
bulletin of
Duke University
2010-2011

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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PHOTOGRAPHS

Duke School of Law Department of Communications

The information in this bulletin applies to the academic year 2010-2011 and is accurate and current, to the extent possible, as of August, 2010. 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>.

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DUKE UNIVERSITY SCHOOL OF LAW

Academic Calendar 2010-2011

FALL TERM 2010

Monday-Friday, August 16-20	International LLM orientations
Tuesday-Friday, August 17-20	First-year orientation/LEAD week
Wednesday, August 18	First-year legal writing classes begin
Wednesday-Friday, August 18-20	Upper-level on-campus interviewing
Wednesday-Friday, August 18-20	Law and Entrepreneurship LLM orientation
Monday, August 23	All classes begin
Thursday-Friday, August 26-27	Upper-level on-campus interviewing
Wednesday-Friday, September 1-3	Upper-level on-campus interviewing
Friday, September 3	Duke Law Clinics intensive training
Monday-Tuesday, September 13-14	No upper-level classes (career development); first-year classes and required International LLM classes meet as scheduled
September 15-30	Upper-level on-campus interviewing
Monday-Friday, October 11-15	Fall break for upper-level students; writing break for first-year students (8th week of the semester) (note: Duke undergraduate Fall Break is October 11 and 12)
Wednesday-Friday, November 24-26	Thanksgiving Break
Thursday, December 2	Last day of classes
December 3-17	Reading and examination period

SPRING TERM 2011

Mon., January 3 or Wed., January 5	First-year Legal Writing classes begin (contact your individual professor for start date)
Monday, January 10	Classes begin
Monday, January 17	Martin Luther King, Jr. Holiday (no classes)
Thursday-Sunday, January 13-16	Intensive trial practice weekend
Friday, January 21	Duke law clinics intensive training
Monday-Friday, March 7-11	Spring Break (9th week of the semester)
Friday-Sunday, April 8-10	Alumni Weekend
Monday, April 18	Last day of classes
Tuesday-Friday, April 19-May 6	Reading and examination period
Saturday, May 14	Law School hooding Ceremony
Sunday, May 15	University commencement ceremony

SUMMER TERM 2011

Thursday and Friday, May 26-27	Orientation
Tuesday, May 31	First day of classes
Thursday, July 21	Last day of classes
Monday - Friday, July 25-29	Reading and examination period

Hong Kong and Geneva Programs, Summer 2011

July 3, 2011	Orientation
July 4, 2011	First day of classes, Term I
July 15, 2011	Last day of classes, Term II
July 18, 2011	First day of classes, Term II
July 29, 2011	Last day of classes, Term II
July 31-August 2, 2011	Reading and examination period

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
Tallman Trask III, MBA, PhD, Executive Vice-President
Neal F. Triplett, MBA, President of DUMAC, LLC
Pamela Bernard, JD, Vice-President and University Counsel
Robert M. Califf, MD, Vice-Chancellor for Clinical Research
Kyle Cavanaugh, MBA, Vice-President for Human Resources
Tracy Futhey, MS, Vice-President for Information Technology and Chief Information Officer
Scott Gibson, MBA, Executive Vice-Dean for Administration, School of Medicine
Catherine Lynch Gilliss, DNSc, Vice-Chancellor for Nursing Affairs and Dean of the School of Nursing
B. Hofler Milam, MBA, Vice-President for Finance and Treasurer
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 V. Riddell, PhD, Vice-President and University Secretary
James S. Roberts, PhD, Executive Vice-Provost for Finance and Administration
Michael J. Schoenfeld, MS, 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
R. Sanders Williams, MD, Senior Vice-Chancellor for Academic Affairs, Duke Medicine; Senior Advisor for International Strategy
Phail Wynn, Jr., MBA, EdD, Vice-President for 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
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
Stephen Rawson, Dean's Fellow
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. Several have served or are serving in key public service posts with government agencies such as the Department of Justice and the U.S. Patent and Trademark Office and within the armed services. 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 Appellate Litigation Clinic, the Children's Law Clinic, the Community Enterprise Clinic, the Entrepreneurship Clinic, the Environmental Law and Policy Clinic, the Guantanamo Defense Clinic, and the Wrongful Convictions 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 T. Bartlett, *A. Kenneth Pye Professor of Law*, served as Dean of Duke Law School from 2000-2007. She teaches family law, employment discrimination law, gender and law, and contracts, and publishes widely in the fields of family law, gender theory, employment law, theories of social change, and legal education. She has the leading casebook (with Deborah Rhode) in the area of gender law. Professor Bartlett served as a reporter for the American Law Institute's *Principles of the Law of Family Dissolution* (2002), for which she was responsible for the provisions relating to child custody. For her work on this project, she was named R. Ammi Cutter Chair in 1998. Professor Bartlett earned her degrees at Wheaton College, Harvard University, and the University of California at Berkeley. Before coming to Duke, she was a law clerk on the California Supreme Court and a legal services attorney in Oakland, California. She has been a visiting professor at UCLA and at Boston University, a scholar in residence at New York University School of Law and Columbia Law School, and a fellow at the National Humanities Center in Research Triangle Park, supported by the Rockefeller Foundation. In 1994, she won the University Scholar/Teacher of the Year Award at Duke University.

