ed. 1997) and *Legal Research in Wisconsin* (1980), and contributions to journals in law and librarianship. He is the editor of *Toward a Renaissance in Law Librarianship* (1997); co-editor (with Bernal) of *Introduction to Foreign Legal Systems* (1994); compiler of the *International Journal of Legal Information Cumulative Index 1960-2002* (2003); and co-editor (with Houdek) of *Legal Information and the Development of American Law* (2007). Professor Danner has been active in the affairs of the American Association of Law Libraries, the International Association of Law Libraries, the American Bar Association Section of Legal

Education and Admissions to the Bar, and the Association of American Law Schools. From 1984 to 1994, he served as editor of AALL's *Law Library Journal*. He was president of AALL in 1989 to 1990 and has chaired several AALL special committees and task forces; he served on the Executive Committee of the AALS from 2002 to 2004, and is presently first vice-president of the IALL.

Walter E. Dellinger, III, *Douglas Blount Maggs Emeritus Professor of Law*. AB 1963, University of North Carolina at Chapel Hill; LLB 1966, Yale University. Professor Dellinger is a native of Charlotte. He served as law clerk to United States Supreme Court Justice Hugo L. Black in 1968 to 1969. He has been a member of the Duke Law faculty since 1969, teaching constitutional law and history. In 1988 to 1989, he 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 in 1996 to 1997. Since 1998, Professor Dellinger has split his time between teaching at Duke and practicing in the appellate group of a Washington, D.C. law firm. He has recently argued pro bono cases in the Supreme Court upholding funding nationwide for legal services for the poor and expanding gender equity remedies. He also serves as special counsel to the Board of the New York Stock Exchange.

Deborah A. DeMott, *David E. Cavers Professor of Law*. BA 1970, Swarthmore College; JD 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 to 2002, 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 United States, Canada, and New Zealand. She is the author of a treatise, *Shareholder Derivative Actions*, and a casebook, *Fiduciary Obligation, Agency and Partnership*. Her other writing concerns corporate law, takeovers and acquisitions, and fiduciary obligation. She served as the reporter for the American Law Institute's Restatement of the Law (Third), Agency, published in 2006.

Diane Dimond, *Clinical Professor of Law*. BA 1973, University of Iowa; JD 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, negotiation, and contract drafting. She became the director of legal writing in 1998. In 2004, she won the Duke Bar Association's Distinguished Teacher Award. She is a frequent lecturer on legal writing and negotiation to practicing attorneys.

Peter G. Fish, *Professor of Political Science and Professor of Law*. AB 1960, Princeton University; AM 1965, PhD 1968, The Johns Hopkins University. Professor Fish served as guest scholar at the Brookings Institution and taught at Oberlin and Princeton before coming to Duke in 1969. He is author of *The Politics of Federal Judicial Administration* (1973), *The Office of the Chief Justice* (1984), and *Federal Justice in the Mid-Atlantic South: United States Courts from Maryland to the Carolinas 1789-1835* (2002), and most recently entries in the *Yale Biographical Dictionary of American Law* (2009). He is currently working on the second volume of *Federal Justice* covering the period 1836 to 1860. From 1977 to 1979 Professor Fish served as a lay member of the United States Circuit Judge Nomination Commission Panel for the Fourth Circuit and chaired the American Political Science Association's 2000 Edward S. Corwin Dissertation Prize in Public Law. He teaches a seminar at the Law School on wars and legacies of wars in the United States Courts of the Fourth Circuit: 1789 to 1958. From 1999 through 2004 he served as a member of the Commission on Colleges of the Southern Association of Colleges and Schools.

Joel L. Fleishman, *Professor of Law and Public Policy Sciences*. AB 1955, JD 1959, MA 1959, University of North Carolina; LLM 1960, Yale University. Professor Fleishman is a native of Fayetteville, North Carolina. He began his career in 1960 as assistant to the director of the Walter E. Meyer Research Institute of Law at Yale. From 1961 to 1965, he served as legal assistant to the governor of North Carolina. He then returned to Yale, first as director of the Yale Summer High School, and then as associate provost for Urban Studies and Programs. In 1969, he became associate chairman of the Center for the Study of the City and Its Environment and associate director of the Institute of Social Science at Yale. In 1971, he came to Duke as a member of the law faculty and as director of the Institute of Policy Sciences and Public Affairs, now called the Sanford School of Public Policy, in which position he served until 1983. He is director of the Heyman Center on Ethics, Public Policy and the Professions. He also serves as faculty chair

of the Center for Strategic Philanthropy and Civil Society. His principal writings deal with legal regulation and financing of political activities as well as the accountability of foundations and other not-for-profit organizations. His book, *The Foundation: A Great American Secret-How Private Wealth is Changing the World*, was published in January, 2007 by PublicAffairs Books, and will be published in paperback in the fall of 2009. He also serves as chairman of the Visiting Committee at the Harvard Kennedy School and chairman of the Board of Trustees of The Urban Institute.

Andrew H. Foster, *Associate Clinical Professor of Law and Director of Clinics*. BA 1991, Rutgers University; JD 2000, University of North Carolina at Chapel Hill. Before beginning his teaching career, Professor Foster practiced with the law firm of Womble Carlyle Sandridge and Rice, PLLC, where he concentrated his practice in the areas of affordable housing, community development and non-profit law. He joined the faculty of Duke School of Law in 2002 and is the founding director of the Community Enterprise Clinic. He currently serves as director of clinics, and also teaches a course in community economic development law. He recently completed a two-year term as the associate editor of the *Journal of Affordable Housing and Community Development Law*, a quarterly legal journal published by the American Bar Association.

Martin P. Golding, *Professor of Philosophy and Professor of Law*. BA 1949, MA 1952, University of California, Los Angeles; PhD 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. A collection of some of his articles was published in 2007, *Legal Reasoning, Legal Theory, and Rights*. Professor Golding was a senior visiting Fulbright lecturer in Australia and has been a fellow of the National Humanities Center. Recently, in May 2009, he delivered lectures to the German-American Law Association.

Lisa Kern Griffin, *Professor of Law*. BA 1992, MA 1993, Georgetown University; JD 1996, Stanford Law School. Professor Griffin was president of the *Stanford Law Review*, a law clerk to Judge Dorothy W. Nelson of the United States Court of Appeals for the Ninth Circuit and Justice Sandra Day O'Connor of the United States Supreme Court, and was an Assistant United States Attorney in Chicago. She began her teaching career at the UCLA School of Law. Professor Griffin's principal academic interests are federal criminal law and procedure, and evidence. Her most recent publication addresses dishonesty in investigations and the courtroom, and her current research concerns political corruption prosecutions.

Mitu Gulati, *Professor of Law*. AB 1988, University of Chicago; MA 1991 Yale University; JD 1995, Harvard Law School. Professor Gulati does research and teaches in the areas of international debt finance and judicial behavior. A theme of his research is to attempt to combine empirical and theoretical methodologies from various disciplines in seeking to answer legal questions.

Paul H. Haagen, *Professor of Law*. BA 1972, Haverford College; BA 1974, MA 1979, Oxford; MA 1976, PhD 1986, Princeton; JD 1982, Yale. Professor Haagen was born in Lancaster, Pennsylvania and raised in Connecticut. After graduating from college, he studied history first at Oxford as a Rhodes Scholar and later at Princeton. He was an editor of *Yale Studies in World Public Order* and editor-in-chief of the *Yale Law and Policy Review*. Since law school, he has clerked on the United States Court of Appeals and then practiced law in Philadelphia for two years before coming to Duke in 1985. Professor Haagen has been a visiting faculty member on the law faculties of the Georg August University in Goettingen, Germany (2005), the Johannes Kepler University in Linz, Austria (2002) and the Escuela Libre de Derecho in Mexico City, Mexico (1998). He was chair of the Academic Council of Duke University from 2005 to 2007. He first served as senior associate dean for academic affairs of the Law School from 1991 to 1993. His second term in that position began in July 2009. He is co-director of the Center for Sports Law and Policy. His principal academic interests are contracts, the social history of law, and law and sports.

Stanley Hauerwas, *Gilbert T. Rowe Professor of Legal Ethics and Professor of Law*. BA 1962, Southwestern University; BD 1965, MA, MPhil, PhD 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. His most recent publications include, *The State of the University: Academic Knowledge and the Knowledge of God* (2007) and *Christianity, Democracy, and the Radical Ordinary: Conversations between a Radical Democrat and a Christian*, with Romand Coles (2008).

Laurence R. Helfer, *Harry R. Chadwick, Sr. Professor of Law; Co-director of Center for International and Comparative Law*. BA 1987, Yale University; JD 1992, New York University School of Law; MPA. 1992, Princeton University, Woodrow Wilson School of Public and International Affairs. Before joining the Duke Law faculty in 2009, Professor Helfer was a faculty member at Vanderbilt University Law School, where he directed the International Legal Studies Program, and at Loyola Law School in Los Angeles. He has authored more than fifty publications and lectured widely on the interdisciplinary analysis of international law and institutions, international human rights, international litigation and dispute settlement, and international intellectual property law and policy. His recent publications include: *Human Rights, Second Edition* (2009) (with Louis Henkin, Sarah H. Cleveland, Gerald L. Neuman & Diane F. Orentlicher); "Islands of Effective International Adjudication: Constructing an Intellectual Property Rule of Law in the Andean Community," 103 *American Journal of International Law* 1 (2009) (with Karen J. Alter & M. Florencia Guerzovich); and "Redesigning the European Court of Human Rights: Embeddedness as a Deep Structural Principle of the European Human Rights Regime," 19 *European Journal of International Law* 125 (2008).

Karla FC Holloway, *James B. Duke Professor of English, Law, and Women's Studies*. BA 1971, Talladega College; MA 1972 and PhD 1978, Michigan State University; MLS 2005, Duke University School of Law. A native of Buffalo, New York, Professor Holloway joined the Duke University faculty in 1993. While at Duke, she has served as director of the African and African American Studies Program, chair of the university's Appointment, Promotion and Tenure Committee, and dean of the Humanities and Social Sciences. Her board memberships include the Greenwall Foundation's Advisory Board in Bioethics and Princeton University's Program in the Study of Women and Gender. Professor Holloway is a scholar of African American cultural studies with a focus on gender, ethics, and law. She is the author of six books that reflect those emphases.

Donald L. Horowitz, *James B. Duke Professor of Law and Professor of Political Science*; AB 1959, LLB 1961, Syracuse University; LLM 1962, MA 1965, PhD 1968, Harvard University. Professor Horowitz is the author of six books: *The Courts and Social Policy* (1977), which won the Louis Brownlow Award of the National Academy of Public Administration; *The Jurocracy* (1977), a book about government lawyers; *Coup Theories and Officers' Motives: Sri Lanka in Comparative Perspective* (1980); *Ethnic Groups in Conflict* (1985, 2000); *A Democratic South Africa? Constitutional Engineering in a Divided Society* (1991), which won the Ralph Bunche Prize of the American Political Science Association; and *The Deadly Ethnic Riot* (2001). Professor Horowitz has been a visiting professor at the University of Chicago Law School and at the Central European University and a visiting fellow at Wolfson College, Cambridge, at the law faculty of the University of Canterbury in New Zealand, and at Universiti Kebangsaan in Malaysia. In 2001, he was Centennial Professor at the London School of Economics, and in 2001 to 2002, he was a Carnegie Scholar. In 2009, he will be awarded the Distinguished Scholar Award of the Ethnicity, Nationalism, and Migration Section of the International Studies Association. Professor Horowitz is currently writing a book about constitutional design, particularly for divided societies, a subject on which he has advised in a number of countries. His book on the making of Indonesia's constitutional democracy is nearing completion. Elected to the American Academy of Arts and Sciences in 1993, he is currently president of the American Society for Political and Legal Philosophy and is a member of the Secretary of State's bipartisan Advisory Committee on Democracy Promotion.

Trina Jones, *Professor of Law*. BA 1988, Cornell University; JD 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 is on leave in 2008-2010 at the University of California, Irvine.

Jack Knight, *Professor of Political Science and Law*. BA 1974, JD 1977, University of North Carolina at Chapel Hill; MA 1981, PhD 1989, University of Chicago. Professor Knight came to Duke in 2008 from Washington University in St. Louis where he had been on the faculty since 1988. His primary areas of interest lie at the intersection of law and politics. His major research focuses on issues in democratic theory, courts and judicial decision-making and the political economy of institutions. His publications include *Institutions and Social Conflict* (Cambridge University Press, 1992), *Explaining Social Institutions* (with Itai Sened) (The University of Michigan Press, 1995), *The Choices Justices Make* (with Lee Epstein) (CQ Press, 1997) and *Designing Democratic Government: Making Institutions Work* (with Margaret Levi, James Johnson and Susan Stokes) (Russell Sage, 2008), as well as articles in numerous law reviews, journals and edited volumes.

Kimberly D. Krawiec, *Professor of Law*. BA, 1987, North Carolina State University, JD, 1992, Georgetown University. Professor Krawiec came to Duke in 2009 from the University of North Carolina. She has also served as a visiting professor at the University of Virginia, Harvard, and Northwestern. Professor Krawiec's research interests span

a variety of fields related to corporate, securities, and financial law, including forbidden or taboo markets; corporate compliance systems; insider trading; financial derivatives; and “rogue” trading. Prior to joining academia, Krawiec was a member of the Commodity & Derivatives Group at the New York office of Sullivan & Cromwell. She has served as a commentator for the Central European and Eurasian Law Initiative (CEELI) of the American Bar Association and on the faculty of the National Association of Securities Dealers Institute for Professional Development at the Wharton School of Business.

David L. Lange, *Melvin G. Shimm Professor of Law*. BS 1960, JD 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 the Entertainment and Sports Industries, as a member of the Board of Advisors to the Reporter of the American Law Institute's Restatement (Third) of Unfair Competition, 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 and entertainment law.

David F. Levi, *Dean and Professor of Law*. AB 1972, magna cum laude, Harvard College; JD 1980 Stanford Law School, Order of the Coif; president *Stanford Law Review*. Following graduation, Dean Levi was a law clerk for Ben C. Duniway, Ninth U.S. Circuit Court of Appeals, and for Justice Lewis F. Powell, United States Supreme Court. Prior to his appointment as Dean of the Duke University School of Law in 2007, he was the chief United States district judge for the Eastern District of California. He was appointed United States attorney by President Ronald Reagan in 1986 and a United States district judge by President George H.W. Bush in 1990. He has served as chair of two Judicial Conference committees by appointment of the chief justice. He was chair of the Civil Rules Advisory Committee and chair of the Standing Committee on the Rules of Practice and Procedure. Dean Levi is a fellow of the American Academy of Arts and Sciences and a member of the Council of the American Law Institute (ALI), and he currently serves as an advisor to the ALI Aggregate Litigation project. He was chair of the Ninth Circuit Task Force on Race, Religious and Ethnic Fairness for 1994 to 1997 and was one of the authors of the report of the Task Force. He served as president of the Ninth Circuit District Judges Association from 2003 to 2005. He is the co-author of *Federal Trial Objections* (2002). At Duke Law, he teaches a periodic seminar in Readings in Ethics as well as The Study of Judicial Behavior. He also has taught Complex Litigation at the University of California at Davis School of Law.

Carolyn McAllaster, *Clinical Professor of Law*. BA 1972, JD 1976, 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 Women Attorneys and was appointed by the governor to serve on the North Carolina AIDS Advisory Council in 1996. She chaired the Council in 2005. Professor McAllaster teaches AIDS and the law, has also taught pre-trial 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 the *Handbook of Pediatric HIV Care* (2006) and “Issues in Family Law for People with HIV,” which she co-authored, in *AIDS and the Law* 4th Ed. (Aspen Publishers).

Francis E. McGovern, *Professor of Law*. BA 1967, Yale University; JD 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 claims 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*. BA 1976, Yale College; JD 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 courses in the fields of civil procedure and legal ethics. He also regularly teaches a course on American constitutional law designed for international law students. Professor Metzloff has conducted extensive research in the field of medical malpractice, including numerous empirical studies relating to aspects of malpractice litigation. Most recently, he has served as director of the

Voices of American Law Project to create documentaries about leading Supreme Court cases. The documentaries are used extensively in law schools and other educational settings to study issues of American law.

Ralf Michaels, *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 joined the Duke Law School in 2002. Prior to this, he was a senior research fellow at the Max Planck Institute for Comparative Law and Private International Law in Hamburg and a Joseph Story Fellow at Harvard Law School. Since coming to Duke, he has held the Lloyd Cutler Fellowship at the American Academy in Berlin, a distinguished visitor fellowship at the Max Planck Institute in Hamburg, and a visiting professor at the University Paris II. In 2009 and 2010, he will be a fellow and visiting professor at the Law and Public Affairs Program of Princeton University. Professor Michaels teaches and researches in the areas of comparative law, conflict of laws, and law and globalization. He is co-editor and author of several books and articles in these areas, published in the United States and in Europe; he has lectured in English, German and French in several different countries. Currently, he is engaged in two projects: a theory of US courts as world courts, and, together with Karen Knop (U of Toronto) and Annelise Riles (Cornell), conflict of laws as theory of global law.

Ebrahim Moosa, *Associate Professor of Islamic Studies and Associate Professor of Law*. `Alimiyya 1981 Nadwatul Ulama, Lucknow, India; BA 1982, Kanpur; MA 1989, University of Cape Town (UCT); PhD 1995 UCT. After brief careers in journalism and community organization in his native South Africa, Moosa joined the University of Cape Town as a lecturer and taught there until 1998 where he also founded the Center for Contemporary Islam. He joined Stanford University as a visiting professor 1998 and in 2001 was appointed to Duke's Religion Department. He is also associate director of research at the Duke Islamic Studies Center (DISC). Moosa's interests span both classical and modern Islamic thought with a special interest in Islamic law, ethics, human rights, and political theology. He is the author of *Ghazali and the Poetics of Imagination*, winner of the American Academy of Religion's Best First Book in the history of religions (2006) and editor of the last manuscript of the late Professor Fazlur Rahman, *Revival and Reform in Islam: A Study of Islamic Fundamentalism*. He was named Carnegie Scholar in 2005 to pursue research on the madrasas, Islamic seminaries of South Asia. He has published extensively in areas related to his research interests.

Madeline Morris, *Professor of Law*. BA 1986, JD 1989, Yale University. Professor Morris has served as a member of the U.S. Secretary of State's Advisory Committee on International Law; chief counsel to the Office of the Chief Defense Counsel for Military Commissions, U.S. Department of Defense; Consultant on the Brief for the Petitioner, *Boumediene v. Bush* (U.S. Sup. Ct., 2008); consultant to the U.S. State Department, Office of War Crimes Issues; advisor to the Special Prosecutor, Republic of Serbia; senior legal counsel, Office of the Prosecutor, Special Court for Sierra Leone; consultant to the Defense in *U.S. v. Charles Taylor, Jr.*; advisor and instructor, Specialized Training Seminar on International Humanitarian Law, Belgrade, Serbia; special consultant to the U.S. Secretary of the Army; consultant and adjunct faculty member, U.S. Naval Justice School; advisor on justice to the President of Rwanda; witness, U.S. Senate Committee on Foreign Relations; Amicus Curiae in U.S. Military Commission cases *U.S. v. Hamdan* and *U.S. v. Khadr*; expert witness in U.S. Military Commission case *U.S. v. Jawad*, and in *U.S. v. Vallejo* (on U.S. special maritime jurisdiction), *U.S. v. Saavedra* (same), and *Sarei v. Rio Tinto* (on exhaustion of remedies under the Alien Tort Claims Act). Professor Morris teaches law of war, international criminal law, the use of force in international law, and public international law, and directs the Duke Guantanamo Defense Clinic.

Theresa A. Newman, *Clinical Professor of Law*. BS SUNY, New Paltz; JD 1988 Duke University School of Law. Following graduation. Professor Newman clerked for the Honorable J. Dickson Phillips on the United States Court of Appeals for the Fourth Circuit, then practiced in the civil litigation group of Womble Carlyle Sandridge and Rice, in Raleigh, North Carolina. She returned to Duke Law School in 1990, and served as associate dean for academic affairs from 1999 to 2008. She is co-director of the Wrongful Convictions Clinic, associate director of the Law School's Center for Criminal Justice and Professional Responsibility, and faculty advisor to the Law School's student-led Innocence Project. She also serves as president of the North Carolina Center on Actual Innocence, as a board member of the Innocence Network (for which she served as President or co-President from 2003 to 2009), and as a member of the North Carolina Chief Justice's Criminal Justice Study Commission (formerly Actual Innocence Commission).