Lawrence G. Baxter, *Professor of the Practice of Law*, focuses his teaching and scholarly research on the evolving regulatory environment for financial services and beyond. He also has published extensively in the areas of United States federal and state administrative law; domestic and global banking and regulation; comparative law; jurisprudence; criminal law (United States and Australia); legal writing; constitutional law (non-U.S.) and professional training and responsibility. He blogs about regulation, law, and public policy at www.theparetocommons.com. Baxter rejoined the Duke Law faculty in 2009 as a visiting professor of the practice of law; he previously was on the governing faculty from 1986 to 1995. He began his academic career at the University of Natal in South Africa, where he held tenure from 1978 to 1984. In 1995, Baxter joined Wachovia Bank in Charlotte, N.C., serving first as special counsel for Strategic Development and later as corporate executive vice president, founding Wachovia's Emerging Businesses and Insurance Group and eBusiness Group. He served as chief eCommerce



officer for Wachovia Corporation from 2001 to 2006. Baxter returned to Duke Law to lead an interdisciplinary program on modernizing the regulatory state, with initial focus on the regulation of financial services organizations in the wake of the financial crisis. With James Cox, Duke's Brainerd Currie Professor of Law, he is teaching a course on regulatory reform and supervising the Duke in D.C. program in the fall 2009 semester. He is also teaching banking regulation in a post-crash economy to upper year and joint degree students. At Wachovia, Baxter led the creation and implementation of two state-of-the-art online banking platforms and a landmark online financial services outsourcing partnership. Under his leadership, Wachovia was rated as the benchmark online financial services provider, ranking first in 2005 and 2006 in customer satisfaction for prospective and existing customers by all major ranking organizations and receiving recognition for the best designed financial services Web site. Since leaving Wachovia in 2006, Baxter has acted as a consultant and adviser to members of the online security industry and various Internet startup businesses in the care-giving, entertainment, social networking, and recruiting sectors. During his academic career, Baxter has consulted with federal government agencies and promoted meaningful reforms to policies relating to financial institution supervision, enforcement and seizure, developing processes that were implemented at the congressional and regulatory level. He developed new teaching programs in U.S. domestic and global banking regulation, reshaped an entire area of law in a country in crisis (South Africa), and authored numerous scholarly and industry works on regulation, financial services, and technology. **Education:** LLB and BComm, Business, University of Natal; Diploma in Legal Studies and LLM, University of Cambridge; PhD in Law and Government Regulation, University of Natal.

Sara Sun Beale, *Charles L. B. Lowndes Professor of Law*, teaches first year criminal law and upper-class courses in criminal justice policy and federal criminal law. Her principal academic interests include the federal government's role in the criminal justice system, the laws defining federal crimes, and various issues of criminal procedure, including prosecutorial discretion. She is also interested in studying the factors that shape public attitudes regarding crime and how those attitudes ultimately translate into legislative changes in criminal laws and procedures. Beale is the author of scores of articles, and the co-author of *Federal Criminal Law and Related Actions: Crimes, Forfeiture, the False Claims Act and RICO* (1998), *Grand Jury Law and Practice* (1986 & 2d ed. 1997), and *Federal Criminal Law and Its Enforcement* (2d ed. 1993, 3d ed. 2000, 4th ed. 2006) (with Norman Abrams). Her work has been cited on many occasions by the Supreme Court and lower federal courts. Beale has been active in law reform efforts related to the federal government's role in criminal justice matters. Since her appointment by Chief Justice Rehnquist in 2004, she has served as the Reporter for the Advisory Committee on Criminal Rules, which drafts the Federal Rules of Criminal Procedure. Beale previously served as an associate reporter for the Workload Subcommittee of the Federal Courts Study Committee (where much of her work focused on the Sentencing Guidelines) and as the reporter for a three-branch federal-state working group convened by Attorney General Janet Reno to consider the principles that should govern the federalization of criminal law. Beale also served as a member of an American Bar Association task force studying the federalization of criminal law. She has argued before the Supreme Court on six occasions, representing the United States and as appointed counsel for an indigent defendant. A member of the board of the International Society for the Reform of Criminal Law, Beale has lectured or taught in Australia, Belgium, Canada, Ireland, Japan, New Zealand, the Philippines, Scotland, Spain, and Switzerland. Beale received her B.A. degree in English and her J.D. degree, *magna cum laude*, from the University of Michigan. She clerked for Judge Wade H. McCree Jr. on the 6th U.S. Circuit Court of Appeals, and served in the Office of Legal Counsel and the Office of the Solicitor General in the U.S. Department of Justice before coming to Duke in 1979.

Stuart M. Benjamin, *Douglas B. Marggs Chair in Law*, B.A. 1987, J.D. 1991, Yale University. Professor Benjamin specializes in telecommunications law, the First Amendment, and administrative law. Before he began teaching law, Professor Benjamin clerked for Judge William C. Canby on the U.S. Court of Appeals for the 9th Circuit and for Justice David H. Souter of the U.S. Supreme Court; worked as an attorney-advisor in the Office of Legal Counsel in the U.S. Department of Justice; worked as an associate with Professor Laurence Tribe; and served as staff attorney for the Legal Resources Centre in Port Elizabeth, South Africa. From 1997 to 2001 he was an associate professor of law at the University of San Diego School of Law, and from 2001-2003 he was the Rex G. & Edna Baker Professor in Constitutional Law at the University of Texas School of Law. He is co-author of *Telecommunications Law and Policy* (1st ed. 2001, 2nd ed. 2006), has written numerous law review articles, and has provided testimony to the Senate as a legal expert.

Donald H. Beskind, *Professor of the Practice of Law*, was a John S. Bradway Fellow at Duke from 1975-1977. He received his LL.M. at the conclusion of his fellowship and joined the Duke Law faculty, first as an Assistant Professor and then as Associate Professor and Director of the Clinical Legal Studies Program. In 1981, he returned to private practice, co-founding Beskind, Rudolf & Maher with whom he practiced until 1993. In 1993, he joined what is now Twiggs, Beskind, Strickland & Rabenau, and practiced full-time with that firm until January of 2010 when he