Jonathan K. Ocko, *Adjunct Professor of Legal History*. (*Professor and Head, Department of History, North Carolina State University*) BA 1966, Trinity College; MPhil 1971, MA 1972, PhD 1975, Yale University. 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 NEH as well as the Rockefeller, Chiang Chingkuo, and Luce Foundations. His research and publications have focused on Chinese legal history and contemporary Chinese civil law. His most recent work is "State, Sovereignty, and the People: A Comparison of the 'Rule of Law' in China and India," co-authored with David Gilmartin, *Journal of*

Asian Studies (February 2009), 68.1, pp. 55-100; "Response to Comments", *Journal of Asian Studies* (February 2009). During 2009 to 2010, with support from the Teagle Foundation, he and faculty from the history departments at Duke and Davidson will pursue this issue in a series of faculty seminars on "The Rule of Law and the Construction of the Self." Since 1982, Professor Ocko has been involved in developing the Law School's ties to China.

John W. Payne, *Joseph J. Ruvane Professor of Business Administration*. BA 1969, MA 1972, PhD 1973 University of California, Irvine. Dr. Payne has been, since 1992, the Joseph J. Ruvane Professor of Business Administration and a Professor of Psychology and Research Professor in The Institute of Statistics and Decision Sciences at Duke University. He came to the University and the Fuqua School of Business in 1977 as an associate professor of business administration and director of the PhD program. From 1983 to 1992, he was a Professor of Business Administration, and since 1990 has been Director of the Center for Decision Studies. From 1985 to 1996, he was area coordinator: Management and Organizational Behavioral Faculty; and from 1999 to 2000 the senior associate dean for faculty and research. He has been Deputy Director at Fuqua from 2000 to 2002 and from 2004 to 2006, and, since 2005, has been a member of the Board of Directors at Duke Corporate Education. He has also held memberships in the Decision, Risk, and Management Science Program Panel (National Science Foundation, 1989 to 1991); the National Research Council Panel on Taxpayer Compliance Behavior (1984 to 1986). Dr. Payne has been a visiting professor at the University of California, Irvine, University of Chicago, Carnegie-Mellon University, and a visiting scholar at Columbia University. His most recently published book (with Sunstein, Hastie, Schkade, and Viscusi) is *Punitive Damages: How Juries Decide*, University of Chicago Press. Most recently published articles include: (with J.D. Cox), "Mutual Funds Expense Disclosures: A Behavioral Perspective," *Washington University Law Quarterly* (2006), (with J.R. Bettman, A. Sampler, M.F. Luce), "Boundary Conditions on Unconscious Thought in Decision Making," *Psychological Science* (2008), and (with V. Venkatraman, J. R. Bettman, M. F. Luce, S. Heutzel), "Separate Neural Mechanisms Underlie Choices and Strategic Preferences in Risky Decision Making," *Neuron*, (2009).

H. Jefferson Powell, *Frederic Cleaveland Professor of Law and Divinity*. BA 1975, University of Wales; MDiv 1979, JD 1982, Yale University; AM 1977, PhD 1991, Duke University. A native of Reidsville, North Carolina, Professor Powell clerked for the Honorable Sam J. Ervin, III, of the United States Court of Appeals for 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. 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 United States 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.

Jedediah S. Purdy, *Professor of Law*. AB 1997, *summa cum laude*, Harvard College; JD 2001, Yale Law School. Professor Purdy clerked for the Honorable Pierre N. Leval of the United States Court of Appeals for the Second Circuit. He teaches environmental law, property, and seminars on the historical development of legal and political culture. His research concerns the growth of environmental ideas in the United States. He has published three books, *For Common Things* (1999), *Being America* (2003), and *A Tolerable Anarchy* (2009). His scholarship has appeared or is forthcoming in the *Yale Law Journal*, *Chicago Law Review*, *Duke Law Journal*, and *Cornell Law Review*, among others. He has been a fellow at the Berkman Center at Harvard Law School, an ethics fellow at Harvard University, and a visiting professor at Harvard and Yale law schools. He is a fellow at the New America Foundation, a contributing editor at the American Prospect, and an affiliated scholar at the Center for American Progress.

Arti K. Rai, *Elvin R. Latty Professor of Law*. AB 1987, *magna cum laude*, Harvard College; JD 1991, *cum laude*, Harvard Law School; 1987 to 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 subsequently worked as a litigator defending federal agencies at the U.S. Department of Justice, Civil Division, Federal Programs Branch. She entered law teaching as a fellow at the University of Chicago MacLean 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 Professions at Harvard University, and a faculty member of the University of Pennsylvania Law School from 2000 to 2003. Professor Rai was a visiting professor at Yale Law School during the fall 2004 term, and a visiting professor at Harvard Law School in winter 2007.

Jerome H. Reichman, *Bunyon S. Womble Professor of Law*. BA 1955, University of Chicago; JD 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*. AB 1963, JD 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 area of animal rights, marital property 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, *Professor of Law*. AB 1992, Brown University; MA 1999, University of California, Berkeley; JD 2002, Harvard University; PhD 2009, University of California, Berkeley. Professor Richman's research interests include the economics of contracting, new institutional economics, antitrust, and healthcare policy. He teaches contracts, antitrust, and health law, and he teaches classes at The Fuqua School of Business, Duke Medical School, and the Sanford School of Public Policy. He was invited to the Yale/Stanford Junior Faculty Forum in 2004, received Duke Law School's Blueprint Award in 2005, and was a recipient of the Provost's Common Fund award in 2006. Prior to coming to Duke, Professor Richman served as a law clerk to Judge Bruce M. Selya of the 1st U.S. Circuit Court of Appeals. From 1994 to 1996, he handled international trade legislation as a staff member of the United States Senate Committee on Finance, then chaired by the late Daniel Patrick Moynihan, and from 1996 to 1997 he lectured in international economics at Hanoi National University as a Henry R. Luce Scholar. His recent work has been published in the *Columbia Law Review*, the *Virginia Law Review*, the *University of Pennsylvania Law Review*, *Law and Social Inquiry*, and *Health Affairs*, and he recently co-edited with Clark Havighurst a symposium volume of *Law and Contemporary Problems* entitled "Who Pays? Who Benefits? Distributional Issues in Health Care." Some of his papers are available at <http://ssrn.com/author=334149>.

James Salzman, *Samuel F. Mordecai Professor of Law and Nicholas Institute Professor of Environmental Policy*. BA 1985, Yale College; JD 1989, Harvard University; MSc (Engineering Sciences) 1990, Harvard University. Professor Salzman holds joint appointments at the Duke Law School and the Nicholas School of the Environment. Prior to teaching, he worked in Paris in the Environment Directorate of the Organization for Economic Cooperation and Development (OECD) and in London as the European environmental manager for Johnson Wax. Elected as a fellow of the Royal Geographical Society in 1995, he has lectured on environmental law and policy in North and South America, Europe, Asia, Australia, and Africa. He has served as a visiting professor at Stanford, Harvard, Yale and Macquarie (as an Australian Fulbright Scholar) and published over 60 articles in legal, scientific and popular journals. He has co-authored four casebooks, including the leading text on international environmental law. Nicholas School students have voted him Professor of the Year for lecture classes in 2007 and 2009.

Richard L. Schmalbeck, *Simpson, Thacher and Bartlett Professor of Law*. BA 1970, JD 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 in Washington, DC. His recent work has been primarily in the fields of exempt organizations and the federal wealth transfer taxes. He serves on the Law School Admissions Council's Test Development and Research Committee, and has served from time to time in recent years as an advisor to the Russian Ministry of Finance through the American Tax Reform Oversight Project.

Christopher H. Schroeder, *Charles S. Murphy Professor of Law and Public Policy Studies*. BA 1968, Princeton University; MDiv 1971, Yale University; JD 1974, University of California. 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 Columbia University, Boston University and UCLA. He teaches in the fields of environmental law, constitutional, administrative law, and the Congress. He has served as chief counsel of the United States Senate Judiciary Committee and as acting assistant attorney general in the Office of Legal Counsel, U.S. Department of Justice. He is of counsel with the firm of O'Melveny & Myers, working primarily on appellate matters. He directs the Law School's Program in Public Law and its Duke in DC program. Professor Schroeder is on leave from 2009 to 2011 serving as assistant attorney general for the Office of Legal Policy, U.S. Department of Justice.

Steven L. Schwarcz, *Stanley A. Star Professor of Law & Business*. BS 1971, NYU (summa cum laude in Aeronautics & Astronautics), JD 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, a fellow of the American College of Commercial Finance Lawyers, and founding member of the International Insolvency Institute. He also has been an adviser to the United Nations, a member of the United States Secretary of State's Advisory Committee on Private International Law, visiting professor at the University of Geneva, senior fellow at The University of Melbourne, and business law advisor to the American Bar Association Business Law Section. His main areas of scholarship are commercial law, bankruptcy, and international finance and capital markets.

Neil S. Siegel, *Professor of Law and Political Science*. AB 1994, MA 1995, Duke University; JD and PhD 2001, University of California, Berkeley. A lifelong New Yorker before heading to Duke for college, Professor Siegel was an Angier B. Duke Scholar and, years later, senior articles editor of the *California Law Review*. After law and graduate school, he served as a law clerk to Judge J. Harvie Wilkinson III of the United States Court of Appeals for the Fourth Circuit, as a Bristow Fellow in the Office of the Solicitor General at the United States Department of Justice, and as a law clerk to Associate Justice Ruth Bader Ginsburg at the Supreme Court of the United States. Professor Siegel served as special counsel to Senator Joseph R. Biden during the Supreme Court confirmation hearings of John G. Roberts and Samuel A. Alito. He teaches in the areas of constitutional law and constitutional theory. His research interests include constitutional law, constitutional theory, and the economic analysis of constitutional law.

Scott L. Silliman, *Professor of the Practice of Law*. AB 1965, JD 1968, University of North Carolina at Chapel Hill. Professor Silliman is a native of Newton, Massachusetts, and was commissioned an officer in the United States 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, military law, and counterterrorism law and policy, 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.

Michael E. Tigar, *Professor of the Practice of Law*. BA, 1962, JD, 1966, University of California, Berkeley. Professor Tigar has taught, written about and practiced law. He was a partner at Williams & Connolly, and in his own firm, Tigar & Buffone. He has held full-time teaching positions at UCLA, the University of Texas, and Washington College of Law before joining the Duke faculty in 2008. He has taught and lectured at law schools in Europe, Africa and Latin America. He is author of thirteen books, three plays and scores of legal articles. He has argued seven cases before the U.S. Supreme Court. He has tried cases in many parts of the country, and has argued dozens of appeals.

Neil Vidmar, *Russel M. Robinson II Professor of Law and Professor of Psychology: Social and Health Sciences*. AB 1962, MacMurray College; MA 1965, PhD 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 1987. He serves as consultant to legal, scientific, and government organizations and on the editorial boards of a number of law and society publications. Professor Vidmar is the co-author of *American Juries: The Verdict* (2007), *Judging the Jury* (1986), *Medical Malpractice and the American Jury* (1995), and *World Jury Systems* (2000). He has published over 100 articles dealing with both the civil and criminal justice systems and has written amicus briefs to the U.S. Supreme Court and state supreme courts regarding *Daubert* issues; eyewitness identification; punitive damages; and medical malpractice litigation. Vidmar teaches courses on negotiation, social science and other scientific evidence used in the law, the dynamics of the litigation process, and the contemporary American jury.

John C. Weistart, *Professor of Law*. AB 1965, Illinois Wesleyan University; JD 1968, Duke University; LLD (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*. BA 1976, JD 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. In that capacity, she represented hundreds of clients in both individual and class action law suits, including the plaintiffs in the U.S. Supreme Court case *Gilliard v. Bowen*, a case challenging a change to welfare calculations that reduced income to the poorest families. 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 Law Clinic and teaches education law. In 2007, she spearheaded the creation of the Medical-Legal Partnership for Children in Durham, a collaboration of the Children's Law Clinic, Legal Aid of North Carolina, Duke Pediatrics, and Lincoln Community Health Center. Through this partnership, local pediatricians and their staffs have learned how the solution to legal problems can improve a child's health and well being. Hundreds of local children referred by their pediatricians have received free legal services from the Children's Law Clinic and Legal Aid. Prof. Wettach is a frequent speaker on issues involving the educational rights of children, especially children with disabilities. She previously served as supervising attorney in the AIDS Legal Assistance Project and as an instructor in the Legal Analysis, Research and Writing Program.

Jonathan B. Wiener, *William R. and Thomas L. Perkins Professor of Law, Professor of Environmental Policy, and Professor of Public Policy Studies*. AB 1984, JD 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 Division of the U.S. Department of Justice; as policy counsel at the White House Office of Science and Technology Policy; as senior staff economist at the President's Council of Economic Advisors; and as an advisor to the Americorps National Service Program. In 1992 he attended the Rio Earth Summit. He came to Duke in 1994 where he has taught environmental law, climate law, risk regulation, mass torts, and property. His publications include the books *Risk vs. Risk* (1995) and *Reconstructing Climate Policy* (2003). He has been a visiting professor at Harvard Law School, at the University of Chicago Law School, and at Sciences Po, EHESS and CIRED in Paris. Since 2002 he has been a University Fellow of Resources for the Future (RFF). He founded the Law School's annual "Dedicated to Durham" community service day and the Duke Center for Environmental Solutions (now expanded into the Nicholas Institute for Environmental Policy Solutions). In 2008 he served as president of the Society for Risk Analysis (SRA).

Ernest A. Young, *Alston & Bird Professor of Law*. BA 1990, Dartmouth College; JD 1993, Harvard Law School. Professor Young joined the Duke Law faculty in 2008, after serving as the Charles Alan Wright Chair in Federal Courts at the University of Texas at Austin School of Law, where he had taught since 1999. Professor Young teaches constitutional law, federal courts, and foreign relations law. He is one of the nation's leading authorities on the constitutional law of federalism, having written extensively on the Rehnquist Court's "Federalist Revival" and the difficulties confronting courts as they seek to draw lines between national and state authority. His other scholarship covers constitutional theory, federal jurisdiction, foreign relations and maritime law, and comparative constitutional law. Elected to the American Law Institute in 2006, Professor Young is an active participant in both public and private litigation in his areas of interest, having been the principal author of amicus briefs on behalf of leading constitutional scholars in several recent Supreme Court cases, including *Wyeth v. Levine* (concerning federal preemption of state tort law), *Medellin v. Texas* (concerning presidential power and the authority of the International Court of Justice over domestic courts), and *Gonzales v. Raic* (concerning federal power to regulate medical marijuana). Professor Young served as a law clerk to Judge Michael Boudin of the U.S. Court of Appeals for the First Circuit (1993 to 1994) and to Justice David Souter of the U.S. Supreme Court (1995 to 96). He practiced law at Cohan, Simpson, Cowlshaw, & Wulff in Dallas, Texas (1994 to 1995) and at Covington & Burling in Washington, D.C. (1996 to 1998), where he specialized in appellate litigation. He has also been a visiting professor at Harvard Law School (2004 to 2005) and Villanova University School of Law (1998 to 1999), as well as an adjunct professor at Georgetown University Law Center (1997).

Lawrence A. Zelenak, *Pamela B. Gann Professor of Law*. BA 1976, Santa Clara; JD 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 to 1986), the University of North Carolina Law School (1986 to 2001), and Columbia Law School (2001 to 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, a casebook, 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.

Visiting Faculty

Samuel A. Alito, Jr., *Associate Justice, Supreme Court of the United States*
Lawrence Baxter, *Professor of the Practice of Law*
Samantha Besson, *Professor of Law (University of Fribourg, Switzerland)*
Bill Brown, *Professor of the Practice of Law (Palmer Labs, LLC and 8 Rivers Capital, LLC)*
Samuel W. Buell, *Professor of Law (Washington University School of Law)*
Ehud Guttel, *Professor of Law (Hebrew University, Jerusalem)*
Cally Jordan, *Professor of Law (The Melbourne Law School, Australia)*
Leticia Saucedo, *Professor of Law (William s. Boyd School of Law, University of Nevada, Las Vegas)*
Jeff Ward, *Visiting Assistant Professor*

Visiting Assistant Professor Program Participants

Roman J. Hoyos, *Lecturing Fellow*
Noah Weisbord, *Lecturing Fellow*

Extended Faculty

Alfred G. Adams, Jr., *Senior Lecturing Fellow*
Sean Andrussier, *Senior Lecturing Fellow*
Donald B. Ayer, *Senior Lecturing Fellow*
Robert A. Beason, *Senior Lecturing Fellow*
Charles L. Becton, *Senior Lecturing Fellow*
Jennifer L. Behrens, *Lecturing Fellow*
Brenda Berlin, *Senior Lecturing Fellow*
Lauren Harrell Brennan, *Lecturing Fellow*
Daniel S. Bowling, III, *Senior Lecturing Fellow*
Molly Brownfield, *Lecturing Fellow*
J. Donald Cowan, *Senior Lecturing Fellow*
Jeffrey C. Coyne, *Senior Lecturing Fellow*
Lauren A. Dame, *Senior Lecturing Fellow*
Susan Hannah Demeritt, *Lecturing Fellow*
James C. Dever III, *Senior Lecturing Fellow*
Troy D. Dow, *Senior Lecturing Fellow*
Dennis Duffy, *Senior Lecturing Fellow*
Melanie J. Dunshee, *Senior Lecturing Fellow*
René Stemple Ellis, *Senior Lecturing Fellow*
Bruce A. Elvin, *Senior Lecturing Fellow*
Marilyn R. Forbes, *Senior Lecturing Fellow*
James Fuller, *Senior Lecturing Fellow*
Scott D. Gilbert, *Senior Lecturing Fellow*
George Gopen, *Senior Lecturing Fellow*
John F. Hart, *Senior Lecturing Fellow*
Clark C. Havighurst, *William Neal Reynolds Professor Emeritus of Law*
Charles Holton, *Senior Lecturing Fellow*
Rima Idzelis, *Senior Lecturing Fellow*
Jennifer Jenkins, *Senior Lecturing Fellow*
Sally C. Johnson, *Senior Lecturing Fellow*
Edward Kaufman, *Senior Lecturing Fellow*
Rachael D. Kent, *Senior Lecturing Fellow*
Sebastian Kielmanovich, *Lecturing Fellow*
Allison G. Kort, *Senior Lecturing Fellow*
George R. Krouse, Jr., *Senior Lecturing Fellow*
Marin K. Levy, *Lecturing Fellow*

Ogden N. Lewis, *Senior Lecturing Fellow*
Hans Christian Linnartz, *Senior Lecturing Fellow*
Ryke Longest, *Senior Lecturing Fellow*
Martin E. Lybecker, *Senior Lecturing Fellow*
Joan Ames Magat, *Senior Lecturing Fellow*
Jennifer D'A. Maher, *Senior Lecturing Fellow*
Thomas K. Maher, *Senior Lecturing Fellow*
Richard C. Maxwell, *Harry R. Chadwick, Sr., Professor Emeritus of Law*
Gray McCalley, *Senior Lecturing Fellow*
Wayne V. Miller, *Senior Lecturing Fellow*
William S. Mills, *Senior Lecturing Fellow*
Alice N. Mine, *Senior Lecturing Fellow*
Jeremy Mullem, *Senior Lecturing Fellow*
Michelle Benedict Nowlin, *Senior Lecturing Fellow*
Walter Hue Nunnallee, *Senior Lecturing Fellow*
Diana H. Pereira, *Lecturing Fellow*
Jo Ann Ragazzo, *Senior Lecturing Fellow*
Allison J. Rice, *Senior Lecturing Fellow*
Rebecca M. Rich, *Lecturing Fellow*
Stephen E. Roady, *Senior Lecturing Fellow*
H.B. Robertson, *Professor Emeritus of Law*
Deborah K. Ross, *Senior Lecturing Fellow*
Thomas D. Rowe, Jr., *Elvin R. Latty Professor Emeritus of Law*
Laura M. Scott, *Lecturing Fellow*
Nancy Russell Shaw, *Senior Lecturing Fellow*
Kenneth D. Sibley, *Senior Lecturing Fellow*
C.J. Skender, *Senior Lecturing Fellow*
E. Carol Spruill, *Senior Lecturing Fellow*
Amy Taylor, *Lecturing Fellow*
Katherine Topulos, *Senior Lecturing Fellow*
William Turnier, *Senior Lecturing Fellow*
Curtis Twiddy, *Senior Lecturing Fellow*
Charles O. Verrill, Jr., *Senior Lecturing Fellow*
Mark H. Webbink, *Senior Lecturing Fellow*
Clay C. Wheeler, *Senior Lecturing Fellow*
Kathryn N. Whetten, *Senior Lecturing Fellow*

Admissions

Admissions

Duke Law School attracts many of the most qualified applicants from across the country and around the world, and admission is highly selective. Most successful applicants graduated near the top of their undergraduate classes, have high test scores, and possess a clear record of achievement in other areas such as community service, business, graduate study, or extra-curricular activities.