returned to full time teaching at the Law School as a Professor of the Practice and became Of Counsel to his firm. While in private practice between 1981 and 2010, as a Senior Lecturer in Law, Professor Beskind directed and taught in Duke's Trial Practice program and also periodically taught evidence. A native of Westport, Connecticut, Professor Beskind received his A.B. in sociology from The George Washington University in 1969 and his J.D. with honors from the University of Connecticut. His more than 30 years in practice was devoted to representing plaintiffs in civil cases and defendants in criminal cases. Professor Beskind is a Fellow of the International Society of Barristers and was recently selected as its Administrative Secretary and as the Editor of its *Quarterly* journal. He is also fellow of the American College of Trial Lawyers. He has served on the Board of Governors of both national and North Carolina trial lawyer organizations, and has chaired the committees on continuing legal education for both. He was a founding board member of North Carolina Prisoner's Legal Services and served as its President. Professor Beskind lectures on evidentiary and trial skills topics across the United States, runs trial training programs at major law firms and has trained solicitors and barristers in the United Kingdom. Professor Beskind is the co-author North Carolina Evidentiary Foundations (Lexis/Nexis 2008); Problems in Trial Advocacy (NITA 2007); and numerous cases files used for professional training including BMI v. Minicom (Advanced, Pretrial and Basic Skills editions – NITA) and State v. Burns (NITA).

Joseph Blocher's, *Assistant Professor of Law*, principal academic interests include constitutional law, the First and Second Amendments, capital punishment, property, federal courts, and law and development. Prior to his return to his hometown of Durham to take a position at Duke Law in 2009, Blocher clerked for Guido Calabresi of the U.S. Court of Appeals for the Second Circuit and Rosemary Barket of the U.S. Court of Appeals for the Eleventh Circuit. He also practiced in the appellate group of O'Melveny & Myers, where he assisted the merits briefing for the District of Columbia in *District of Columbia v. Heller*. Blocher received his B.A., *magna cum laude* and Phi Beta Kappa, from Rice University, and studied law and economic development as a Fulbright Scholar in Ghana and as a Gates Scholar at Cambridge University, where he received an M.Phil. in Land Economy. He received his J.D. from Yale Law School, where he served as comments editor of the *Yale Law Journal*, symposium editor of the *Yale Law & Policy Review*, notes editor of the *Yale Human Rights & Development Law Journal*, participated in or directed several clinics, and was co-chair of the Legal Services Organization. He was awarded the Edward D. Robbins Memorial Prize, and worked with Professor Neal Katyal of Georgetown University Law Center on *Hamdan v. Rumsfeld*, the successful challenge to the use of military tribunals at Guantanamo Bay, Cuba. Blocher's work has been published in the *New York University Law Review*, *Duke Law Journal*, *Georgetown Law Journal*, *Minnesota Law Review*, and other academic journals.

James Boyle, *William Neal Reynolds Professor of Law*, and co-founder of the [Center for the Study of the Public Domain](#) at [Duke Law School](#). He joined the faculty in July 2000. He has also taught at American University, Yale, Harvard, and the University of Pennsylvania Law School. He is the author of [The Public Domain: Enclosing the Commons of the Mind](#), [Shamans, Software and Spleens: Law and Construction of the Information Society](#) and [The Shakespeare Chronicles](#), a novel about the search for the true author of Shakespeare's works. He is the co-author [Bound By Law](#), (Duke U.P. 2008) an educational comic book on fair use, and is the editor of *Critical Legal Studies* (Dartmouth/NYU Press (1994)), [Collected Papers on the Public Domain](#) (Duke: L&CP 2003), and the co-editor of [Cultural Environmentalism @ 10](#) (with Larry Lessig). In 2003 he won the [World Technology Award for Law](#) for his work on the "[intellectual ecology](#)" of the public domain, and on the [new "enclosure movement"](#) that threatens it; (a disappointing amount of which was foretold in his 1996 [New York Times article](#) on the subject). His essays include [The Second Enclosure Movement](#), a study of [the economic rhetoric of price discrimination in digital commerce](#), and a [Manifesto on WIPO](#). His shorter pieces include [Missing the Point on Microsoft](#), a speech to the Federalist Society called [Conservatives and Intellectual Property](#), and numerous [newspaper articles](#) on law, technology and culture. His book reviews on [social theory and the environment](#), the [naturalistic fallacy in environmentalism](#), and on [competing approaches to copyright](#) have appeared in the [Times Literary Supplement](#). He currently [writes as an online columnist](#) for the [Financial Times' New Economy Policy Forum](#). Professor Boyle teaches [Intellectual Property](#), the [Constitution in Cyberspace](#), Law and Literature, Jurisprudence and [Torts](#). He was one of the original board members of [Creative Commons](#), which works to facilitate the free availability of art, scholarship, and cultural materials by developing innovative, machine-readable licenses that individuals and institutions can attach to their work. Professor Boyle served as a board member from 2002 until 2009, the last year as Chairman of the Board. He was also a co-founder of [Science Commons](#), which aims to expand the Creative Commons mission into the realm of scientific and technical data, and of [ccLearn](#), which works to promote the development of open educational resources. Professor Boyle is a member of the academic advisory board of [Public Knowledge](#). In 2006 he received the Duke Bar Association Distinguished Teaching Award.

Curtis Bradley, *the Richard A. Horvitz Professor of Law and Professor of Public Policy Studies*, joined the Duke Law faculty in 2005, after teaching at the University of Virginia and University of Colorado law schools. His courses

include International Law, Foreign Relations Law, and Federal Courts. Professor Bradley graduated *magna cum laude* from Harvard Law School in 1988. He then clerked for Judge David Ebel of the 10th U.S. Circuit Court of Appeals and Justice Byron White of the U.S. Supreme Court. After his clerkships, Professor Bradley practiced law for several years at Covington & Burling in Washington, D.C. He began teaching in 1995 at the University of Colorado School of Law, and he received tenure there in 1999. In 2000, he joined the faculty at the University of Virginia School of Law as a full professor. In 2004, he served as counselor on international law in the Legal Adviser's Office of the U.S. State Department. He is now a member of the Secretary of State's Advisory Committee on International Law. He is also a member of the American Society of International Law Executive Council and is on the Board of Editors of the American Journal of International Law. Professor Bradley has written numerous articles concerning both international law and U.S. foreign relations law, including articles published in the Harvard, Stanford, Michigan, Pennsylvania, Virginia, Duke, and Georgetown law journals. He is also the co-editor of *Presidential Power Stories* (Foundation Press 2008) (with Christopher H. Schroeder), and the co-author of two casebooks: *Foreign Relations Law: Cases and Materials* (Aspen Press 3d ed. 2009) (with Jack Goldsmith), and *International Law* (Aspen Press 4th ed. 2003) (with Barry Carter and Phillip Trimble). He is currently working on a book concerning international law in the U.S. legal system, to be published by Oxford University Press.

Kathryn Webb Bradley, *Professor of the Practice of Law*, joined the Duke Law faculty in 2005. She is the director of Legal Ethics and the administrator for the Capstone Project. She teaches in the areas of legal ethics and family law. Bradley received her B.A., *magna cum laude*, with Honors in Latin, and became a member of Phi Beta Kappa upon graduating from Wake Forest University in 1979. She earned her J.D. degree in 1988 from the University of Maryland School of Law, where she ranked first in her class and was admitted to membership in the Order of the Coif. She then served as a law clerk to Judge Frederic N. Smalkin of the U.S. District Court for the District of Maryland and Justice Byron R. White of the United States Supreme Court. She joined the firm of Hogan & Hartson in 1991, was made partner in 1998, and became of counsel in 2000. Bradley worked in the firm's Washington, Baltimore, and Denver offices as a member of the Litigation Department. Her areas of practice, at trial and appellate levels, have included federal and state constitutional law, higher education law, health care fraud and abuse, and general commercial law. Bradley taught Legal Research and Writing at the University of Virginia from 2000 until 2005. She previously had been an adjunct instructor of Legal Writing, Constitutional Law, and Federal Jurisdiction at the University of Maryland School of Law. Between college and law school, she was a secondary school teacher in Winston-Salem, North Carolina. Bradley holds membership in the American Bar Association and the Fourth Circuit Judicial Conference. She is admitted to practice in Virginia, Maryland, Colorado, the District of Columbia, and various federal courts.