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

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

Admission Procedures: J.D. Program

The Admissions Committee receives its authority by delegation from the law faculty and reports to the law faculty. The committee decides policy questions that arise in the admissions process. All individual applications are reviewed



by the Associate Dean for Admissions and Student Affairs. Each applicant is responsible for collecting and submitting the following documents:

1. Completed application form submitted through the electronic service offered by the Law School Admission Council, www.lsac.org.
2. Two letters of recommendation. It is suggested that the letters be written by professors who have personal knowledge of the academic performance and potential of the applicant. Although academic references are preferred, applicants who have been out of school for some time may substitute letters from employers or others who are well acquainted with their personal traits and intellectual potential.
3. A nonrefundable processing fee of \$70. This application fee is not waived except in cases of documented extreme personal hardship.
4. A personal statement and resume.

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

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

The application deadline is February 15. Review of completed applications begins in November. Most decisions are issued by late April.

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 is held open as long as necessary. 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, and the completion of any degree listed in the application for admission.

Admission Procedures: Summer Dual-Degree Programs

Procedures for admission to the summer dual-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 JD/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 JD/LL.M. program are selected by the Law School. The selection process for A.M. and M.S. applicants is bifurcated. Upon a favorable decision by the Law School, 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. Applicants to the JD/MEMP program must submit applications to both the Law School and to the Pratt School of Engineering.

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 transferable 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.

Other Dual-Degree Programs

Applicants for any of the other dual-degree programs offered by the Duke Law School are considered separately for admission to both schools on the same basis as those applicants who are applying for the individual programs. The admission decision of one school has no bearing on the admission decision of the other school. If accepted for admission by both schools, the applicant is automatically eligible to participate in the established dual-degree program. Students planning to participate in such programs should notify the Law School immediately upon their admission.

Transfer Policy

In order to be considered for admission to Duke, a transfer applicant must present evidence of the satisfactory completion of one year of study at any law school that is a member of the Association of American Law Schools, and

be eligible for readmission to that school. To be given serious consideration for admission, an applicant should rank at least in the top quarter of the class. Two academic years of law study must be completed at Duke.

The following items are required to complete a transfer applicant's admission file:

1. A nonrefundable processing fee of \$70;
2. Letter of good standing 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 or notification from the school that they do not rank.;
6. LSAC Law School Report.

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

Graduate Study in Law

Admission to Duke to pursue law study beyond the basic professional degree is generally limited to 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.

Bar Admission

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

University and Law School Rules

Students are subject to the rules and regulations of the university and 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 drug-free work place as defined by federal regulations.

Information about admission to the Duke University School of Law is also available at the Law School's Web site: <http://admissions.law.duke.edu/>.

Financial Information

Tuition

J.D., LL.B., and M.L.S. Candidates. For the academic year 2009-2010 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 \$44,480. Entering students must pay their fall tuition by August 1, 2009. The tuition refund policy is set forth below.

Graduate Degree Candidates. Students pursuing the LL.M. degree will pay tuition of \$44,480 in 2009-2010 for their single year of instruction. S.J.D. candidates must enroll for two years; tuition for the S.J.D. program for 2009-2010 is set at \$44,480.

Other Fees

Student Health Fee. A mandatory student health fee of \$580 (\$290 per semester) is charged to all Duke University students. All students are required to maintain hospital insurance that meets minimum standards set by the university.

Absentia Fee. Duke Law School students spending one semester or all of their final year of law school at another law school shall be charged an in absentia fee for the semester or semesters "visiting" at another law school. The fee is the greater of (1) 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 \$55 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.

Graduate Student Activity Fee. Students are charged a \$32.50 fee to support the Graduate and Professional Student Council.

Recreation Fee. Students are charged a \$68 fee that provides unlimited access to the on-campus recreation facilities.

Parking Fee. Students wishing to drive to the campus must register a car for the university's parking lots at an annual fee of \$116-\$366, depending on availability of spaces in various open or gated lots.

Academic Transcript Fee. The university will charge a onetime academic transcript fee of \$40.



General Expenses

Applicants should be aware that the following general expense estimate was compiled in the spring of 2009, and for future years appropriate revisions may be necessary to reflect inflationary increases. The best estimate of total living costs for a nine-month academic year excluding tuition, fees, and hospital insurance is approximately \$16,692 for a single student. Included in the above cost-of-living estimate are current expense levels for lodging, board, books (approximately \$1,260 if purchased new), supplies, transportation, and personal effects. First-year students are also strongly encouraged to own a computer; the student expense budget may be increased by up to \$2,500 for the purchase of a notebook computer. 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 will be assessed on the next invoice and certain restrictions as stated below will be applied. Failure to receive an invoice does not warrant exemption from the payment of tuition and fees nor from the penalties and restrictions. Entering first-year students are required to pay tuition, fees, and other charges by August 1, 2009. Students may download the invoice from their ACES account.

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

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

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

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

Scholarship Assistance

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

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

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

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

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

Title IV Loan Assistance

Title IV loan assistance is available to qualified students. Students who wish to apply for this assistance must complete the Free Application for Federal Student Aid (FAFSA). To complete the FAFSA go to www.fafsa.ed.gov. Students completing the FAFSA will be required to obtain a Personal Identification Number (PIN). Students may obtain the PIN by visiting www.pin.ed.gov. We recommend students complete the FAFSA as soon after January 1 as possible. Note the Duke Law Title IV code is E00167. 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,” or visit www.fafsa.ed.gov.

Satisfactory Academic Progress

To remain eligible for Title IV funding, a student must make satisfactory progress. In order to make satisfactory academic progress, a student must remain in good standing according to the rules of the Faculty, or , if placed on probation, attain a cumulative grade point average of at least 2.1 after the specified probationary period.

Non-Need Based Loan Assistance

Alternative loan programs are 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 problems, write to: Public Reference, Federal Trade Commission, Washington, DC 20508.

Federal Work Study

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

Loan Repayment Assistance Program

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

Visiting Students

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

Scholastic Standards

The following are abbreviated versions of some of the most frequently asked questions about Duke Law School's Rules and Policies. For a complete listing please refer to <http://www.law.duke.edu/about/community/rules/index>.

Grading Policy

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

There is an enforced maximum median grade in all first year courses and in all upper level courses with more than forty students. In addition, in these courses, no more than five percent of the grades in any class may be higher than a 4.0. A grade higher than 4.0 would be comparable to an "A+" under letter grading systems. A grade of 1.5 or lower is failing.

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

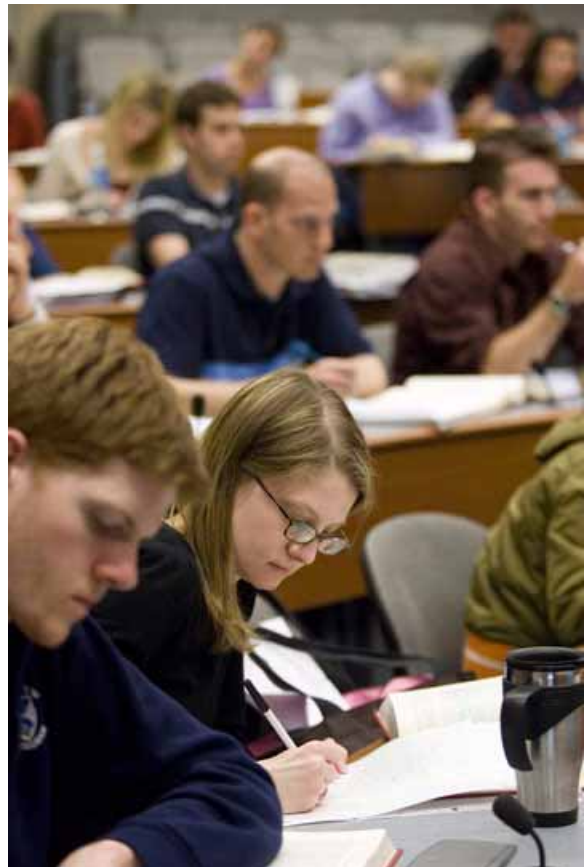
Graduation Honors and Class Rank

Duke Law School recognizes the achievement of attaining and maintaining high grades through graduation honors. Order of the Coif membership is awarded to the top ten percent of the graduating class, based on all grades. Highest Honors, or the *summa cum laude* designation, is awarded (when appropriate) to student(s) whose academic achievement and contribution throughout their course of study have so distinguished their performance as to justify separate, superlative, recognition; High Honors, (*magna cum laude*) are awarded to the top fifteen percent of the graduating class, based on grades earned in upper-level courses; and Honors (*cum laude*) are awarded to the top thirty-five percent of the graduating class, based on grades earned in upper-level courses.

The Law School does not release class rank.

Maximum Course Loads

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



Minimum Course Loads

To receive credit for a semester in-residence, a student shall take for credit courses totaling at least twelve credits counting towards that student's law degree requirements, except with the permission of the Dean. In no event shall permission be given to a student to take for credit courses totaling fewer than ten credits counting towards that student's law degree requirements per semester or whatever may be prescribed by the American Bar Association as the minimum number credits for a semester in-residence. The above restrictions shall not apply to candidates for the international LL.M. degree.

Attendance and Preparation

Students must regularly attend and prepare for all courses. In the discretion of the instructor, a student who fails to meet this standard may be (i) denied the right to take a final examination or to submit other required course work, in which case a grade of 1.1 will be entered for the course, or (ii) dropped from the course with a mark of withdraw/pass or withdraw/fail entered on his or her record pursuant to [Rule 3-10\(3\)](#). If the student is auditing the course, the instructor may drop him or her from the course.

Examinations

This is summary information only. Specific rules and policies governing examinations may be found at <http://www.law.duke.edu/about/community/rules/index#3>.

A final examination will be required in every regular course, and no final examination will be required in any seminar, unless the instructor announces to the contrary before the end of the second week of the semester.

No student may take a final examination in a course at a time other than the regularly scheduled time without the permission of the Dean's office. Such permission normally shall be granted only where one of the following circumstances exists: the student is ill or can demonstrate that taking the examination at the regular time would cause extreme personal hardship; there is a direct conflict in the scheduling of final examinations in two or more courses in which the student is enrolled; the student is enrolled in three or more courses, each carrying more than one hour of credit, for which examinations are scheduled within a 36-hour period over 2 calendar days. In such circumstances, the examination to be rescheduled shall be the middle examination in the sequence.

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

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

Submission of Papers

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

Withdrawal

A student may, upon application in writing and with the permission of the Dean, withdraw from the Law School and preserve his or her eligibility for readmission.

Dismissal and Readmission

Dismissal of a student from the Law School may take the form of suspension for a specified period of time or expulsion. A student may be dismissed from the Law School for improper conduct pursuant to such standards and procedures as the Faculty may prescribe. A student who has been declared ineligible to continue the study of law for academic reasons shall be dismissed from the Law School and shall not be eligible for readmission except as specifically authorized by the Faculty after the lapse of not less than one year and on such conditions as the Faculty may specify.

Curriculum

Duke Law School has an extensive curriculum site on the Web. For more information, see www.law.duke.edu/curriculum.

First Year Curriculum

100A. Dean's Lecture Series. The Dean's Lecture Series is a required year-long course for first year law students only. The course is designed to introduce first-year students to the profession, generally, and to the universal characteristics valued, and modeled in the profession, more specifically. Each class will focus on either a discreet characteristic consistent with good lawyering, or a foundational aspect of the law or practice that would enhance the first-year law student's education. This is a year-long course. Instructors: Levi and Weistart. 0 units.



100B. Dean's Lecture Series. This is a continuation of LAW 100A taught in the fall. Instructors: Levi and Weistart. 0.5 units.

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

120. Constitutional Law. An examination of the distribution of and limitations upon governmental authority under the Constitution of the United States. Instructor: Blocher, Powell, Schroeder, N. Siegel, or Young. 4.5 units.

130. Contracts. The formation and legal operations of contracts, their assignment, their significance to third parties, and their relationship to restitution and commercial law developments. Instructor: Haagen, Reichman, Richman, or Weistart. 4.5 units.

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

160. Legal Analysis, Research, and Writing. An introductory study of the various forms of legal writing and modes of legal research. The principal goal of this course is the mastery of the basic tools of legal analysis, writing, and research. Year-long course. Student will receive 3 hours credit upon successful completion of the second half of the course. Instructor: Dimond, Dunshee, Kort, Linnartz, Mullem, Ragazzo, or Rich. 3 units.

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

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

Upper-Class Curriculum

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. Focus of the course will be on civil litigation, the discovery process under the Federal Rules of Civil Procedure, the use of expert witnesses by parties, class actions, the civil jury, and punitive damages. Instructor: Metzloff. 2 units.

195. Legal Analysis, Research, and Writing for International Students. A research and writing tutorial designed to introduce international students to the techniques of case and statutory analysis as well as the tools and methods of legal research. Instructor: Idzelis, 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 Rai. 3 units.

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

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

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

206. International Arbitration. In today's global economy, parties to cross-border commercial transactions increasingly choose to resolve their disputes through arbitration. This course introduces students to the law and practice of international arbitration. Among other things, the course will consider the formation and enforcement of arbitration agreements; the conduct of arbitral proceedings; the recognition and enforcement of arbitral awards; the international conventions, national laws, and institutional arbitration rules that govern the arbitral process and the enforcement of arbitration agreements and awards; the strategic issues that arise in the course of international arbitration proceedings; and the practical benefits (and disadvantages) of arbitration. Instructor: Kent. 2 units.

207. Sports and the Law. This course examines the legal relations among the various parties in sports at both the professional and amateur levels. Particular attention will be paid to the importance given to the maintenance of competitive balance and its impact on traditional notions of competition that apply in other business settings. Instructor: Haagen. 3 units.

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

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

215. Commercial Transactions. A study of basic policy choices made in the structuring of the law governing commercial transactions. The course serves as an introduction to debt arrangements, bankruptcy, secured lending, and payment systems. An important objective of the course is developing student skills in dealing with highly integrated statutes, the Uniform Commercial Code, and the Bankruptcy Code. Law 215 and Law 287 (Principles of Commercial and Bankruptcy Law) have a substantial overlap, and enrollment in one precludes enrollment in the other. The courses differ in their relative emphasis on bankruptcy law. Instructor: Weistart. 4 units.

218. Comparative Law: Western Legal Traditions. A study of civil law and common law systems, focusing on legal institutions, legal actors, their roles, and backgrounds. This course will examine the shared Western legal and intellectual heritage and analyze selected problem areas. Instructor: Michaels. 3 units.

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

227. Use of Force in International Law. This course will examine international law concerning the use of force. Students will consider the creative possibilities and practical limitations of international law for regulating war and other forms of transnational political violence. Instructor: Weisbord. 2 units.

229. The Law of State and Local Government. This course will focus on that wide-ranging, and largely undefined source of authority known as the "police power." Using the "new" police science to guide our discussions, we will explore the nature, and limits of the police power at the state, and local levels, and its relationship to law, and the role that law plays in the regulation of social, political, and economic life. Instructor: Hoyos. 3 units.

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

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

236. International Human Rights: The Fundamentals. This course will address the questions concerning the basis for an international human rights system that would pose limits to states' treatment of their own nationals. In particular, discussion will focus on the available fora and forms of jurisdiction for the prosecution of international crimes. Instructor: Helfer. 2 units.

238. Ethics and the Law of Lawyering. Examination in detail of the "law of lawyering" relating to such issues as the formation of the attorney-client relationship, conflicts of interest, confidentiality, communications with clients, and areas where specific rules and regulations controlling lawyer behavior are in effect. Course satisfies the ethics requirement. Instructor: K. Bradley, Newman, or Rice. Variable credit.

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

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

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

246. Ethics and the Rules of Professional Conduct. This course will explore the evolving ethical obligations of attorneys as defined by the American Bar Association's Model Rules of Professional Conduct and the variations thereof adopted by the states. This course will satisfy the ethics and professionalism requirement for students who have taken or will take other qualifying courses. Instructor: Demeritt, or Mine. 1 unit.

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

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

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

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

264. Venture Capital/Private Equity. This course uses a mixture of cases, lectures, and guest speakers to study venture capital and private equity markets in the United States and other countries. The course focuses on how financial, legal, and economic issues are dealt with in the financial contracts between venture capitalists and their limited partners

and between venture capitalists (or other private equity investors) and the firms in which they invest. The emphasis on the perspective of the venture capitalist and the focus on deals distinguish this course from related courses, which emphasize the perspective of entrepreneurs or managers and focus on topics such as writing business plans, formulating growth strategies, managing new fast-growing firms, or competing in special industries. The course addresses not only how venture capitalists provide capital to start-up firms in growing industries, but also how private equity markets provide capital to help established medium-sized firms (often family businesses) grow and restructure. Cross-listed with Finance 491, at the Fuqua School of Business. Business Associations is a prerequisite and Corporate Finance is a corequisite for this course unless there is a strong background in business or economics. Instructor: Zarutskie. Variable credit.

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

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

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

275. International Law. Introduction to international law including the nature and sources of international law; its place in national and international decision making, and its impact on United States law. Provides a survey of the field and a platform for more specialized international courses. Students with strong international interests are advised to take this course as early as possible. Instructor: C. Bradley. 3 units.

277. International Development Law. This course will explore the goals of economic development and the role of legal rules in facilitating or hindering that process. The focus will be on international development, although significant comparison will be made to the domestic development processes of highly industrialized countries. Instructor: Okediji. 2 units.

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

283. Global Law Workshop. This workshop offers an opportunity for students to engage in international and comparative law scholarship. Instructor: C. Bradley, DeMott, Gulati, Helfer, Michaels. 1 unit.

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

287. Principles of Commercial and Bankruptcy Law. Introduction to principles and concepts of commercial law and bankruptcy and their interplay. Instructor: Schwarcz. 4 units.

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

298. Ocean and Coastal Law and Policy. Historical understandings of law play an increasingly important part in American environmental policy. In courts, legislatures, and the broader forum of public opinion, many environmental programs are challenged on grounds of legitimacy or fairness, by advocates relying on historical claims about the law of land ownership and use, resources and the environment. Prominent examples are "original intent" Constitutional jurisprudence and the "property rights" movement. Environmentalist historians and writers have made claims about law that also merit examination. This discussion course will introduce students to the history of law (including common-law cases, statutes and Constitutional provisions) bearing on land use, resources, wildlife and pollution, and help them critically evaluate the history-based claims in environmental debate. Readings include primary (historical) texts and secondary (interpretive) texts. No prior background in law or history is required. Instructor: Roady. 3 units.

ADVANCED COURSES

300. Appeals. This course will examine the powers and responsibilities of American appellate courts, both state and federal, in civil and in criminal matters, with comparisons to English and German practice. To be considered are questions of the timing and scope of appellate review, the role of appellate counsel, appellate judges and their staff, judicial selection and accountability, the right if any to oral argument or a published explanation of a decision, discretionary review and the lawmaking function of appellate courts. The course is intended to be of special use to students who hope or expect to serve as law clerks in the appellate courts, but may be of interest to others interested in the problems of legal institutions. Instructor: Tigar. 2 units.

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. 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. Instructor: Haagen. 3 units.

305. Banking Regulation in the Post-Crash Economy. This course analyzes the emerging framework within which federal banking agencies will regulate banks and related institutions in the aftermath of the financial crisis and the likely policy reforms emanating from Congress and the Administration. Instructor: Baxter. 3 units.

308. Taxation and Global Mangement Decisions. Offers a general framework for thinking about tax rules affect business decisions. The framework aids in understanding the effects of taxes on business decisions, and devising effective tax planning strategies. Specific applications of the framework covered in the course include: tax aspects of mergers, acquisitions, and LBOs; tax arbitrage; compensation policy (for example, stock options, stock appreciation rights, deferred compensation, fringe benefits); taxation of competing organizational forms (for example, limited partnerships and pass-through entities); taxation of investments; and international tax planning strategies. Instructor: Sikes. 2 units.

309. Children and the Law. Survey of laws concerning children, including responsibilities of state and family of the child; legal treatment of abused and neglected children; medical treatment of children; adoption; treatment of children accused of crimes; child labor laws. Focus on U.S. laws and policies, as well as international and comparative analysis. Comparison of the role of government in the care of children in the U.S. and other nations' courts to determine eligibility for adoption and treatment of children accused of crimes. The course will address the International Convention on the Rights of the Child. Instructor: D. Coleman. 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 will address legal, business, and policy considerations that underlie efforts to enhance the economic viability of low income urban and rural communities through the development of affordable housing, and commercial real estate, as well as the stimulation of entrepreneurship. Instructor: Foster. 3 units.

315. Complex Civil Litigation. An advanced civil procedure class with a focus on the problems of large multiparty and multiforum civil cases and how courts and litigants deal with them. Instructor: Lewis. 3 units.

319. Essential Analytical Techniques for Lawyers. This course is designed to help all lawyers develop a more systematic way of thinking about their work. Students steering away from a technical or business curriculum will find this course important because it covers a great deal of material they will see in practice, but will probably never see again in law school. The focus will include Decision Analysis and Game Theory, Contracting, Accounting, Finance, and Economic Analysis of Law. Instructor: Brown. 3 units.

321. Innovation and the Biopharmaceutical Industry. This course will explore systematically the central intellectual property and regulatory questions raised by biopharmaceutical research and development (R&D). Students will learn that innovation in biopharmaceutical R&D is particularly complex because of the mix of public and private funding that supports such R&D and because of the intricate regulatory structure that surrounds drugs, biologics, and other interventions that require FDA approval. Throughout the course, students will be expected to engage in economic and policy analysis. Prior or concurrent enrollment in a patent law course is encouraged. Although a background in the biological sciences is not required, students should be prepared to learn basic principles of molecular biology. Instructor: Rai. 3 units.

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

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

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

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

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

328. International Debt Finance. This course uses the lens of international debt finance to provide students with an advanced course in securities law, corporate law, and contract law. Instructor: Gulati. 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: Berlin and Wettach. 2 units.

330. Criminal Law: Federal. A study of federal criminal jurisdiction and selected federal crimes, including the major offenses used to prosecute political corruption at the federal, state, and local level, drug offenses, conspiracy and organized crime (RICO), forfeiture, and the sentencing guidelines, with an emphasis on the exercise of prosecutorial discretion in the federal system. Instructor: Beale. 3 units.

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

338O. Animal Law Outplacement. This outplacement course will provide students the opportunity to work on a variety of legal matters related to animals. This is a co-requisite or pre-requisite of LAW 338, Animal Law. Instructor: Forbes. 2 units.

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

340. Estate and Gift Taxation. A study of the rules governing federal taxation of gratuitous wealth transfers. The course will examine the basic policies, history, and concepts concerning estate planning implications of transfer tax. Instructor: 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. Instructor: C. Bradley or Young. 4 units.

344A. Legal Accounting and Business Responses to the Subprime Crisis. The subprime crisis has had a far-reaching impact. It has had a social impact of as-yet-untold proportions. With credit tight, problems are faced by almost every participant in the capital markets-from the borrowers, the servicers, and the banks to the security holders, the insurers, and the central banks. This course will examine these and other issues with a view for addressing the "so what" question. This is a year-long course. Instructor: Brown. 1 unit.

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

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

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

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

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

352. International Business Transactions. This course is designed for international students and for American students with heightened interest in international transactions. Instructor: Verrill. 2 units.

357. Dispute Settlement in the World Trade Organization. This course analyzes how WTO member countries use the WTO multilateral system of settling trade disputes. A WTO member can bring its complaint to the WTO when another member adopts a trade policy measure that the complaining member considers to be in violation of the WTO agreements or to impair its WTO benefits. Instructor: Shimizu. 2 units.

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

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

361. International Trade Law. This course will examine the nature and history of international law; sources of international law; the place of international law in the domestic law of the United States; statehood; recognition of States and governments; State territory; jurisdiction; sovereign immunity and diplomatic and consular immunity; State responsibility, diplomatic protection and the treatment of aliens; human rights; the law of the sea; treaties; the judicial settlement of international disputes(with particular reference to the International Court of Justice); the United Nations and the maintenance of international peace; and the use of force by States. Instructor: Law Faculty. 3 units.

362. Law and Economics. Rather than being a course in purely economic analysis of the law, this course will focus on the intersection between law, economics, and the study of institutions. Instructor: Bellemare. 2 units.

363. Legislation. A study of the theory and practice of legislation and the enforcement of statutes. Topics covered include legal theories of legislation, legislative procedure and process, the role of administration bodies and courts in the enforcement of states, and statute-making beyond the legislature. A take-home examination is required for this course. Instructor: Hoyos. 2 units.

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

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

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

369. Patent Law and Policy. An overview of the legal framework for patents, including statutory requirements for patentability, disclosure requirements, infringement analysis, special problems of collaborative and competitive research, international issues, and the role of patent counsel in litigation. Prerequisite: Law 270. Instructor: Rai. 3 units.

370. Introduction to Legal Theory. The course aims to introduce students to a number of major themes legal theory, focusing particularly on the history of American legal thought and the way in which that history affected court decisions, ideas of institutional competence, conceptions of the role of the state, attitudes towards economic regulation

and the implicit messages of legal education studies. The general focus of the class is legal theory in action -- the way that theoretical ideas have changed our understanding of law, economy, legal education and the role of lawyers. Instructor: Boyle. 3 units.

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

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

378. Real Estate Entrepreneurship. Focus on the real estate entrepreneur who desires to take advantage of inherent inefficiencies in his or her local real estate market for profit opportunities. Course provides the student with the analytical tools needed to evaluate real estate projects effectively; cases and outside speakers provide numerous examples. Topics include the operational framework, market environment, real estate investment analysis, legal environment, and tax environment. Review of various types of real estate--residential, office, retail, and land--from an investment and development standpoint. Instructor: Staff. 3 units. C-L: Finance 459

379. Partnership Taxation. The course will cover the tax consequences of organizing, operating, and liquidating entities including related issues taxed as partnerships. Instructor: Nunnallee. 3 units.

380. International Research Methods. A survey of methods, techniques, and strategies for international, foreign, and comparative legal research, including the efficient use of LEXIS, WESTLAW, and the Internet. Course required for students enrolled in the J.D./LL.M. in Comparative and International Law. Other students may be admitted by consent of instructor. Instructor: Topulos. 1 unit.

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

384. Securities Regulation. A study of the federal and state securities laws and the industry they govern with emphasis on the regulation of the distribution process and trading in securities. Instructor: Cox. 4 units. C-L: Finance 354

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

390. Structuring Commercial and Financial Transactions. This course examines the innovative areas of legal practice involving Structuring Commercial and Financial Transactions. Course examines bankruptcy, securities law, corporation law, secured transactions, finance, international capital markets, and tax. Instructor: Schwarcz. 3 units. C-L: Finance 355

393. Trademark Law and Unfair Competition. Current trademark and unfair competition law inspected from three different view points: theory, case law, and litigation strategy. Prerequisite: Law 270. Instructor: Lange. 2 units.

396. Principles of Corporate Finance. This course is designed to familiarize law students with the principles of corporate finance. The course will provide important tools for litigators in identifying, preparing, and cross-examining financial expert witnesses. The principles covered are essential for lawyers intending to do estate or tax planning, litigate divorces, or write the bylaws and compensation agreements for partnerships or closed corporations. Instructor: M. Bradley. 2 units.

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

CLINICAL COURSES

400. AIDS Legal Assistance Project. An in-house legal clinic for persons with HIV/AIDS. Students will represent, under close supervision, persons with HIV/AIDS in document preparation. Each student will have an individual case load and will be required to spend one hundred hours on clinic cases. Instructors: McAllaster and Rice. 6 units.

401. Advanced AIDS Legal Assistance Project. Available to students who wish to participate for a second semester in the AIDS Legal Assistance Project. Students enrolled in advanced clinical studies are required to participate fully in the case work portion of the clinic, performing 100-120 hours of client representation work, but will not be required to attend the class sessions. Consent of clinic director required. Instructors: McAllaster and Rice. Variable credit.

403. Animal Law Clinic. Placements may be with local attorneys in private practice (handling veterinary malpractice cases, for example), local district attorneys' offices (working on cruelty prosecutions), or national animal advocacy organizations (such as the Humane Society of the United States and People for the Ethical Treatment of Animals). Instructor: Forbes. 3 units.

405. Appellate Practice. Primarily taught by members of the federal judiciary. Covers the appellate process and the proper techniques involved in brief writing and oral advocacy. Instructor: Tigar. 2 units.

407. Appellate Litigation Clinic. Students under close supervision of faculty will, brief and argue appeals in the Virginia Court of Appeals, and the U. S. Supreme Court of Appeals for the Fourth Circuit. This is a year-long course open only to students in at least their fourth semester of law school. Instructor: Andrussier or J. Coleman. 2 units.

408. Appellate Litigation Clinic - Spring. See LAW 407. This is a year-long course. Instructors: Andrussier and J. Coleman. 2 units.

416. Children's Education and Law Clinic. A legal clinic focused on the representation of low income children with disabilities. Participation will require classroom training and at least 100 hours of legal work. Instructor: Wettach and Berlin. 5 units.

417. Advanced Children's Education and Law Clinic. This course is available to students who have participated in one semester of the Children's Education and Law Clinic. Students may enroll only with approval of the Director of the Clinic. Instructors: Berlin and Wettach. 2 units.

420. Trial Practice. An introduction to the civil and criminal litigation process and attendant skills. Emphasis on the interactions between attorneys and witnesses and between lawyers and juries by use of simulation and videotape pedagogy. It begins with an intensive weekend of instruction in January. Prerequisite: Law 245. Instructor: Becton, Beskind, Cowan, Fuller, Maher, or Mills. 3 units.

427. Community Enterprise Clinic. This clinic will provide students interested generally in business law practice and/or in specializing in affordable housing and community development law with practical skills training in many of the core skills required in any transactional legal practice, including interviewing, counseling, drafting and negotiation. Students will be required to provide a minimum of 100 hours of legal work per semester and to participate in weekly group training meetings. LAW 210, LAW 255, LAW 314 recommended but not required. Instructor: Foster. 5 units.

428. Advanced Community Enterprise Clinic. This course is available to students who have participated in one semester in the community enterprise clinic and wish to participate for a second semester. Instructor: Foster. 2 units.

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

443A. Advanced Environmental Law and Policy. Continuation of LAW 443. Instructors: Longest and Nowlin. Variable credit.

448. Guantanamo Defense Clinic. Students will work closely with the Chief Defense Counsel and Lead Defense Counsel, Office of Military Commissions, US Dept. of Defense. The work will be comprised of collaboration with defense counsel in the construction, and presentation of the defense in trials before U.S. military commissions. This will include research and analysis as well as the construction of defense theories and strategies. Prerequisite LAW 275 (International Law), LAW 573 (Military Justice), or LAW 582 (National Security Law). Instructor: Morris. 4 units.

448A. Guantanamo Defense Clinic. Students will directly assist the Chief Defense Counsel for the Guantanamo military detainees by preparing briefs and memos and otherwise assisting with preparation for trials before the U.S. Military Commissions. Some travel will be required to Washington, DC and to Guantanamo Bay, Cuba. A minimum of 100 hours of work is expected of all enrolled students, including a one-hour weekly class meeting. Prerequisite: Public International Law or National Security Law or Military Justice. In exceptional cases, the instructor may waive these prerequisites for students with substantial relevant educational or professional experience. Instructor: Morris. 4 units.

448B. Advanced Guantanamo Defense Clinic. This course is open only to students that have completed 448A. It is permission only. Instructor: Morris. 2 units.

449. Low Income Taxpayer Clinic. The Low Income Taxpayer Clinic provides students with the opportunity to learn communication, counseling and negotiations skills by representing clients before the Internal Revenue Service. The LITC will represent qualified clients before the IRS with respect to disputed matters involving Collection and/or Examination matters. Instructor: Weinberg. 4 units.

449A. CL/ Adv. Low Income Tax Clinic. Students that took the course in the fall semester will handle cases docketed for trial during the spring semester. Students will be assigned the more complex cases received in the clinic and will work with the students taking the clinic for the first time . Instructor: Weinberg. 2 units.

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

465. Patent Claim Drafting and Foundations of Patent Strategy. Focus on skills used in patent claim writing across a variety of technical fields and developed through exercises, problems, and competitions. Instructor: Sibley. 1 unit.

470. Poverty Law (Clinical Course). Study of poverty, poverty programs, and the United States civil justice system. Instructor: Spruill. Variable credit.

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

SEMINARS

500. Arbitration: Law and Practice. This course will include lecture, and discussion on the law of arbitration, and exercises in practical skills on conducting arbitrations. It will also include presentation skills. Instructor: Holton. 2 units.

502. Advanced Issues in Criminal Justice. Issues covered include the scope and protection granted during the interrogatory process; the protection of privacy versus law enforcement needs to search and seize; prosecutorial discretion against vindictiveness; plea bargaining; criminal trials and the media; the jury trial; legal and ethical problems of providing representation for criminal defendants; sentencing guidelines versus unfettered discretion; death penalty litigation; race and sex in the criminal justice process. Guest speakers with unique experience will be invited to participate in some of the seminar. Instructor: Dever. 2 units.

503. Sources of Environmental Law. This course examines the interacting changes in American ideas of nature, self, and country in the nineteenth, and twentieth centuries with the aim of casting light on the twenty-first. The course will focus on climate change, and the need for sustainable, and health food systems. Earlier coursework in environmental, and natural resources law is helpful but not required. Instructor: Purdy. 2 units.

504. Privacy Law. The course will examine how the law protects, or fails to protect, personal information, and to understand how the courts, Congress, states and the private sector have addressed privacy issues as new technologies, and institutional practices have emerged. Instructor: Law Faculty. 2 units.

505. Public Interest Lawyers. George Wythe, the first American law professor and co-draftsman of the Declaration of Independence, envisioned a profession devoted to the political leadership of a democratic society. This seminar will consider the extent to which his vision has been fulfilled. Instructor: Carrington. Variable credit.

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

508. Chinese Law and Society. Survey of Chinese legal thought and practice in the People's Republic of China. Focus on the relation of law to social ideals, to social change, and to politics. Consideration of socialist theories of law, conventional criminal and civil processes, informal and extrajudicial institutions, international law, and trade law. Prior familiarity with Chinese history or politics is unnecessary. Instructor: Ocko. 2 units.

509. Chinese Legal History. A survey of Chinese legal history that focuses on late imperial law in the Qing dynasty (1644-1911). Attention given to the legal transformations in the twentieth century. Examination of the way in which a legal system creates and reflects a society's structures and values in a mutually interactive process that constructs a

particular "legal sensibility." Readings drawn from Chinese codes, cases, and "detective novels" as well as, for comparative purposes, from European and American legal history. No previous background in Chinese history is required or expected. Instructor: Ocko. 2 units.

510. Client Interviewing, Counseling, and Decision Making. This course covers the practical skill of interviewing, counseling, and decision making in representing individual, corporate, and governmental clients. Special attention is given to applying the ethical standards, and responsibilities pertinent to the functions in civil, and criminal cases. Instructor: Herman. 2 units.

515B. The Congress. 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. Instructor: Kaufman and Schroeder. 3 units.

516. Mediating Disasters. One role of mediation has been to resolve conflicts arising out of disasters. This course will examine mediation efforts in the 9/11, Virginia Tech, Rhode Island nightclub, and Katrina home insurance crises. The instructors have been personally involved as mediators in each of these disasters and will discuss the publicly available readings and data as well as the details of their roles as mediators. There will be a required paper based on approved topics. Instructor: Feinberg, McGovern. 1 unit.

517. Current Issues in Law and Markets. The class meetings will be in connection with presently scheduled speakers (well-established corporate academics) who will visit the campus under the sponsorship of the Global Capital Market Center. Two weeks before the visit the students will be assigned readings related to the topic that will be the subject of the forthcoming speaker's presentation. The readings will include the paper of the presenter plus one or two other selected readings. Two days before the speaker's presentation students will submit a discussion paper comment/critique of the speaker's paper. These comments will be provided to the speaker in advance of his/her presentation. The comments so provided will also be the basis, along with classroom participation, for assessing the individual student's performance. Topics covered throughout the year most likely will include Regulatory Compliance, Odious Debt, Compensation and Pricing in the Mutual Fund Area, the Designated Underwriter Phenomenon, the Stickiness of Boilerplate Contract Terms, and Corporate Crime. Instructors: Cox and/or Gulati. 2 units.

518. SEM/Constitutional Law II. This seminar will examine constitutional decision making from two perspectives: how does one make a constitutional decision as a moral actor and how ought one to explain the decision. We will begin by reading a book by James Boyd White, *Living Speech*, and then read a series of constitutional law decisions, some familiar and some not, in the light of our questions. Instructor: Powell. 2 units.

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

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

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

523. Strategies in Administrative Law. This course extends our understanding of administrative law by incorporating interest groups, Congress, and the Courts into the regulatory decision-making and rule-making process. The course will begin with a review of the main topics in a standard administrative law class. It will then extend these concepts by introducing approaches from positive political and interest group theory. The structure of the course will include lectures on these concepts, classic cases drawn from administrative texts (e.g. *Chevron*, *State Farm*, *Vermont*

Yankee.) A previous administrative law course is not required, through a willingness to analyze problems from multiple disciplines is useful. Instructor: deFigueiredo. 2 units.

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

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

529. Genetics and the Law. In this seminar, we will examine the complex ethical and legal issues arising out of the remarkable advances in the genomic sciences over the past fifty years, particularly knowledge gained from the mapping of the human genome. We will begin by examining the legal issues raised by the use of genetics in medicine, including genetic testing, reproductive technologies, genetic screening, and genetic therapy. We will then examine legal issues raised by genetic research and the commercialization of that research. In the latter part of the course, we will explore the use of genetic information in non-medical areas, such as criminal law, employment, and privacy. The primary focus of the course will be legal issues related to the human genome, (not animal or plant), with an emphasis on American law. No prerequisites. Instructor: Dame. 2 units.

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

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

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

537. Human Rights Theory. This research seminar provides an opportunity to understand the idea of human rights, its origins, and its implications. It is not a positive law course about existing international human rights, guarantees, and their applications. The seminar's aim is to examine and evaluate alternative conceptions of human rights, their functions, articulate, and evaluate various types of purported justifications for saying that there are human rights, and grapple with the problem specifying the content of various putative human rights in such a way as to guide their legal guarantees, and implementation. Instructor: Beeson. 2 units.

538. Fixed Income Markets and Quantitative Methods. This is an advanced business course. It is designed to complement Corporate Finance, which places a greater emphasis on the equity market. The areas of focus will include: The value of money and discounted cash flow concepts, statistics, probability concepts, correlation & regression, understanding risks associated with bonds, and bonds with embedded options, and mortgages and the mortgage markets. Instructor: Brown. 3 units.

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

540. Research Methods in Immigration Law. This seminar in Adv. Legal Research will introduce students to specific sources and strategies for conducting successful research related to immigration law. This course will

emphasize research process, strategies, and evaluation of print, and on-line sources in a changing information environment. Instructor: Collins. 1 unit.

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

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

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

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

552. The Study of Judicial Behavior. This course will examine the questions of how judges behave and why -- the factors that determine judicial behavior. In conducting this examination, we will draw from a wide variety of scholarship on the question of judicial behavior, including political science, economics, sociology, and law. We will look at a wide variety of court systems, including the U.S. Supreme Court, the U.S. Circuit Courts of Appeals, the state courts of last resort, and the appellate courts of other countries. Instructor: Gulati, Knight, Levi. 2 units.

555. International Environmental Law. This seminar will focus on the process of international law as it relates to the environment, and on the implications for international law generally that follow from the legal political advances of environmental lawmaking. The seminar will examine samples of the environmental issues that have provoked international lawmaking regarding freshwater oceans, the atmosphere, and biodiversity (including endangered species and habitats). Attention will be paid to the interplay of international law including human rights, law of war and international trade law. Instructor: Salzman. 2 units. C-L: Environment 355

558. U.S. Constitutional Law. This course will explore several foundational topics in U.S. Constitutional theory. Those topics include the nature, and limits of constitutional reasoning, theories of constitutional interpretation, the role of non-judicial actors in determining constitutional meaning, the politics of constitutional adjudication, and mechanisms of constitutional change. Instructor: N. Siegel and Young. 2 units.

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

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

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

563. Jewish Law. Study of factors (cultural and juristic) in the development of Jewish law, especially in the Talmudic and medieval periods; relationship between "religious" and "civil" law; the legal codes and the decision-making process of the rabbinic courts. Some legal texts (in translation) will be submitted to intensive examination. Instructor: Golding. 2 units.

567. Wrestling with Texts: Communities, Practices, and Traditions. This cross-disciplinary course, will read primary texts, and interpretive theory from three different hermeneutical traditions: Islamic Law and Theology, Christian Theology, and the U.S. legal tradition. Instructors: Powell, McClintock, Fulkerson, Moosa. 2 units.

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

571A. Seminar U.S. Supreme Court. Students will become experts in the legal, and personal backgrounds of their Justices, and they will write research papers on the jurisprudences of their Justices. Students will also vote on nine cases on the docket during the current Term, and they will write majority, dissenting, and concurring opinions in those cases. Instructor: N. Siegel. 3 units.

571B. U.S. Supreme Court. This is a continuation of the year long course. Open only to those who are enrolled in 571A. Offered in the Spring. Instructor: N. Siegel. 2 units.