Bill Brown, *Professor of the Practice of Law*, is cofounder of Palmer Labs, LLC, and 8 Rivers Capital, LLC, companies that focus on financing and commercializing technologies related to energy, internet, biomedical devices, and the telecom and automotive industries. A distinguished lawyer with an extensive career in financial services, Brown has held leadership positions at Goldman Sachs & Co., AIG International, and Morgan Stanley. At Duke Law, his teaching focuses on entrepreneurship, business law, business planning, capital markets and corporate finance. He was instrumental in helping put together Duke's LLM program in Entrepreneurship and the Law. Brown has authored a number of pieces and is a frequent commentator for a number of organizations, including the BBC, NPR, Bloomberg, The New York Times, NBCTV-17, Forbes.com, MarketWatch, China.com and The Huffington Post. A 1980 graduate of Duke Law School, Brown was a member of the editorial board of the *Duke Law Journal*. Brown practiced law in New York City from 1980 to 1989, first at Donovan Leisure Newton & Irvine and then at Sidley & Austin, where he was a partner. His practice involved acquisition financing and workouts, project finance, leveraged leasing, Latin America debt refinance, and securities regulation. Brown began his financial services career in 1990 when he joined the currency and commodity sales group at Goldman Sachs & Co., At Goldman Sachs, he helped grow the foreign exchange business in the asset management community, first in New York and then in London. In 1996, Brown was recruited to AIG International to become global head of sales for currency and fixed income and, one year later, was recruited to Morgan Stanley to become U.S. head of foreign exchange sales. During a part of this period, Brown also ran emerging market and non-dollar debt sales. He then took over listed derivatives as global co-head, managing over 500 members of sales, marketing, information technology, and operations teams in nine locations globally. Brown is a former member of the Duke University School of Law Board of Visitors and previously served for several years on the School of American Ballet Corporate Advisory Board. He is an arbitrator with the American Arbitration Association. In addition to his Duke Law degree, Brown holds bachelor's degrees in both biology and political science from MIT in 1977. He is married and has two daughters, one a magazine editor in New York City and the other a Duke undergraduate.

Sam Buell, *Professor of Law*. Sam Buell's research and teaching focus on criminal law and on the regulatory state, particularly regulation of corporations and financial markets. His current work explores the concept of fraud and the problem of behaviors that evolve in order to thwart legal controls. Buell's publications include "Good Faith and Law Evasion," *UCLA Law Review* (forthcoming); "The Upside of Overbreadth," *NYU Law Review* (2008); "Criminal Procedure Within the Firm," *Stanford Law Review* (2007); "Reforming Punishment of Financial Reporting Fraud," *Cardozo Law Review* (2007); "Novel Criminal Fraud," *NYU Law Review* (2006) (selected for the Stanford-Yale Junior Faculty Forum); and "The Blaming Function of Entity Criminal Liability," *Indiana Law Journal* (2006). He is a member of the American Law Institute. Buell joined the Duke Law faculty as a professor in 2010, after serving as an associate professor at Washington University School of Law in St. Louis and a visiting assistant professor at the University of Texas School of Law. Prior to his academic career, he worked as a federal prosecutor in New York, Boston, Washington, and Houston. He twice received the Attorney General's Award for Exceptional Service, the Department of Justice's highest honor, and was a lead prosecutor for the Department's Enron Task Force. Buell clerked for the Honorable Jack B. Weinstein of the U.S. District Court for the Eastern District of New York and practiced as an associate with Covington & Burling in Washington, D.C. Buell graduated summa cum laude from New York University School of Law and magna cum laude from Brown University. He was an editor of the *New York University Law Review* and received five graduation awards, including for first in his class.