573. Military Justice. Examines the practice of military justice in the U.S. and its sources of authority under the Constitution, the Uniform Code of Military Justice (UCMJ), and the Manual for Courts-Martial (MCM). Focus on the history of military justice in the U.S.; the UCMJ as enacted by Congress and as amended since 1951; types of crimes proscribed by Congress in the UCMJ; military jurisdiction; the Military Rules of Evidence (MREs); military trial practice and procedure; the organization, composition, and function of the service appellate courts and the U.S. Court of Appeals for the Armed Forces; the military lawyer and organization of the service Judge Advocate General departments in the Department of Defense. Instructors: Silliman. 2 units.

574A. Perspectives on Employment Discrimination. This course will examine issues at the frontiers of employment discrimination law. Among the topics will be discrimination in high-level employment such as law firms, executive positions, and academia, recent developments in the law and theory of stereotyping, identity performance, and subconscious bias, inquiry into the different manifestations of employment discrimination at both the high and the low end of the pay scale. This is a year-long course. Instructor: Gulati. 1 unit.

576. The Story of the Case: Trial Lawyers and Case Theory. This course will discuss famous trials, and examine how advocates formulate "the story of the case." Each student will choose a case about which to write a term paper involving significant original research and writing. During the writing process, students will meet and confer with the professor to discuss the proposed topic and to review drafts. Class discussion on the chosen topics will be given. The final paper will be a minimum of thirty pages. Instructor: Tigar. 3 units.

578. Musical Composition, Borrowing and the Law; From Mahler to Mashups. This seminar will bring together law students with graduate-level composers and musicologists to investigate how copyright law shapes the conditions of creativity in music, and how changes in musical style in turn influence the limits that the law sets on musical creation. Instructors: Boyle, Jenkins, Kelley. 3 units.

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

582. National Security Law. A study of presidential and congressional national security powers under the Constitution and case law; the domestic effect of international law; the use of military force in international relations; investigating terrorism and other national security threats, with a focus on surveillance and other counterterrorism measures; prosecuting terrorists in the federal courts; detention and trial of terrorists by military commissions; the

domestic use of the military in law enforcement; public access to national security information in civil litigation; and restraints on disclosing and publishing national security information. Instructor: Silliman. 3 units.

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

587. Race and the Law. 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 blacks 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: Charles or Jones. 2 units.

588. Responsibility in Law and Morals. 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.

589. Race, Schools, and the Equal Protection Clause. This seminar will analyze the U.S. Supreme Court's evolving interpretation of the Equal Protection Clause from the time of the ratification of the Fourteenth Amendment after the Civil War to the race-conscious student assignment cases currently before the Court. Instructor: N. Siegel. 3 units.

590. Risk Regulation in the United States, Europe, and Beyond. This seminar pursues an advanced, integrated analysis of the law, science and economics of societies' efforts to assess and manage risks of harm to human health, safety and the environment. The course will examine the regulation of a wide array of risks, such as those from medical care and drugs, food, automobiles, drinking water, air pollution, energy, global climate change, and terrorism. Across these diverse contexts, the course will explore the treatment of several basic issues confronting any regulatory system: risk assessment, risk management (including the debate over "precaution" versus benefit-cost analysis), risk evaluations by experts vs. the public, and risk-risk tradeoffs. Instructor: Wiener. 2 units.

591. Reproductive Law. The seminar focuses on U.S. statutory and case law on human reproduction, critiqued from numerous points of view. We will spend considerable time on contraception and abortion. For context, we will review the history of the ability to control reproduction and attempts to regulate it in Europe and the United States. Legal issues presented by new technologies including cloning, surrogacy, in vitro fertilization, and genetic engineering will also be examined. Finally, we will note the global effects of U.S. law and policy and look closely at several examples of other nations' regulation of reproduction. Instructors: Dellinger and Lewandowski. 2 units.

592. Telecommunications Law. 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. Instructor: Benjamin. 3 units.

594. Theological Dimensions of American Law and Politics. A legal system inevitably overlaps with systems of belief and value, usually but not always termed religious, which claim to provide an ultimate valid construction of reality and a finally determinative set of values. Historically, most cultures have recognized this overlap by enlisting the law. It is arguable that the United States has attempted to do neither. This course will examine Western religious and theological reflections on the nature and legitimacy of law and politics and on the appropriate relationships between law and religion. Instructor: Powell. 2 units.

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

596. Sovereignty. This seminar will consider the constitutional implications of U.S. participation in a variety of international institutions, such as the United Nations, the International Court of Justice, the World Trade Organization, arbitration under the North American Free Trade Agreement, international environmental institutions, and various arms control frameworks. Instructor: Bradley. 2 units.

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

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

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

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

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

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

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

714. Big Time College Athletics. This seminar will examine a large but seldom-studied part of American higher education: participation in highly commercialized intercollegiate football and basketball competition. It may also examine "non-revenue" sports competition, but the focus will be on the two big revenue sports. Instructor: Clotfelter. 3 units.

717. Comparative Constitutional Design. 3 units. C-L: see Political Science 345

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

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

727. Current Issues in Constitutional Interpretation. This seminar will examine important constitutional issues that have arisen in recent Supreme Court cases and will use those cases as a vehicle for considering broader questions of constitutional interpretation and Supreme Court practice, such as theories of interpretation and the role of stare decisis. Among the issues that may be studied are the Second Amendment right to keep and bear arms, the Sixth Amendment rights to counsel and trial by jury, the Eighth Amendment right to be free of cruel and unusual punishment, and the right to petition for a writ of habeas corpus. Instructor: Alito, Samuel. 1 unit.

731. Legal Strategy. A theoretical and practical approach to appreciating the complexities of legal strategy. The course commences with eight hours of lecture and discussion on a variety of analytical methodologies for addressing strategy- economic, psychological, game theoretic. The remaining twenty seven hours focuses on specific legal problems with intense role-playing to reinforce the application of these analytic tools in a realistic setting. The role-playing will be supervised and reviewed by practitioners who are experts in the relevant legal problems. Instructors: Gilbert, Lewis, and McGovern. 2 units.

732. Comparative Legal Reasoning. 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 copes 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. Instructors: Christie and Haarscher. 2 units.

735. Open Source: Software and Beyond. This seminar will cover the open source licenses used in the software community, and will explore the major issues that individuals and corporations face in utilizing open sources software. In particular, the seminar will discuss the enforceability of open source licenses, and examine the traditional firm model of software development and how open source fits into that paradigm. Prerequisite: LAW 270 Intellectual Property. Instructor: Law Faculty. 2 units.

736. Advanced Issues in Children's and Family Law. This seminar will emphasize the ways in which culture impacts law relating to children. Specifically, we will examine and critique (1) the different conceptions of the child and childhood that exist today in American law and how each of these is informed by cultural assumptions and shifts, (2) the ways in which our new culture of technology will impact how children are conceived-both created and perceived-in the future, and (3) the ways in which child "abuse" and "neglect" are defined according to regional, majority, and minority-including both immigrant and indigenous-culture. The course will conclude with an in-depth study of the ways in which Native American children's issues have been and are today treated differently in federal law and by the courts-including by state, federal, and tribal courts-because of perceived and recognized cultural differences. Instructor: D. Coleman. 2 units.

737. Environmental Litigation. This course provides insight into the procedural, substantive, and tactical considerations attendant to environmental litigation - from the perspectives of both plaintiffs and defendants. The course is based upon a hypothetical set of facts and an "administrative record" that summarizes certain government actions implicating various federal environmental statutes. Instructor: Roady. 2 units.

737A. Environmental Advocacy Outplacement. This outplacement component of the Environmental Litigation course will assign students to the Southern Environmental Law Center and to Environmental Defense for a semester. Each student is expected to devote approximately 100 hours. Concurrent enrollment in Law 737 is required. Instructor: Roady. 2 units.

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

748. Property and the Constitutional Order. This course will examine the relationship between the American property regime and our legal and political orders. Two issues will structure the course: first, how property rights have served as a standard of legitimacy, establishing the basis of constitutional government and setting the limits of state action; and second, how property regimes have been thought to shape the character of citizens in ways that support concretely, the course has two motivations. The first which is historical and the second more contemporary motivation. Instructor: Purdy. 2 units.

749. Strategies In Commerical Transactions. This seminar takes selected legal issues from the course, Commercial Transactions, and places them in a setting in which students make strategic decisions that involve the weighing of legal, business, ethical and human relations considerations. As in the Commercial Transactions course, the

emphasis in the seminar will be on debt arrangements, security devices, payment systems and bankruptcy planning. The goal of the seminar is to underscore how legal principles interact with other non-legal considerations in the resolution of business problems. You must be registered for LAW 215 to enroll in this course. Instructor: Weistart. 1 unit.

753. Gender and Privacy: Law and Literature. This course is for those interested in the intersections between literacy and legal studies, with a particular focus on race and gender. The subject of the class is privacy, and we will read extensively in cultural and legal studies that have considered the matters of privacy-both in social histories and in case law, and some time will be spent theorizing race and gender in literary studies. The course will explore ways in which privacy is negotiated in these works. Instructor: Holloway. 2 units.

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

755. Voices of American Law. This course will examine the origins and development of twelve leading Supreme Court cases, after briefly covering the certiorari process and the Supreme Court's approach to case selection. This course draws upon extensive video interviews with the parties to the cases as well as their lawyers at the initial stages of the litigation. Instructor: Metzloff. 2 units.

757. The Takings Doctrine. The Takings Clause of the Fifth Amendment governs two enormously controversial topics in Constitutional case law: overt physical takings of private land for "public use", and regulations of private property, for a variety of public purposes ranging from protection to historical preservation, which give rise to "regulatory takings." Instructor: J. Hart. 2 units.

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

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

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

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

770. Law and Rationality. This course will survey an emerging field often labled as "behavioral law and economics" that aims to both challenge as well as supplement conventional analysis. The course will discuss some of the new major contributions of social sciences to legal analysis in areas such as criminal law, property, contracts, procedure and torts. Instructor: Guttel. 2 credits. 2 units.

771. Advanced Torts. The course aims, together with providing a broader understanding of the fundamental principles of liability, to show the interaction between legal doctrine, and the theories behind it. Topics included will be the choice between liability regimes, the causation puzzle, the duty to rescue, incentives to sue or settle, and the rules concerning damages. Instructor: Guttel. 2 units.

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

774. Taboo Trades and Forbidden Exchanges. This class examines exchanges and transactions that are traditionally taboo, and sometimes illegal. What constitutes a taboo trade is culturally dependant, change over time and across cultures. Typical taboo trades in modern western societies include organs, blood, babies, sexual relations, votes for money, and a wide range of other issues. In other cultures and other times however, humans were sold as a matter of course, whereas land was considered inalienable. Instructor: Krawiec. 1 unit.

775. Corporate Ethics. This course is a seminar designed to address issues arising from an ever growing part of corporate practice in the post-Enron world - the corporate ethics office. As we have learned from the events in the financial industries over the past month, despite the emphasis placed on corporate ethics and compliance by the Federal Sentencing Guidelines (FSGO), the Sarbanes-Oxley Act and the New York Stock Exchange listing requirements, much work is left to be done. Instructor: Merrell. 1 credit. 1 unit.

776. Supreme Court Litigation. This course will focus on a lawyer's role in the decision making process of the United States Supreme Court. That Court itself plays a unique roll in our legal system to identify and resolve important disputed, and recurring issues of federal law. The role of counsel in that Court is markedly different in many respects than it is in other appellate courts. Ayer. 2 units.

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

789. Writing: Federal Litigation. This course will prepare students for the writing challenges specific to litigating large federal cases. The course will surround one hypothetical matter involving a federal statute, and potentially common law issues. Instructor: Kort. 2 units.

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

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

795. Writing for Complex Federal Litigation. This advanced writing course will help prepare students for the writing challenges specific to large federal cases. It will be coordinated with the Complex Civil Litigation course taught at the same time. The course will culminate in oral argument on the summary judgment motion, which will be taped and critiqued by other faculty, judges, and/or members of the bar. Coursework will involve initial drafts, instructor feedback, peer review, and final revisions. Instructor: Mullem. 2 units.

INDEPENDENT STUDIES AND TUTORIALS

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

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

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

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

requirement by taking this course and the one-credit course titled "Ethics and the Rules of Professional Conduct." The courses need not be taken concurrently. Instructor: Law Faculty. 0.5 units.

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

613B. Readings. Continuation of LAW 613A. Instructor: Staff. 0.5 units.

614. Reading Group in Constitutional Theory. This course explores a variety of foundational topics in constitutional theory. Those topics include the nature and limits of constitutional reasoning, theories of constitutional interpretation, the role of non-judicial actors in determining constitutional meaning, and mechanisms of constitutional change. The course will require reading disproportionate to the single credit. Attendance is mandatory. Instructors: N.Siegel and Young. 1 unit.

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. International Externship. The externship program offers 2L and 3L students, particularly those enrolled in the JD/LLM program, the opportunity to participate for one semester in a legal job at a non-profit institution conducting international work. The externship also includes a research tutorial and a research paper under the supervision of a Law School faculty member. Students may earn for the entire semester a total of 14 semester-hours of credit. Must be taken with Law 622.01. Instructor: Law faculty. 10 units.

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

622. International Externship Law Paper. This is the paper portion of the International Externship program. Taken concurrently with Law 620. Instructor: Law faculty. 4 units.

623. Domestic Externship Paper. A substantial academic paper in conjunction with a related tutorial and supervised field work. Instructor: Staff. Variable credit.

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

626. Capstone Project Paper. A substantial academic paper in conjunction with a Capstone Project. Instructor: Staff. Variable credit.

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: Staff. 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: Law Faculty. 2 units.

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

641. Federal Public Defender's Office for the Eastern District of North Carolina. This is a proposal for a semester-long integrated externship at the Federal Public Defender's Office for the Eastern District of North Carolina (Raleigh) under the supervision of Professor Jim Coleman. Up to eight students will work at the FPDO for sixteen hours each week mentored and supervised by two attorneys in the FPDO who also will serve as adjunct instructors. As part of the integrated externship, students will participate in a course co-taught by Professor Coleman and the two attorney adjunct instructors on Defending the Federal Criminal Defendant. Other members of the faculty and outside guests also may contribute to the instruction. Students will also be permitted to undertake a substantial written research project which could yield up to an additional four credits. 4 units.

642. Defending the Federal Criminal Defendant. Each student will be responsible to lead either a case study or simulation exercise which ordinarily will take place in the second half of the class period. From time to time, we may have a guest lecturer (for instance, a Probation Officer or Magistrate Judge) or member of the faculty who will participate in simulation exercises of discussion of case studies. 2 units.

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

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

653. Legal and Business Russian. A linguistic and cultural introduction to law and business in Russia. Focus on the specialized vocabularies involved in legal and business Russian. Explores the special problems associated with developing legal and business terminology in a society that is making the transition from a communist system to a market economy. Students explore difficulties in translating legal terminology from a civil law language to a common law language. Prerequisite: two years of Russian language studies. Instructor: Staff. 2 units.

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

657. Research Tutorial. Research tutorial.. Variable credit.

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. Prerequisite: three semesters or equivalent of Korean and consent of instructor. Instructor: Staff. 2 units.

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

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

671. Duke Law in DC: Federal Regulatory Reform. This is a semester-long externship engaging federal regulatory reform, with particular (though not exclusive) emphasis on financial services regulation, under the supervision of under the direction of Duke Law faculty, and practitioners. Students will reside in D.C. for the fall semester, and will engage in substantial supervised externship projects at various agencies, and organizations in D.C. Students will also undertake a substantial written research project. An integral component of the experience will include a seminar on current, and prospective reforms in federal regulation. Instructors. Baxter, and Cox. 9 units.

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

677. Duke Law in DC: Rethinking Federal Regulation. This course is designed to provide a historical, public policy, and theoretical context for the externs that will enable them to reflect upon their externships experiences, and place them in a larger perspective; to educate the externs about important legal, and environmental elements that shape, and provide context for the policy making process, and to synthesize the students' job related experiences, and their in-class educational experiences through the preparation of an end of term paper analyzing their job related experiences in light of perspectives gained through the classroom element, and also through presentation of a case study during the course of the in-class experience. Instructors: Baxter and Cox. Variable credit.

SUMMER COURSES

Summer Curriculum for the Duke-Geneva Institute in Transnational Law

201G. International Contracts. This course will examine the legal and contractual framework of the international delivery of goods. It will comprise a series of lectures on a broad range of international business contracts examined from the English common law perspective. Emphasis will be given to the drafting and interpretations of contracts. Instructors: Marchand and Meakin. Variable credit.

202G. The War on Terrorism: Comparative and International Security Law. This course will provide an American perspective on the legal principles formulated to deal with the War on Terrorism. The course will also explore the most relevant elements of the international humanitarian law of armed conflict and international human rights law. Instructor: Silliman. Variable credit.

205G. Comparative Antitrust. This course is a comparative overview of American antitrust and European competition law. Attention will be given to antitrust/competition law's application to international transactions and business. Instructor: Lewis or law faculty. Variable credit.

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

210G. Comparative Federalism. This course will examine federalism as it exists in the United States and in Europe, with an emphasis toward understanding the federal form of government more generally. Instructor: Staff. Variable credit.

211G. International Law on Trade and Environmental. This course offers a basic background to the institutions and legal rules in the sphere of international trade and investment law on one hand, and international environmental law on the other. It will examine more closely the interaction between trade and environment through a series of case studies. Instructor: Staff. Variable credit.

219G. International Tax. This course is an introduction to international taxation of business transactions. It will explain basic income tax concepts, and the principal rules of the U.S. taxation system relating to international business. The course will also give an overview on the indirect taxation issues linked to international transactions. Instructor: Staff. Variable credit.

221G. Comparative Corporate Governance Law. This course will begin by tracing the rise of global corporate actors and the international framework that makes them possible. It will discuss differences in the law and regulation of corporate governance in the United States, in contrast with European systems. Instructor: Staff. Variable credit.

225G. International Criminal Law : Human Rights and Terrorism. This course will introduce students to issues of the origin, definition, and application of transnational principles in the interrelated fields of collective security, human rights protection, and enforcement of norms. Instructor: Staff. Variable credit.

226G. Law and Corruption. This course will focus on the law governing the political side of corruption, and will cover comparative criminal laws designed to limit political corruption, civil law provisions for public enforcement of corruption law, and international anti-bribery statutes. It will also cover the private law governing corruption. Instructor: Staff. Variable credit.

228G. Comparative Constitutional Law. This course will focus on the comparison of American and European constitutional law, and then on the system of constitutional review by ordinary judicial courts, especially the function and legitimacy of judicial courts for effective enforcement of constitutional law and human/civil rights. Examples will be taken mainly from the United States and Japan, with references to other common law countries. Instructor: Staff. Variable credit.

236G. The Rights of Racial Groups and Indigenous Peoples. This course will examine contemporary challenges faced by racial groups and indigenous peoples in the United States and internationally. It will begin by exploring the socio-political meaning of race and factors which influence group formation and group identity. It will also focus on indigenous peoples rights in the United Nations system and the regional human rights systems in Africa, Europe, and the Americas. Instructor: Jones. Variable credit.

258G. Comparative Law Governing Lawyers. This course examines differences in how the legal profession is regulated in the United States and Europe. Among the comparisons to be made are differences in the training required

for admissions to the professions, different procedures and standards for certification, and differing approaches for creating and enforcing ethical norms. This course meets the requirement of a course on the legal profession required for the seeking a the J.D. Degree at Duke. Instructor: Staff. Variable credit.

259G. International Issues in Biotechnology Law. This course will provide a general overview of the legal issues implicated by advances in biotechnology. It will also focus closely on the intellectual property and technology transfer implications of this scientific field. It will discuss comparative Swiss/European and U.S. patent law, and other issues. Instructor: Staff. Variable credit.

270G. International Intellectual Property. The conclusion of the Agreement on Trade-Related Aspects of Intellectual Property Rights (TRIPS) marked a defining moment in the history of international intellectual property law, as universal minimum standards of protection were promulgated among developed and developing countries alike. It is time to survey the international intellectual property system as it has been reconfigured under the mandate of TRIPS. This course will begin with an introduction to the basic concepts of international intellectual property law, covering its historical development and its major conventions (from the Berne and Paris Conventions to the TRIPS Agreement). It will also examine current legal problems concerning the international protection of industrial property and its socio-economic implications including: the patenting of pharmaceuticals, etc. Finally, complementary movements for the global protection of industrial property will be considered, notably the filing and administration of international applications for the Patent Law Treaty and the Madrid system for the registration of marks. Instructor: Staff. Variable credit.

271G. International Business Transactions. This course will deal with the main clauses and documents found in the practice of international contracts: letters of intent, recitals, best offers, confidentiality, liquidated damages, exemption, force majeure, hardship, and post-contractual obligations. It will have a general overview of recent trends in international trade and investment and an introduction to the different forms of doing business internationally, including through the international sale of goods and licensing agreements. Finally, the course will explore the developing world of electronic international trade and issues affecting trade over the internet. Instructor: Staff. Variable credit.

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

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: Staff. 2 units.

356G. Transnational Dispute Resolution: Arbitration, Mediation, and International Tribunes. This course will cover international arbitration and international claims institutions. After describing international dispute resolution mechanisms, including various forms of arbitration and mediation (both commercial and governmental), comparisons will be drawn between arbitration and litigation-from the American and European perspectives. The course will also deal with the conduct of international arbitration proceedings and international claims mechanisms from the outset through the award. Instructor: staff. 2 units.

Asian-America Institute in Transnational Law

202H. Terrorism, Human Rights, & International Law. The first part of this course will be dedicated to analyzing the ways legal systems perceive terror, and try to fight it. The second part of the course will examine terrorism from the perspective of international law. Instructors: Barak-Erez and Linton. 2 units.

205H. Facilitating Commerce: Banking Regulation and Payment Systems. This course provides an introduction to modern banking law. The most important issues that arise in international, regional, and national banking and financial law are identified and important current trends and developments in market operations and practice

highlighted. Matters to be covered include the nature of banking and financial markets, the core functions carried out by financial intermediaries, and financial risk and risk control. Instructor: Staff. Variable credit.

206H. International Negotiation and Arbitration. The focus of this course will be problems lawyers face when developing relationships, and resolving disputes that transcend national borders. There are cultural, sociological, and psychological hurdles that must be recognized, and overcome if negotiations are to be successful. Instructor: Vidmar. Variable credit.

208H. Constitutional Review in Asia: Hong Kong and India. This course begins with the system of constitutional review in Hong Kong. Topics include the power to review the constitutionality of Hong Kong legislation enjoyed by the courts of the Hong Kong Special Administrative Region, the power to review Hong Kong legislation enjoyed by the Standing Committee of the National People's Congress, and the jurisdiction of the courts of the Hong Kong Special Administrative Region to review legislative acts of the National People's Congress, and its Standing Committee. The second term is designed to evolve a participatory framework to understand the travails of judicial review in India. Instructor: Staff. Variable credit.

209H. International Trade: China and Japan. The first part of the course is designed to provide students with a critical understanding and assessment of the theoretical and practical issues raised after China's accession to the WTO. The course will discuss issues such as: China's accession to the GATT and WTO; China's participation in the WTO negotiations and dispute settlement; China and trade remedies measures, including dumping and anti-dumping, safeguards as well as subsidies, countervailing measures and the State Trading Enterprises; China's participation in FTAs; trade in services; and the foreign trade regime of China. The course will also introduce students to certain aspects of the legal system governing international trade regulation, particularly centered on the WTO, placing special emphasis on current issues in trade between Japan and other countries. Instructor: Staff. Variable credit.

215H. Tax Law and Policy in East Asia. This course will examine and contrast the taxation systems of the U.S., Japan, Singapore, Hong Kong, and Mainland China. It will also be policy oriented. Instructor: Staff. Variable credit.

221H. Comparative Constitutional Law: Asian Constitutions under Stress. This course will be a comparative survey of constitutionalism in various Asian countries. It focuses specifically on Sri Lanka, and the constitutional issues that have contributed to exacerbation of the island's ethnic conflict. The general themes of the course will be constitutional design in plural societies. Instructor: Staff. Variable credit.

224H. The Law of Cultural Heritage. The first part of this course will deal with the international conventions for the protection of heritage, such as those of UNESCO concerned with its management in time of conflict, and those dealing with illicit traffic, as well as others which have an impact on cultural heritage protection such as the Convention on Bio-diversity and that on Endangered Species. The second part of this course will focus on "cultural diversity" in the context of globalization. This course will try to find answers to these questions focusing on two fields of law. Instructor: Staff. 2 units.

230H. Rights, Remedies in the Criminal Process: China and India. This course will examine the rights and remedies in the criminal process in China. It will also examine the challenges facing the Indian criminal justice system, focusing on the last two decades. Instructor: Staff. Variable credit.

231H. Comparative Competition Law. This course will provide an introduction to general antitrust concepts with reference to the EU regime, followed by a brief overview of the current effort to legislate comprehensive competition laws in China and Hong Kong. The second part of the course will focus on Japan. Instructors: Cheng and Wakui. 2 units.

235H. Internatioanal Environment Law and Climate Control Policy. This course aims to provide students with a contextual understanding of today's key global environmental issues and the possible legal solutions. Instructor: Staff. Variable credit.

243H. Global Commerce and Freedom of the Seas. This course provides a general understanding of the fundamental issues of international maritime law and other legal issues pertinent to maritime global commerce. It will also focus on the Straits of Malacca and Singapore, the busiest and most important sea lane in the world. Instructors: Beckman and Pejovic. 2 units.

245H. The Law of Privatization and Market Reform: China and India. This course focuses on how to establish and enforce the rule of law to enable capital markets to operate effectively and how legal and regulatory requirements may interact with non-legal norms and standards of best practices. The course will examine the organization and governance of mutual funds. It will also focus on policy issues surrounding the development of market mechanisms in Korea in comparison to other Asian countries. Instructor: Staff. 2 units.

248H. Media and Entertainment Law. This course will focus on media law, regulation, and policy in Asia with emphasis on the impact of International media operating in the region. Students will spend time studying theater,

monition pictures, television, the record industry, music publishing, and digital distribution. Instructor: Staff. Variable credit.

250H. Global Financial Crisis: Law and Policy. This course will examine why a problem that began in a specific asset class could have had such a profound global impact. It will provide an intro to the law relating to banking and will consider the policy issues raised by the global financial crisis. Instructor: Staff. Variable credit.

253H. International Environmental Law and Policy. This course examines the legal and institutional frameworks created to address the most challenging environmental issues we and our children will face in the years ahead. The course will begin with the examination of the drivers of international environmental law, then move to an introduction to international law and institutions. The course will examine how societies have responded to specific regional and global-scale environmental challenges, including deforestation, biodiversity loss, climate change, ozone depletion, and the loss of living marine resources. The course will examine how the law has developed over the last three decades, and its current status, and how it must evolve to be effective. Instructor: Staff. Variable credit.

274H. International Financial Transactions. This course will provide an introduction to the major types of financial instruments and transactions in the international financial markets. Coverage will focus on risks and structures, and major legal and regulatory issues. Instructors: Arner and Itzikowitz. 2 units.

279H. Making Markets Work. This course focuses on how to establish and enforce the rule of law to enable capital markets to operate effectively and how legal and regulatory requirements may interact with non-legal norms and standards of best practices. The first part of the course will examine the organization and governance of mutual funds, and the second part will focus on policy issues surrounding the development of market mechanisms in Korea in comparison to other Asian countries. Instructor: Staff. 2 units.

283H. Local Law, Global Problems: Conflict of Laws and the Challenge of Globalization. The course introduces the main doctrines of conflict of laws relevant for these questions—jurisdiction, choice of law, recognition, and enforcement of foreign judgments. Instructor: Michaels. 2 units.

290H. Introduction to American Law. The first term of this course will describe the U. S. legal system and how it came into being, focusing on adoption of the English common law system. The historical introduction will provide the background for discussions of the U.S. judicial system. The students will also survey American constitutional structure, introducing students to the basic norms and institutions of the Constitution of the United States. Other distinctive aspects of the U. S. legal system will also be surveyed. Instructor: Dimono, Haagen, or Christie. Variable credit.

292H. Law and Investment in Late-Developing Countries. The course will focus on the role of law in promoting economic development in less economically developed countries, with special emphasis on post-conflict societies. Liberia, Vietnam, and Cambodia will be discussed. The course will also focus specifically on economic law, especially financial development to support economic growth. Instructor: Staff. Variable credit.

296H. White Collar Crime and Corruption in Asia: Japan and Hong Kong. This course will look at the meaning of white collar crime and its significance for criminologists and lawyers in the context of East Asia. Topics to be covered will include corporate criminal responsibility, prosecuting and defending white collar crime, sentencing white collar offenders, the use of shaming sanctions in the punishment of corporations, and legal responses to bribery, corruption, insider trading, and market abuse. Instructor: Staff. Variable credit.

297H. Market Practice and the Regulation of Stock Exchanges. Stock exchanges and other organized financial markets have undergone radical changes in the last two decades. This course will examine the institutional origins of modern exchanges, and will analyze how contemporary changes in law, regulation, and practice are affecting both exchanges, and their users. Instructor: Staff. Variable credit.

Degree Programs

The Juris Doctor: The First Professional Degree in Law

Duke Law School offers a JD program that is rigorous, relevant, innovative, and interdisciplinary.

First-year students begin their study of law through the traditional core courses of civil procedure, constitutional law, contracts, criminal law, property, and torts. At least one first-year course is a small section between 30 and 35 students and rarely does any first-year class exceed 75 students.

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

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

JD/MA & JD/MS Degrees

Duke offers a unique program through which students earn both a law degree and a master's degree in three years and one summer. The JD/MA and JD/MS students are part of 20 to 25 students in each class who pursue a dual degree. Their motivations vary widely. For some, there is a clear and strong complementary relationship between their legal and graduate school studies. For others, the MA is an opportunity to continue pursuing an academic passion from their undergraduate years, even though it may not be as closely related to their JD studies. In either case, they find the dual-degree option an excellent opportunity for interdisciplinary study, packaged in a manageable program.

SINGLE APPLICATION

JD/MA and JD/MS candidates do not need to apply separately to the Graduate School. For interested applicants, the Law School will submit the regular Law School application to the Graduate School for its admission decision. In addition, the Graduate School waives the GRE requirement for JD/MA and JD/MA applicants, so applicants do not need to complete an additional standardized test.

SUMMER START

JD/MA and JD/MS students (along with JD/LLM students) get a head start on their JD classmates by taking two of the first year law school courses during the summer before their official first year of law school. This allows them



to begin their graduate school studies during the fall and spring, and complete both degrees in three years, leaving their later summers free for legal employment. The summer start is also a great way to begin law school in small-class setting and form a close bond with your dual-degree classmates.

JD/MA DEGREES

[Art History](#)
[Classical Studies](#)
[Cultural Anthropology](#)
[East Asian Studies](#)
[Economics](#)
[Engineering Management](#)
[English](#)
[Environmental Science and Policy](#)
[History](#)
[Humanities](#)
[Literature](#)
[Philosophy](#)
[Political Science](#)
[Psychology](#)
[Religion](#)
[Romance Studies](#)
[Sociology](#)

JD/MS DEGREES

[Biomedical Engineering](#)
[Electrical and Computer Engineering](#)
[Mechanical Engineering](#)

JD/MBA & Accelerated JD/MBA Degrees

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

COURSE OF STUDY

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

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

ACCELERATED JD/MBA OPTION

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

SUMMER START OPTION

JD/MBA students who begin their program at the law school may also choose to join the JD/LLM, JD/MA, and JD/MA students who get a head start on their legal studies by starting in the summer rather than in the fall. Summer-starting students take two of the required first-year law school courses in June and July and may have an easier time scheduling classes between the two schools later in their academic careers.

JD/MBA CAREERS

JD/MBA students have a wide range of career options, whether they choose to pursue legal practice informed by a deeper understanding of business and finance, work in finance or management drawing on their legal expertise, or

some other combination of the two disciplines. Three summers for both legal and business employment and internships allow students to gain experience in both fields. And they can take full advantage of the resources and advice of both [Duke Law's Career Center](#) and [the Duke MBA Career Management Center](#).

Graduate Degree Programs for Foreign Lawyers (LLM, SJD)

LLM

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

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

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

Admission for international students to the LLM or SJD programs is separate from the JD admissions process. Prospective candidates for these programs should contact the International Programs office or review the [LLM and SJD application process](#) online.

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

SJD

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

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

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

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

Beyond the Curriculum

Publications

Duke University School of Law has been innovative in publishing full text of its journals online in a fully searchable format at <http://www.law.duke.edu/journals>. We support and encourage open access to legal scholarship. The Law School has eight scholarly print publications, plus one e-journal that is published mainly 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.

Law and Contemporary Problems is monitored by a general editor and a faculty editorial board. Approximately 35 upper-level law students serve on the editorial staff of this publication. Fifteen 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 *Duke Law Journal* publishes eight issues a year. Edited by students, the Journal is among the most prestigious and influential legal publications in the country. Approximately one half of the content of each issue consists of student notes dealing with current legal developments. The rest of the issue is devoted to articles and comments by professors, practitioners, and judges. The Journal also hosts an annual administrative law symposium, which produces pieces published in one of the volume's final issues.

The journal staff of approximately 78 students is chosen on the basis of academic performance in the first year of law school and/or demonstrated writing ability in the annual casenote 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.

Student editors have primary responsibility for writing, editing, and managing the *Alaska Law Review*. Thirteen 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. Rising third-year students and transfer students may also be selected for membership through submission of a writing sample.

Duke Journal of Comparative and International Law. The *Duke Journal of Comparative and International Law* was established in 1990. The journal, which is published three times per year, publishes articles from international scholars and practitioners, and student notes.

Approximately 18 staff members are selected annually on the basis of writing ability demonstrated by a superlative performance in the annual writing competition or the submission of a publishable note. Several international students earning the LL.M. degree are also selected each year on the basis of academic record and 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 semiannual journal published 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 students from the Nicholas School of the Environment and Earth Sciences and the Sanford School of Public Policy.

Duke Forum for Law and Social Change. Established in 2008, the *Duke Forum for Law and Social Change* is Duke Law School's newest journal. The Forum aims to bring concrete social issues to the forefront of the Duke Law community through its annual symposium and accompanying publication as well as through semi-annual Town Hall Forums. Each year the *Forum* focuses on one theme relating to social change. The themes will cover a wide range of social issues, from poverty initiatives, to education policies, to the continuing impacts of discrimination. Approximately 18 rising 2Ls are invited to join the *Forum* each year; members are selected on the basis of academic performance, strong writing ability, and an engaging personal statement.

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 discussing issues of gender, race, class and sexuality in the context of law and public policy. The journal encourages works from multiple perspectives, with particular emphasis on practical analysis, in an effort to identify the connections between social science and the law, scholarship and public policy, and academic work and professional practice. Approximately 14 staff members are selected on an annual basis to serve on this journal.

Duke Law and Technology Review. *Duke Law and Technology Review* is a groundbreaking e-journal featuring student-written essays called issue briefs or iBriefs. Each iBrief is a readable 10-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.

Duke Journal of Constitutional Law and Public Policy. Relatively new at Duke Law School, the *Duke Journal of Constitutional Law and Public Policy* began operation in the fall of 2005. The journal examines legal issues at the intersection of constitutional litigation and public policy. To address the timeliest issues in the field, the journal regularly publishes online. It also publishes a print edition each spring and is a practical resource for practitioners, judges, and legislators confronting new constitutional issues and constitutional and policy dimensions of recent and pending state and federal decisions and legislation. Approximately 17 rising 2Ls are invited to join the staff each year.

Office of Student Affairs

The goals of the Office of Student Affairs are to ensure a collegial and supportive experience for all students and to assist students in maximizing the effectiveness of their individual efforts by providing opportunities for academic, leadership, professional, and personal development. The office staff works to create a climate in which each student is encouraged to develop individual talents and strengths through means which contribute to the overall quality of the community.

The office efforts are focused on three areas: 1) support of academic work; 2) support of activities to complement student academic work; and 3) support of activities of student life unrelated to academic study. Within these areas of involvement, staff members help administer Law School Rules and Policies, including the Honor Code; serve as liaisons

for accommodation requests for disabled students; and counsel students on personal issues that may arise, providing referrals to outside professionals as appropriate.

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

Duke Law Student Organizations

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

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

American Constitution Society. The American Constitution Society for Law and Policy is one of the nation's leading progressive legal organizations. Founded in 2001, ACS is comprised of law students, lawyers, scholars, judges, policymakers, activists, and other concerned individuals who are working to ensure that the fundamental principles of human dignity, individual rights and liberties, genuine equality, and access to justice are in their rightful place in American law. The Duke Law chapter of ACS has, in recent years, hosted a number of exciting events, including visits by 9/11 Commission Member Jamie Gorelick and ACLU President Nadine Strossen, in addition to lunchtime sessions with faculty on constitutional issues ranging from national security to criminal law.

Animal Law Society. The Duke Law School Animal Law Society (ALS) is dedicated to providing a forum for education, discussion, and scholarship in the field of animal law for students at the law school. Furthermore, the ALS is dedicated to helping Law School students explore ways of incorporating the practice of animal law into their legal careers after law school.

Asian Law Students Association. ALSA provides a forum in which members of the Law School community can explore issues and engage in activities of interest to American students of Asian descent, foreign students from Asia, and other students and alumni interested in Asia and law. ALSA currently belongs to the National Asian Pacific American Law Students Association. In attending the national conferences of NAPALSA, group members may engage in dialogue with other law school students and maintain contact with the National Pacific Bar Association. In addition, ALSA fosters the social interaction of its members within the Law School and among the graduate and professional schools by hosting events such as a welcome dinner and a Lunar New Year dumpling celebration.

Association of Law and Economics. The organization has three goals: to introduce law students to the economic tools used in legal analysis, to promote an economic perspective in legal discussions, and to foster a dialogue on current issues in the field of law and economics. Through ALE 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. ALE members believe that the use of economic analysis and tools is critically important to understanding the impact and appropriateness of different legal regimes.

Association of Law Students and Significant Others. ALSSO provides instant community and support to all couples in which at least one partner is a student at Duke Law School. Its main goals are to provide a forum for social interaction and exchange of information regarding the balance of married life and law school; to offer emotional support for both students and life partners by sharing experiences, discussing what to expect, and creating a supportive, social community; to involve spouses/significant others in school events, and to host social events within the group; to understand and share all the benefits Duke University offers to spouses, as well as to explore the community beyond

Duke while settling into the Triangle area; to help newcomers find information on local job/career placement; and to help the Law School attract potential law students by presenting the opportunity for involvement in this community to those whose law school choice affects another person.

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

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

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

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

Death Penalty Reform Group. Duke Law's Death Penalty Reform Group members are interested in changing the way that the death penalty is administered in America. Some members believe in the death penalty, but think there are problems with the way it is administered. Other members believe that the practice should be abolished. The group brings discussion on these issues to the Law School community, through speaker series and campaigning. Members also set students up with death penalty pro bono placements in organizations in the Triangle Area.

The Devil's Advocate. *The Devil's Advocate* is an independent newspaper published by the Duke Student Publishing Company, Inc., a non-profit corporation independent of Duke University. The writers and editors of TDA are law students. The opinions expressed in this newspaper are not necessarily those of Duke University, the School of Law, or its students, workers, administration, or trustees. Unsigned editorials represent the majority view of the editorial board. Columns represent the views of the authors.

Domestic Violence and Sexual Assault Advocacy Project. The group's mission is threefold: 1) to raise awareness in the Duke Law community about domestic violence and sexual assault; 2) to foster student advocacy on behalf of domestic violence and sexual assault survivors; and 3) to identify gaps in services available to domestic violence and sexual assault victims in the Triangle area and develop projects to fill those gaps.

Duke Bar Association. The Duke Bar Association coordinates professional, social, and other extracurricular activities of the student body. The DBA resembles in its composition and purpose both a university student government and a professional bar association. It addresses student grievances and serves as a mediator between students, faculty, and the administration. The association oversees all student organizations, publicizes Law School activities, sponsors athletic and social programs, and disburses its dues to fund the school's organizations.

The Duke Bar Association was the recipient of the 2004 “National Achievement Award.” Given to the top student bar association in the country each year, the award was based on criteria including the number and quality of programs the DBA sponsored, its interaction with faculty, administrators, and students, its representative voice, and its interaction with both the legal and non-legal communities. For his position as DBA president, a Duke Law School student received the 2005 award for the “Top Student Body President” in the country.

Duke Education Law and Policy Society. The Duke Education Law and Policy Society is an interdisciplinary organization of students and faculty from Duke Law School and the Sanford School of Public Policy. The Society promotes dialogue, research, and professional development in the area of education law and policy by (1) creating a

community of individuals engaged in educational issues; (2) engaging in education-oriented service activities; and (3) sponsoring symposia and lectures from local and national scholars and practitioners, research presentations, and other events for the social and academic enrichment of its members and the broader University community. The Society addresses all issues dealing with education, including rural and urban education, higher education, judicial remedies, racial, ethnic, and gender equality, administration-labor relations, and the achievement gap.

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

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

Duke Law 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.