Paul D. Carrington, *Professor of Law*. B. A. 1952, University of Texas; LL.B. 1955, Harvard University. Professor Carrington is a native of Dallas. His professional experience includes a brief stint in private practice, another in a military law office, and occasional consultations over fifty years, most of them pro bono publico. Since his teaching career began in 1957, he has taught in fifteen American law schools, as well as the University of Tokyo, Albert Ludwigs Universität Freiburg, Bucerius Law School in Hamburg, and Doshisha University Law School in Kyoto. He has been at Duke since 1978, serving as dean from 1978 to 1988. He has been active in judicial law reform efforts, particularly with regard to the jurisdiction of appellate courts, the rules of civil litigation, and the selection and tenure of judges in state courts. From 1985 to 1992, he served as reporter to the committee of the Judicial Conference of the United States advising the Supreme Court on changes in the Federal Rules of Civil Procedure. He has since 1988 also studied the history of the legal profession in the United States. He teaches appeals, civil procedure, international civil litigation, and lawyers in American history. His recent works are *Stewards of Democracy: Law as a Public Profession* (1999), *Spreading America's Word: Stories of Its Lawyer-Missionaries* (2005); *Reforming the Court: Term Limits for Supreme Court Justices* (2006); and *Law and Class in America: Trends Since the End of the Cold War* (2006).

Guy-Uriel Charles, *Professor of Law*, is the founding director of the Duke Law Center on Law, Race and Politics. He is an expert in and frequent public commentator on constitutional law, election law, campaign finance, redistricting, politics, and race. He joined Duke Law's faculty in 2009; he previously was the Russell M. and Elizabeth M. Bennett Professor of Law at the University of Minnesota Law School. Professor Charles is co-founder of the Colored Demos blog, www.coloredemos.blogspot.com/, and a reviewer for Stanford University Press, University of Chicago Press, and NYU Press. He has published articles in *Constitutional Commentary*, *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*, and others. Professor Charles received his JD from the University of Michigan Law School and clerked for The Honorable Damon J. Keith of the United States Court of Appeals for the Sixth Circuit. While at the University of Michigan, he was the founder and first editor-in-chief of the *Michigan Journal of Race & Law*. From 1995-2000, he was a graduate student in political science at the University of Michigan. Professor Charles joined the University of Minnesota Law School faculty in 2000 and later served as interim co-dean there. He was named the Stanley V. Kinyon Teacher of the Year for 2002-2003. He has been a visiting professor at Georgetown, Virginia, and Columbia law schools. A past member of the National Research Commission on Elections and Voting and the Century Foundation Working Group on Election Reform, Professor Charles has served as the director of the Institute for Law & Politics, a Senior Fellow in Law and Politics at the Institute on Race and Poverty, and a Law School Faculty Affiliate at the Center for the Study of Political Psychology, University of Minnesota. Guy-Uriel Charles is the founding director of the [Duke Law Center on Law, Race and Politics](#)

Daniel L. Chen, *Assistant Professor of Law*, studies how people form and respond to normative commitments. A law and economics scholar, Chen's research examines and proposes theories about how individuals are motivated to act within groups; how people are motivated to comply with the law; how societies respond to constraints such as legal systems, societal norms, and religious structures; and how interpretations of legal and religious texts interact with market forces. Chen was a Kauffman Fellow at the University of Chicago from 2009 to 2010. He holds an AB *summa cum laude* and SM in applied mathematics/economics and a JD from Harvard University; he also holds a PhD in economics from the Massachusetts Institute of Technology. He was a scholar at Nuffield College, Oxford University, from 1999 to 2000 and a post-doctoral fellow at the University of Chicago from 2004 to 2006. He was a lecturer in the