Duke Law Bowling League. This active group is responsible for organizing the weekly bowling league that runs during fall and spring semesters. The league is the largest in the state!

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 serve as a link to local and national politics by providing a social community for moderate and conservative Republicans. The group fosters productive political dialogue at the Law School by providing guest speakers and discussions on current events. During election years, the organization provides information regarding party platforms and candidates' positions on issues of interest. Duke Law Republicans also assist with voter registration and encourage political participation in the Law School community.

Duke Law Soccer Club. The mission of the Duke Law Soccer Club is to bring together students from each class, both genders, and the dozens of countries represented in the Law School who love to play and watch soccer, the world's most popular sport. The club facilitates interaction and recreation through organized pick-up games, helping to manage and schedule both indoor and outdoor intramural soccer teams of various levels of skill and dedication, and finding opportunities to watch soccer both in person and via satellite television. The organization represents Duke Law School both to the larger graduate school community and to the area's soccer community.

Epicurean Society. The Epicurean Society exists to promote the enjoyment of good things in life. Its goal is to cultivate an appreciation of food and spirits. Members hope to develop a greater understanding of the qualities of food and drink; of the diverse gastronomic traditions of the world; and of the process by which good food and drink is grown, produced, and enjoyed. Membership is open to all Duke Law students and faculty, who may join at any time during the academic year by registering and paying dues.

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

of the judiciary to say what the law is, not what it should be. The society seeks both to promote an awareness of these principles and to further their application through its activities. In the past, the group has hosted distinguished judges and other speakers and has sponsored debates between members of the academic community. Membership is open to interested students.

Graduate and Professional Student Council. The Duke University GPSC advocates for students pursuing advanced degrees in all of the graduate and professional schools, serving as an umbrella organization for local student governments and student groups. GPSC programming aims to foster social cohesiveness and promote increased interaction across departments and schools. In addition, GPSC oversees election of the Graduate and Professional Young Trustee, appointment to the Board of Trustees standing committees, and selection of representatives to many university committees. The General Assembly's bimonthly meetings are open to all. The 2007 to 2008 GPSC President was a third-year law student.

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

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

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

International Human Rights Law Society. The International Human Rights Law Society strives to make issues of human rights and the law part of the vernacular at the Law School. Members do so by engaging in the following: bringing in prominent practitioners working on human rights issues to address the Law School community; campaigning for and raising general awareness around human rights issues; networking with national and international human rights organizations; and building a human rights community within the law school.

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

J. Reuben Clark Society. This organization is based on its members desire to affirm the strength brought to the law by a lawyer's personal religious conviction. It strives through public service and professional excellence to promote

fairness and virtue founded upon the rule of law. The organization also represents the contingent of Latter-day Saint law students at Duke Law School, but is open to all students.

Jewish Law Students Association. JLSA is an organization of students and faculty, primarily from 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 bagel brunches. JLSA also offers educational events, such as “lunch and learns” with local rabbis, and lectures, seminars, and religious programming, such as the Graduate Student Shabbat, Break-fast, and Passover Seder.

Latin American Business Law Association. The Latin American Business Law Association (LABLA) works to better the Law School community members' knowledge of Latin American legal, economic, social, and cultural affairs. It provides Latin American lawyers studying for an LLM at Duke and JD students interested in the region with the resources to network and obtain relevant and meaningful employment. Among other events, LABLA yearly organizes a Symposium on "Latin American Legal Risks and Business Opportunities" with leading legal practitioners, business representatives, and scholars involved in Latin American practice.

Law Students for Reproductive Justice. Law Students for Reproductive Justice is a student-led, student-driven national non-profit network of law students, professors, and lawyers committed to fostering the next wave of legal experts for the reproductive justice movement. Mobilizing and mentoring new lawyers and scholars is a long-term strategy that will build capacity, vision, and leadership for a more successful reproductive justice movement. Law functions as both a catalyst to prompt the expansion of rights and a tool with which to hold governments and communities accountable for the delivery of liberty, equality, dignity, and fairness promised by those rights.

Men Law Students Association. The purpose of MLSA is to raise awareness about legal issues that strongly impact men, to facilitate open, robust dialogue about men's issues and concerns, and to celebrate and strengthen the fraternal bond between the members of the Duke Law student body.

Mock Trial Board. The Mock Trial Board is a student-run organization that seeks to promote the engagement of students in mock trial competitions at both the intra- and interscholastic levels and, in doing so, to promote the practical development of aspiring lawyers at Duke Law School. The Mock Trial Board hosts the intrascholastic Duke Mock Trial Tournament (Twiggs Beskind Cup) and sends teams to compete in interscholastic competitions, such as the American Trial Lawyers Association Competition and the National Trial Competition.

Moot Court Board. The Moot Court Board is composed of second- and third-year students who represent the highest level of oral and appellate advocacy at Duke Law School. Members are selected from the top finishers in intramural moot court competitions and represent Duke at interscholastic tournaments around the country. Board members also direct the annual Hardt Cup and Dean's Cup intramural competitions. The 2005 to 2006 National Team won its regional round and then finished first in the nation's top competition.

National Security Law Society. National Security Law Society is a non-partisan organization with three chief goals: exploring careers and opportunities in national security law; discussing matters in the field in forums led by professional experts and by fellow students; and promoting the involvement of Duke Law students in national security law, chiefly by facilitating summer internships and building an alumni network of graduates working in the field.

OutLaw. OutLaw is a student organization dedicated to gay, lesbian, and bisexual persons both at Duke Law School and in society at-large. OutLaw serves its student population by providing it with a forum for the discussion of legal or political issues affecting gays, lesbians, and bisexuals. Membership in OutLaw is open to any gay, lesbian, bisexual, or heterosexual person with an express interest in providing support for the equal treatment of sexual minorities. OutLaw serves an important social function as well; it allows gay, lesbian, and bisexual students at Duke Law to establish friendships and identify other students with a commitment to our community.

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 Alpha Delta. Phi Alpha Delta is a professional law fraternity advancing integrity, compassion and courage through service to the student, the school, the profession and the community.

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 legal organizations in North America. The fraternity was established only

six months after the Columbus, Ohio Bar Association and nine years before the American Bar Association. It holds a unique position in the history of the North American bench, bar, and the law schools.

Public Interest Law Foundation. The Public Interest Law Foundation is a student-run nonprofit organization at Duke Law School that is dedicated to helping students finance their summer public interest legal internships. PILF carries out its mission by sponsoring various fundraising events throughout the year and then distributing the proceeds as fellowships to both first- and second-year law students. PILF's signature event is a semi-formal auction, held in conjunction with a PILF-sponsored Parents' Weekend. The event raises thousands of dollars for student fellowships.

Refugee Asylum Support Project. 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 of those seeking asylum.

Social Enterprise Law Initiative. This group seeks to formalize within Duke Law the study of the legal issues confronted by social enterprises by working in conjunction with similarly-oriented organizations within the Fuqua School of Business and the Sanford School of Public Policy to: expose law students to the nascent and under-exposed discipline of social entrepreneurship and encourage dialogue and exploration of key issues; educate students about employment and volunteer opportunities working with social enterprises and thereby afford them a competitive advantage as members of one of the nation's few similarly-oriented groups; track the evolution of the legal regime applicable to social enterprises; equip social entrepreneurs with the tools necessary to navigate the legal system effectively and efficiently; develop synergistic linkages with institutions within Fuqua and Sanford to afford law, business and public policy students the opportunity to explore the issues confronting social entrepreneurs in an appropriately-holistic manner; and facilitate the creation of an institutional memory within the Law School that will enable future students to avail themselves of the sundry resources available at Duke while building on the efforts of their predecessors.

Society for East Asian Legal Studies. This group seeks to bring together students interested in the legal systems of and legal practice in East Asia, and to help expand East Asian legal studies at Duke Law. Its main goals are: to foster interaction between JD, LLM, and SJD students interested in the legal systems of East Asia; to serve as a forum for discussion of East Asian comparative law topics, including legal, social, and economic trends; to advocate for the expansion of course selections related to East Asian legal studies at Duke Law; to generate interest in study abroad programs and legal internships in East Asia; to channel information about East Asia-related lectures and symposia on other parts of the Duke campus and in the Triangle area to the Law School community; and to provide a forum for discussion/planning for students who wish to organize related student-led ad hoc seminar courses.

South Asian Law Students Association. SALSA is committed to being a forum for interaction through social and cultural events relating to South Asian Americans. SALSA works closely with Duke Diya, one of the university's largest student organizations, comprised of hundreds of undergraduate and graduate students. SALSA also serves as a network and resource for its members to advance their academic and career goals. SALSA accomplishes this by offering advice and resources on classes and exams, sharing knowledge about summer positions, and providing practicing attorneys and law clerks as mentors. SALSA is open to all law students and encourages anyone interested in South Asian culture to join.

Sports and Entertainment Law Society. 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 most other legal disciplines. 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.

Student Organization for Legal Issues in the Middle East and North Africa. SOLIMENA is dedicated to providing educational, research and professional development opportunities for students with an interest in the region and its peoples. The organization strives to stimulate dialogue and integrate discussion about the Middle East and North Africa into the law school curriculum and programming. SOLIMENA functions as a forum in which people can feel comfortable expressing all kinds of ideas and viewpoints, and works to promote the values of openness, tolerance, and respect. SOLIMENA aims to create a network of students, faculty and administrators devoted to analyzing the legal, political, economic and cultural complexities of the region through sustainable initiatives that will make a permanent mark on the law school community.

Transfer Students Association. This organization is committed to making the integration to Duke Law School an easier process for incoming transfer students. The organization benefits both the individual transfer student and the overall Duke Law community. Prospective transfer students benefit from the opportunity to ask current transfer students

about their experience at Duke and about transferring in general. Transfer students also benefit from an immediate formal support group upon arrival to allow for a quicker integration into the greater Duke Law community. Additionally, the greater Duke Law community benefits from being able to participate in TSA social events that are designed to help transfers and other students integrate and meet one another early in the semester.

Volunteer Income Tax Assistance. VITA's mission is to give back to the Durham community by filing tax returns for low-income and minority taxpayers so that they may receive the largest refund available to them without undergoing the cost of using a paid preparer.

Women Law Students Association. The mission of the Women Law Students Association is to encourage the Law School community to critically examine the impact of gender on the legal community and to help women thrive in our law school. WLSA is non-partisan, dedicated to promoting the interests of women law students and seeking equality in the law. It is dedicated not only to creating a supportive community within the Law School but to helping women in the larger Duke and Durham communities. WLSA does this through service projects and involvement in civic activities at every available opportunity. WLSA is committed to promoting domestic violence awareness, as well as awareness of other issues impacting women and women in the law.

Entertainment and Recreation

Many recreational facilities are available to students on Duke's campus. The Bryan Center houses cafes, theaters, lounges, patios, ping pong, pool and foosball tables, and an art gallery. The student-run Duke University Union presents cultural activities, including major speakers, musical performances, art exhibits, radio and television programs, and theatrical productions. Durham and nearby areas offer additional entertainment options. Vibrant revitalization efforts throughout downtown Durham and at the American Tobacco Campus have resulted in a wealth of diverse eateries and entertainment venues.

Duke is ideally situated to provide sports and recreation opportunities for students, both on and off campus. Law students may use the Wilson Recreation Center, as well as the University's tennis courts, swimming pools, fitness trails, and golf course. Near campus, students enjoy woodland hiking, horseback riding, trail biking, and sailing. Law student teams participate in intramural sports such as softball, basketball, and soccer. North Carolina's mild climate makes outdoor activities possible during most of the school year. Weekend excursions to other parts of the state can be very rewarding; several Appalachian ski slopes are less than four hours away, and Atlantic beaches are less than three hours away.

Duke is a member of the Atlantic Coast Conference, and the University's sports teams compete on campus during the school year. In particular, Duke's legendary men's and women's basketball teams have made the sport a passion for the "Dukies." Many law students join the annual camp-out and lottery for basketball tickets.

Academic Year Employment/Work-Study

The study of law is demanding. It is designed to occupy the full attention of students and calls for the highest level of concentration. It is unwise for students to dilute their efforts with outside work, especially during the critical first year of study. Accordingly, no first-year student shall engage in employment without permission of the associate dean, and in no case shall engage in employment for more than twenty hours per week. While students should limit their employment during the school year for academic reasons, no student may be employed for more than twenty hours per week during the academic year. This twenty-hour limitation is not only a rule of Duke Law School, but it is also an American Bar Association condition for full-time students who are seeking to graduate in three years.

For those who find some outside earnings necessary to meet the expense of studying law at Duke, arrangements have been made to provide some part-time employment at the Law School. A number of positions in the law library are filled by law students, and many students are employed in their second- or third-years as research assistants for faculty members.

Law student spouses who seek employment will find opportunities comparable to those in most other areas of the country. Laboratory workers, computer programmers, development officers, teachers, and medical personnel are some of the positions spouses have typically held in the past. The University Human Resources, Duke Temporary Services, and the Medical Center personnel office assist interested persons in locating suitable employment on campus.

Public Interest and Pro Bono Programs

Programs that supplement and enrich the curricular learning for students are sponsored by many departments at 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 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. 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.

Student Leadership. The Public Interest and Pro Bono Board is comprised of approximately 50 students selected due to their record of service and leadership. These students work with the Office of Public Interest and Pro Bono to set the direction of its many programs, which are unique in the degree of collaboration entailed between students, faculty, and administration. This collaborative model is embedded in the Duke Blueprint for Lawyer Education and Development, which serves as a concrete guide for students to become engaged, self-aware leaders. Collaborative opportunities within a strong, trusting community is the optimal way for students to truly internalize life-long professional responsibilities for public service. At Duke, the Blueprint model encourages students to take ownership of their own public interest goals, which are then supported by faculty and administrators.

Each year, students contribute thousands of hours to organizations in the local community and nationally through the project. Students may choose individual placements supervised by community attorneys or join a student-organized group project. Group pro bono projects have included: VITA; Guardian ad Litem and GAL Litigation Project; the Innocence Project; Refugee Asylum Support Project; Street Law; Domestic Violence; and Teen Court. Other projects are the Duke Hurricane Relief Project, Duke Death Penalty Project, Legal Aid Volunteers Project, Veterans' Project, the Mediation Project, the Children's Special Education Project; the Foreclosure Prevention Project, the Land Loss Partition Project, and the Investigative Journalism Project.

The Law School hosts a Pro Bono and Public Interest Recognition Banquet and Award Ceremony, and Summer Public Interest Recognition Day annually to honor students who have participated in pro bono work or who have made significant contributions to the public interest

Southern Justice Spring Break Mission Trip. Students spend their spring break doing service work with high-profile organizations throughout the South. Most recently, they have been to New Orleans and Mississippi to do hurricane-relief work; to Appalachian Kentucky to work with legal aid and on miners' health and safety issues; and to Atlanta to work with the Southern Center on Human Rights.

Public Interest Retreat. The Public Interest Retreat, started in 1998, is an annual overnight weekend retreat for members of the Duke Law community who are interested in and committed to public service. The retreat provides an opportunity for students, faculty and administrators to spend a weekend reflecting on their public service aspirations and possibilities. Distinguished speakers, including alumni, working in public interest are invited each year to address the participants as well as to participate in small group activities and workshops. The Retreat is planned by a committee made up of Duke students and the Office of Public Interest and Pro Bono.

Faculty Lives in Public Service. The Faculty Lives in Public Service speaker series provides an opportunity for students to hear from Duke Law School Faculty who have held positions in government or non-profit organizations, have participated in pro bono work, or have used their scholarship for public service. That lawyers have a duty to educate and serve is one of the lessons Duke Law School tries to teach its students, and providing good models for this role is an important part of its teaching function. Beyond this function, it is simply the case that law professors, like all lawyers, share responsibility for transmitting to the broader society knowledge and understanding of the law and an appreciation of the values advanced by the rule of law.

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

Summer Public Interest Fellowships. Duke Law students can avail themselves of numerous summer fellowship grants that are offered only to Duke Law students. These funds enable them to accept otherwise unpaid employment with government and non-profit employers in the U.S. and abroad. The largest source of funding for summer fellowship grants for Duke Law students is raised by the students themselves through the Public Interest Law Foundation (PILF). Other major sources of funding are from the North Carolina State Bar's IOLTA Program (a law-related public service program that strengthens our justice system), and from the Nicholas School of the Environment and Earth Sciences.

Library and Academic Technologies

Duke Law provides library and technological support for research and learning using an innovative approach that integrates the programs of the law library and the academic technologies department. The stated mission of Duke Law School Information Services focuses on providing an information environment to prepare Duke law students for responsible and productive lives in the legal profession.

Law Library

The published sources of law, in print and electronic formats, are the basic working materials for both the practicing attorney and the legal scholar. Recognizing its place at the center of the Law School community, the Goodson Law Library was fully renovated in 2008. The project expands the strengths of the library in providing a mix of spaces for study, research and reflection encouraging both collaborative projects and individual quiet study, and integrating technology and library services. At Duke, law students have ready access to the materials of legal research through the resources of outstanding collections of print and electronic information sources and the support of highly trained librarians to help them develop research skills to last throughout their professional careers. Wireless connectivity is available throughout the library to provide desktop access to electronic sources. The library offers more than 500 seats in individual study carrels, at tables, and in study rooms, as well as soft seating

SERVICES

The success of a law school library depends as much on the quality of the services it provides as on the strengths of its collection. A unified service desk provides law students streamlined, one-stop assistance with circulation, reference, computing or other technology tasks from our highly knowledgeable and skilled staff. At Duke, the library staff includes eleven librarians with graduate degrees, seven of whom also hold additional degrees in law. Law-trained staff members serve as instructors in the first-year research and writing program and regularly offer seminars in topics of advanced legal research. The staff produces a series of research guides, a blog, various current-awareness services, and 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. More information about library services is published on the library's home page: <http://library.law.duke.edu>.

COLLECTIONS

The Goodson Law Library with over 640,000 volumes and 25 databases, serves as a resource for legal materials for both the university and the local legal community. It is a major research collection of legal literature that includes the primary sources of law along with a rich collection of texts, journals, and other materials that explain, analyze, and



provide commentary on legal topics. United States primary materials are comprehensive including reported decisions of federal and state courts, current and retrospective collections of federal and state codes, regulations, and session laws accessible electronically and in print. A full range of print and electronic indexes and other finding tools provide access to the primary sources. A large portion of the library collection is devoted to treatises on all phases of law, and other social and behavioral sciences relevant to interdisciplinary research. 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 current and retrospective access to all major law journals, bar association publications, and institute proceedings. The library is a depository for United States government publications, with concentration on congressional and administrative law materials.

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 campus library.

The Duke University Libraries (Perkins, Law, Business, and Medical) together contain one of the major research collections in the country. Law students can borrow materials from other libraries in the Duke system and libraries at other local universities. Cooperative programs with other libraries, both on and off campus, ensure that materials are available when needed for the Law School community.

Academic Technologies

The Academic Technologies department recognizes of the growing importance – and convergence – of technologies that incorporate digital text, images, sound and video. The department is responsible for the Web presence of the law school, and supports audio, video and presentation technologies for the law school community. The department provides support directly to faculty who wish to use technology in any aspect of the educational experience. Services are outlined at: <http://www.law.duke.edu/edtech/>.

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; conferences and major addresses at the law school are usually web-cast and archived on the Web site. The majority of courses have Blackboard course sites that provide access for students to syllabi, e-reserves and other digital materials.

The law school classrooms are fully networked and have built-in capabilities to project computer, videotape or DVD output, as well as hard-copy materials. The classrooms all have power at every student seat, and network access for all laptops through wifi and ethernet cable connections at most seats. All classrooms but one can be used for videoconferencing, and class sessions can be recorded centrally or in the room. All A/V equipment can be used by students for classes, or by student groups at other times.

The Scheinman Media Lab and the Student Media Workshop have video recording equipment, an all-digital production facility and knowledgeable staff, whose mission is to assist in the production of educational materials, whether faculty or student produced, and to document key events and presentations at the law school.

Duke Law provides a complete computing environment where law students can access and work with a huge variety of online resources. The law school provides dedicated computers in the library for student use. Duke faculty are actively engaged in developing other productive uses of media and information technologies to supplement in-class instruction. The school is a member of the Computer Assisted Legal Instruction consortium (CALI), and makes CALI exercises freely available to students to support the Law School curriculum.

The law school strongly recommends that all entering students own portable computers capable of accessing the law school network remotely from their residences and through direct and wireless connections throughout the law school building. Academic Technologies staff offer advice to students about computer purchases and assist law students in making productive use of computers as an integral part of their law school experience. Additional information about student computing services is available online at <http://computing.law.duke.edu>.

The senior staff of the Law Library are:

Richard A. Danner, B.A., M.S., J.D., Senior Associate Dean for Information Services and Ruffy Research Professor of Law

Melanie J. Dunshee, B.A., J.D., M.A.L.S., Assistant Dean for Library Services and Senior Lecturing Fellow

Wayne Miller, B.A., Ph.D., Assistant Dean for Academic Technologies 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 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 or who have extraordinary records in their first law degree 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 approximately 75 students from as many as 35 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. 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 in 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 meet attorneys practicing in a variety of areas. A two-credit legal analysis, 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 and who meet other specified criteria, however, may receive extra time on final examinations. Students are expected to complete the degree in one year unless special alternative arrangements are made.

Doctor of Juridical Science (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 that will be a significant contribution to legal scholarship. Applicants should submit transcripts from all previous academic institutions at which they have studied; references from at least two faculty members very familiar with the applicant's credentials, including one from a faculty member acquainted with the applicant's studies in the United States or common law country; a sample of written work; and a written description of their research interest. Students admitted to candidacy in the S.J.D. program will be asked to complete one to two semesters of course work at Duke before developing a proposal for the thesis component of the degree. The student's research and thesis will be supervised by a faculty member highly qualified in that area of law and by two additional faculty members in the same or related fields. 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 members on the student's 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 to present a high score on the Test of English as a Foreign Language (TOEFL), which is administered by the Educational Testing Service of Princeton, New Jersey. For further information, appropriate officials at the student's university should be consulted.

Applications and supporting material should reach Duke by January 20. Students are advised that it may take up to two months for TOEFL examination results to reach Duke. Late TOEFL scores and other application materials can seriously delay or even jeopardize admissions decisions. Applicants will be notified of acceptance beginning in late January. Admissions decisions will continue until the 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. Upon admission, 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 has an abundance of well appointed, reasonably priced housing in the area. Compared to most urban areas, the cost of living and quality of life in Durham are excellent. Most students prefer to have a car since off-campus public transportation is not readily available.

Placement with American Law Firms

International students may find that they would like to complete their legal education with an internship at an American law firm. Students are welcome to use the services of the Law School's Career and Professional Development Center, which has a counselor who works with international students and J.D. students seeking overseas positions. The office sponsors special sessions for international students in order to explain the placement process, to help with writing resumes and with interview techniques, and to offer other kinds of assistance as necessary. Students from Duke participate in an annual job fair held in New York at which law firms from the 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 weeklong orientation for all new students and several separate sessions designated specifically for international student concerns. International students are selected as representatives to the Duke Bar Association. All clubs and associations, the International Law Society and Pro-Bono Program in particular, encourage the participation of international students. The Duke Journal of Comparative & International Law provides opportunities for international students to submit articles and for as many as five 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 is conducted in Hong Kong jointly with the University of Hong Kong Law Faculty.

Courses at each institute are taught in English, by American (usually Duke) and non-American faculty. One course provides an introduction to the American legal system. In addition to course instruction, both institutes offer afternoon seminars on international or comparative law topics. The Duke-Geneva Institute takes advantage of the many international organizations located in Geneva to take students to the organization for presentations on international law topics by highly-placed officials. The Asia-America Institute has a strong emphasis on Asian and financial institutions, with faculty and speakers who are experts on those topics. 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 Azerbaijan, Bulgaria, China, Denmark, Estonia, France, Germany, Hungary, Japan, Korea, Kyrgyzstan, Macedonia, Mongolia, Nigeria, the Philippines, Portugal, Taiwan, and Thailand. The Asia-America Institute, in particular, typically includes judges, lawyers, faculty members and government officials.

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

Career and Professional Development Center

Career and Professional Development

The many advantages of attending a small, highly-regarded, national law school like Duke are profound in the area of career and professional development. Our mission at Duke Law School is to help ensure that every graduate launches his or her career with the right job – not just any job. While data paint only a very small part of the picture, Duke Law School enjoys one of the strongest employment records among U.S. law schools.

It is a firmly held belief within Duke Law School that an alignment of personal values and professional aspirations is the foundation for a meaningful career. During students' three years at Duke, our philosophy is to help students learn about themselves and what they would value in a career, and to introduce students to the universe of possible career options. Our aim is for students to leave Duke Law School with professional opportunities that match each graduate's unique values and goals and to be informed decision-makers about their careers - a skill many lawyers may never develop. We structure the pursuit of the "right" job into three broad steps and collaborate with students to help them execute each step. The three steps are:

1. Learn about your own strengths and values.
 - ENGAGE in the Law School beyond the classroom
 - SERVE the community and learn about yourself.
 - RISK trying something new.
2. Learn about the universe of job and careers.
 - ASK questions to which you don't know the answer.
 - BUILD relationships with professors, classmates and alumni.
 - TAKE ADVANTAGE of the opportunities Duke brings you.
3. Match your strengths and values with a corresponding position in this universe.

Students enter Duke Law School at differing points among the three steps and we are eager to support them at any stage. What is clear is that individuals who are able to determine where their passions lie and what interests them are most readily able to achieve those goals.



The Career and Professional Development Center organizes a variety of programs throughout the year aimed at increasing professionalism, job search skills, and disseminating information among law students. Basic skills are covered such as drafting legal resumes and cover letters. We strongly encourage mock interviews, videotaped if desired, to improve communication and interview skills. We also support commercial self-assessment tests and counseling conversations about goals and values. An integral part of Duke's professional development program is the involvement of alumni and other practitioners from around the world. Recent events at the Law School include the Business Law Career Symposium, the Current Issues in Intellectual Property Symposium, the Blueprint for Summer Success, the Public Interest Retreat, the International Lawyers' Videoconference Series and numerous other speakers. Equally important are programs where upper level students describe their experiences to newer students.

In the summer following the first year of law school, Duke students engage in a diverse array of jobs. Many choose to work with public interest organizations such as those involved in childrens' rights advocacy, Native American Rights or the development of legal systems in developing countries around the globe. Students also experience government legal work, with entities like the Securities & Exchange Commission, a U.S. Attorney's office or the EPA. Others choose to collaborate with a Duke professor over the summer, doing research and writing and cementing a personal and professional bond with a member of our outstanding faculty. Some students decide to experience life in a law firm for the summer. Other first-year students find jobs abroad in Europe or Asia in connection with Duke Law School's summer programs in Geneva and Hong Kong. Our goal at the Law School is to work with students starting early in their first year so they can identify a summer opportunity that they believe is in line with their personal values and objectives.

Second-year students typically begin pursuing summer opportunities in the summer after their first year. Again, students engage in many different types summer jobs, although typically a large number are interested in law firm work. Whatever one's goals, we encourage students to work closely with us and to pursue opportunities through multiple channels, including networking, research and letter writing to employers, contacting alumni and on-campus interviewing, as many employers typically interview at Duke annually. These include:

- Law firms and offices from the largest legal markets such as Atlanta, California, Chicago, New York and Washington, D.C.
- Firms and offices, large and small, from Boston, Charleston, Charlotte, Dallas, Denver, Florida, Houston, Phoenix, Raleigh, Seattle and many other cities and states.
- Law firms hiring students for Beijing, Hong Kong, London, Milan, Paris, Shanghai, and Tokyo.
- Public interest organizations in fields ranging from environmental policy to legal aid.
- The Federal government, including the Department of Justice, the Securities & Exchange Commission, as well as the EPA, FDA, IRS and others.
- County Attorneys.
- Corporations.

With almost one employer on campus for every student interviewing, Duke students experience little competition with their classmates for jobs. It should be noted that 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.

Of course, there are literally thousands of professional opportunities available to Duke Law students, so we strongly encourage our students to investigate the world beyond on-campus interviewing. As a point of reference, students working in law firms for the summer typically earn between \$1500 to \$3,000 per week, depending on the firm and city. Students who work for public interest organizations during the summer are eligible to apply for summer public interest fellowships sponsored by the Law School and other organizations. In addition, the Public Interest Law Foundation, which is comprised entirely of students, works throughout the year to raise money for fellow classmates who choose summer employment in public interest organizations. All students who want to receive funding for summer public interest work are eligible to do so.

Duke Law School graduates launch their legal careers throughout the United States and around the world. Typically, approximately one-third of Duke students choose to work in either New York or Washington D.C. following law school. Ten to 15 percent of each graduating class choose to practice in North Carolina, from Charlotte to Raleigh and beyond, with a similar amount heading to California and cities including San Francisco, Los Angeles, Orange County, and San Diego. Boston, Charleston, Chicago, Denver, Philadelphia, and Seattle, as well as cities in Florida and Texas, draw the interest of up to 10 percent of our students, too. Indeed, few law schools match the dispersion of their graduates that is found at Duke, and the Law School today has more than 9,000 alumni living and practicing law in almost every state in the country. We also have a significant alumni population who live and practice law abroad. Duke's extensive alumni network is very active and supportive of students who are seeking employment during and after law school.

As mentioned previously, most of our students readily find opportunities of their choosing. Below are a few statistics for three recent graduating classes:

	2006	2007	2008
Employed at Graduation	95.7%	97.8%	100%
Employed after Nine Months	99.1%	100.0%	100%
Type of Employment:			
Law Firm	66%	77%	75%
Judicial Clerkship	19%	14%	16%
Military	1%	1%	0%
Government and Public Interest	7%	4%	5%
Business	6%	4%	3%
Advanced Degree	0%	1%	0%

The Career and Professional Development Center prides itself on introducing students to the practice of law and giving young attorneys the tools they need to make educated career decisions for years to come. We have an outstanding team of extremely dedicated and talented professionals with multiple advanced degrees and professional experience in private and public legal practice, business, consulting, counseling, and other fields.

Alumni and Development Office

Duke Law School graduates are the most geographically dispersed of any of our peer law schools. Our alumni can be found across the country and around the world, yet their relationship with Duke Law School remains close. Every alumnus/a of Duke Law School is a member of the Law Alumni Association. The Alumni & Development 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 our website: www.law.duke.edu/alumni.



Reunions and Alumni Weekend. The Alumni & Development Office organizes reunions by class at five-year intervals. Reunions are held in the spring of each year, and offer a full weekend of activities designed to encourage alumni to reconnect with Duke Law School, former professors and classmates. Class committees are formed to help plan reunion activities, encourage attendance and assist in raising class gifts to benefit the Law School Annual Fund. At the 50th reunion, alumni are inducted into the Half-Century Club.

Alumni Awards. The Law Alumni Association presents five awards to outstanding graduates and friends during Reunion Weekend:

- The Charles S. Murphy Award is presented to an alumnus or alumna whose devotion to the common welfare is manifested in public service or in dedication to education. Charles S. Murphy T'31 L'34 devoted himself to public service, serving in the administrations of Presidents Truman, Kennedy and Johnson as well as serving as a Trustee of Duke University.
- The Charles S. Rhyne Award honors alumni who exemplify the highest standards of professional ability and personal integrity through a career in the law, often combined with business. Charles Rhyne T'34 L'37 served on the Boards of Trustees at Duke and George Washington Universities, and was president of the American Bar Association.
- The A. Kenneth Pye Award honors the life and work of former Law School dean and Duke University chancellor A. Kenneth Pye. The Pye Award is designed to recognize contributions made to the field of legal education by Duke Law alumni or other members of the Duke Law School community.
- The International Alumni Achievement Award honors an international alumnus or alumna who has given distinguished service to his or her own profession and home country and has maintained strong ties with Duke Law School.
- The Young Alumni Award recognizes a graduate of fifteen years or less who has made significant contributions of leadership and service both professionally and to Duke Law School.

Alumni Publications. [*The Duke Law Magazine*](#), an award-winning publication, provides news and features about Law School programs, faculty research, student life and alumni achievements.

Duke Law E-news, a monthly e-mail newsletter distributed by the Communications Office, is the latest way to stay current with news and events at Duke Law School. Subscribers to this free service will receive notification of speakers, conferences, alumni activities and more.

Duke Alumni and Development Newsletter, is a bi-annual informational newsletter aimed toward providing our alumni and friends an overview of the faculty, students and programs who have been affected by the generous contributions of the school's donors.

Local Alumni Clubs. The Alumni & Development Office coordinates and supports the activities of local Duke Law clubs in the United States and abroad, to increase both a sense of community and an awareness of the needs of the Law School. These clubs organize social and educational events which are often attended by a Law School administrator or faculty member. Besides serving a social and networking function for local alumni and encouraging a sense of community, Duke Law clubs also provide practical assistance to the Admissions and Career Services offices of the Law School.

Duke Law School also pursues a strong alumni relations program with our growing international alumni body. The Alumni & Development Office, in conjunction with the International Studies office, sponsors programs for current international students to explain alumni relations and development programs and to encourage students to stay in touch with Duke Law School after graduation. There are several active Duke Law clubs outside the United States. Alumni events are held each year in conjunction with the transnational institutes in Europe and Asia.

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 specialty or pro bono activities, or to be guest lecturers in particular classes.

In addition to coordinating these activities, the staff of the Alumni & Development Office is eager to get to know students throughout their Law School careers. We are available to individual students and student organizations who wish to contact alumni. The Alumni & Development Office, in fact, helps to usher students into alumni status by coordinating, along with the Office of Student Affairs, the Law School's Hooding Ceremony and all other activities of Commencement Weekend.

Law School Leadership Boards: Duke Law School has two leadership boards: the Board of Visitors, and the Law Alumni Association Board of Directors.

Board of Visitors. The Board of Visitors serves as a reporting and recommending body to the Law School administration, the University administration and the University Board of Trustees on matters of student development, external affairs, fundraising and faculty and academic affairs. Membership consists of a chairperson, general members, international members and parent members. A slate of nominees is appointed annually by the President of Duke University with the advice and counsel of the Dean of the Law School and the Nominating Committee.

Law Alumni Association Board. The Law Alumni Association Board of Directors (LAA) consists of approximately sixty-five members. Twenty-five of the board members are a part of the New Lawyers Division (NLD). These members are graduates from the most recent five graduating classes and are comprised of five representatives with at least one holding a LL.M. or joint degree. The mission of the Duke Law Alumni Association Board and the New Lawyers Division is to bring together Law School alumni, students, faculty, and administrators to develop and strengthen the bonds within the greater Law School community. The Board of Directors serves to achieve this mission, coordinating efforts among alumni and providing avenues of communication and cooperation among the members of the Duke Law School community.

Fundraising

Financial strength is critical for Duke Law School to retain and build on its reputation as a global leader in legal education, to support faculty excellence, to attract the best students, and to foster innovation in using state-of-the-art technologies for teaching and legal research. Duke Law School has come a very long way in a few short decades - thanks largely to the support of alumni and friends.

Law School Annual Fund. Annual Fund gifts are vital to the future of the Law School. Unrestricted support allows Duke Law to respond quickly to emerging needs within the School, and supports the School's ability to attract high caliber faculty and students, to strengthen academic programs, and to provide students with the analytical training and professional skills necessary to become leaders in the legal profession. Alumni are solicited annually and each of the reunion classes and the graduating class make commitments to a class gift in support of the Annual Fund.

Faculty Excellence. The dynamic relationship between professor and student is at the core of the Law School experience. Creative faculty members who work at the forefront of their fields are the basis of the Law School's strength as they impart not only knowledge but also serve as mentors in helping students to discover their niche in serving society.

Faculty members provide the first-class education for which Duke Law School is known, and they are the driving force behind the School's research enterprise and its reputation for thought leadership. Further, a stellar senior faculty serves as a magnet for promising junior scholars who in their turn will ensure Duke Law School's continued place in the front ranks of legal education.

Law School Building Campaign. Duke Law School completed an ambitious building project that expanded and renovated the building. In summer 2004, two large classrooms were completely rebuilt (a third large classroom was rebuilt in 2001.) In fall 2005, a new 30,000-square-foot wing that houses the clinical programs, journal offices, additional faculty offices, and meeting rooms was completed. In addition, the entire front facade of the Law School was replaced. In the spring of 2007, ground was broken to begin extensive renovations to the Law School Library and the creation of an atrium outside the library entrance of the building. The library, designed to meet the information needs of the Duke Law community, opened in the fall of 2008. It offers a variety of spaces for individual and group studying. The new design offers ready access to media and technology services, while highlighting the library's excellent collection of more than 625,000 volumes. The completion of the new atrium, Star Commons, provides an open and inviting area for students to meet, work, and collaborate. The area includes a cafe and an open and spacious room for a variety of events. In addition to these renovations, the completion of Marcy's Garden, the outside area along Science Drive and Towerview, has been newly landscaped and designed to provide additional areas to study and relax for our Law community. The cost of these renovations was underwritten through philanthropy and capital investment by Duke University.

Learning to Practice. There is a growing importance on practice and skills courses within the law community. These types of critical experiences are possible through clinic work and centers and programs. Clinics not only offer an intense experience of practice, but they serve a public need and allow students to work with future clients and experts. Centers and programs create opportunities to combine curriculum with practice opportunities, effectively integrating the Law School with other areas of the University. The ability to hire practice faculty with extensive expertise in areas of most interest to our students will not only contribute to the success of our students but help attract the brightest and most talented.

The Barrister Donor Society. Duke Law School's leadership donors are recognized annually through membership in the Barrister Donor Society. The Barristers are a distinguished group of alumni and friends who share a commitment to the future of the Law School through their giving. Membership in the Barristers is granted to alumni and friends who annually donate \$2,500 or more to Duke Law School. Graduates of five years or less, judges, educators, and those who work for the government or in public service may become members of the Barristers for a contribution of \$1,000.

Appendices

Appendix A

Undergraduate Institutions Represented In Entering Class Of 2009

American University
Amherst College
Appalachian State University
Arizona State University
Auburn University
Baldwin Wallace College
Ball State University
Barnard College-Columbia University
Berklee College of Music
Boston College
Boston University
Brandeis University
Brigham Young University
Brown University
Bucknell University
California Institute of Technology
Case Western Reserve University
Claremont Mckenna College
Clemson University
Colby College
Colgate University
College of William and Mary
Columbia Union College
Columbia University-Columbia College
Cornell University
Creighton University
Dartmouth College
Davidson College
Duke University
Eastern Washington University
Emory University
Florida State University
Georgetown University
Georgia Southern University
Hamilton College
Harvard University
Howard University
Ithaca College
Johns Hopkins University
Lehigh University
Loyola Marymount University
Marquette University
Merrimack College
Michigan State University
Mississippi State University
Morehouse College
Mount Allison University
Mount Holyoke College
New York University-College of Arts & Sciences
New York University-School of Education

New York University-Tisch School of the Arts
North Carolina School of the Arts
North Carolina State University
Northeastern University
Pennsylvania State University-University Park
Princeton University
Rutgers the State University-Rutgers College
Saint John's University
Siena College-New York
Sonoma State University
Southern Adventist University
Stanford University
SUNY at Albany
SUNY at Binghamton Center
Swarthmore College
Texas A & M University - College Station
Texas Tech University
Trinity College-Connecticut
Tufts University of Arts & Sciences
Tulane University
University of Arizona
University of California-Berkeley
University of California-Davis
University of California-Irvine
University of California-Los Angeles
University of California-Riverside
University of California-Santa Barbara
University of Colorado-Boulder
University of Delaware
University of Florida
University of Georgia-Athens
University of Illinois-Urbana
University of Iowa
University of Maryland-Baltimore County
University of Maryland-College Park
University of Minnesota-Minneapolis
University of Montana
University of New Mexico
University of North Carolina-Chapel Hill
University of Notre Dame
University of Pennsylvania
University of Pittsburgh
University of Richmond
University of Saint Thomas-Texas
University of South Florida
University of Southern California
University of Southern Mississippi
University of Tennessee - Knoxville
University of Texas - Austin
University of Virginia
University of Washington
University of Wisconsin - Madison
Virginia Polytechnic Institute & State University
Vanderbilt University
Wake Forest University

Washington University
Wellesley College
Wesleyan University
Wheaton College-Illinois
Wheaton College-Massachusetts
Williams College
Yale University

Appendix B

States and Countries Represented in Entering Class Of 2008

Alaska	1
Alabama	2
Arkansas	1
Arizona	4
California	31
Colorado	4
Connecticut	6
District of Columbia	5
Florida	15
Georgia	11
Hawaii	1
Iowa	3
Idaho	2
Illinois	1
Indiana	2
Kentucky	3
Louisiana	2
Massachusetts	7
Maryland	5
Michigan	2
Minnesota	2
Missouri	1
Mississippi	1
Montana	1
North Carolina	17
Nebraska	2
New Jersey	13
New Mexico	3
Nevada	1
New York	21
Ohio	5
Oklahoma	1
Oregon	2
Pennsylvania	10
Rhode Island	1
South Carolina	3
Tennessee	2
Texas	12

Utah	1
Virginia	10
Vermont	1
Washington	2
Wisconsin	2

International Countries:

Belize	1
China	1
Korea	2
Spain	1

Appendix C

HIPAA Statement

Student Health 2003

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.

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