University of Chicago Economics Department from 2004 to 2005 and taught a law and economics course in the Harvard Economics Department from 2007-2009. Chen is the recipient of numerous honors, including the John M. Olin Law and Economics Prize for Best Law and Economics Paper in 2008 and selection for the Yale/Stanford Junior Faculty Forum in 2010. He has received grants from the Russell Sage Foundation, the National Science Foundation, and the MacArthur Foundation, among others. He has consulted with or worked for International Child Support Africa (NGO), the World Bank, the Austrian Academy of Sciences, NERA Economic Consulting, Cornerstone Research, and Skadden, Arps, Slate, Meagher, & Flom. On the formation of normative commitments, he has written papers on electoral cycles in appellate decisions, the effect of market interactions on moral values, why fiscal and social conservatives (liberals) come hand-in-hand, paradigm shifts, and various dimensions of Islamic resurgence during the Indonesian financial crisis. His ongoing scholarship includes third-party litigation funding, payments to physicians and potential conflicts of interest, and experiments testing certain assumptions in contracts and tax law. On responses to normative commitments, he has written on the effects of sexual harassment law on gender inequality, the behavioral response to wage cuts, fertility, reproductive technologies, and gender violence. His ongoing scholarship includes the economic impacts of eminent domain, the deterrent effect of the death penalty for desertion in World War I and whether the deterrent effect differed for minorities. He has articles published or forthcoming in the *Journal of Political Economy*, *American Economic Review*, *Minnesota Law Review*, *Journal of Economic Growth*, *Journal of Ecumenical Studies*, and *Political Economy and Development*. Please see <http://www.duke.edu/~dlc28/papers.htm> for recent research.

George C. Christie, *James B. Duke Professor of Law*, A.B. 1955, J.D. 1957, Columbia University; Diploma in International Law 1962, Cambridge University; S.J.D. 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*. He commenced his legal career with private practice in Washington, D.C. In 1960-61, he was a Ford Fellow at Harvard Law School and, in 1961-62, was a Fulbright Scholar at Cambridge University. He then joined the law faculty of the University of Minnesota, where he taught for almost four years. In 1966, he returned to Washington to serve as assistant general counsel for the Near East and South Asia of the Agency for International Development before coming in 1967 to Duke. His chief academic interests are in the areas of torts and jurisprudence, in both of which he has published widely. He is the editor of, among other books, a casebook in jurisprudence originally published in 1973, and now in its third edition, and one on torts first published in 1983, and now in its fourth edition. His monograph "The Notion of an Ideal Audience in Legal Argument" was published in 2000 and published in French in 2005. His previous monograph, "Law, Norms and Authority," was published in 1982. 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) and a fellow of the National Humanities Center as well as a visiting fellow at the Research School of Social Sciences at the Australian National University in Canberra. He is a member of the Board of Editors of *Law and Philosophy* and of *Isopoliteia*. He is currently working on problems encountered in the adjudication of human rights as part of his wider interest in comparative legal reasoning.

Doriane Lambelet Coleman, *Professor of Law*, Doriane Lambelet Coleman teaches courses in Torts, Children and the Law, and a seminar in Advanced Issues in Children's and Family Law. Her scholarship focuses on the ways in which culture - both domestic and foreign - impacts women and children as these are treated in the law. Her most recent work is concerned with child maltreatment in immigrant families and the legal ethics of pediatric research. She is a graduate of Cornell University (BA in Biopsychology and Soviet Studies, 1982) and of the Georgetown University Law Center (JD 1988), and an alumna of the Washington, D.C.-based law firm Wilmer, Cutler & Pickering, where she was a general litigator with some focus on toxic torts. Beginning in 1978 and through 1992, she competed nationally and internationally for Nike and the Swiss and U.S. National Teams over 800 meters in the sport of track and field. In that period, she garnered four national championships: One collegiate national championship over 800 meters, one senior national championship as part of a 4 x 400 meters relay team, and two over 800 meters in Switzerland.

James E. Coleman Jr., *John S. Bradway Professor of Law*, A.B. 1970, Harvard University; J.D. 1974, Columbia University. A native of Charlotte, North Carolina, Professor Coleman's experience includes a judicial clerkship for the U.S. District Court for the Eastern District of Michigan, a year in private practice in New York, and fifteen years in private practice in Washington, D.C., the last twelve as a partner in a large law firm. In private practice, he specialized in federal court and administrative litigation; he also represented criminal defendants in capital collateral proceedings. He has had a range of government experience. In 1976, he joined the Legal Services Corporation, where he served for two years as an assistant general counsel. In 1978, he conducted an investigation of two members of Congress as chief counsel for the U.S. House of Representatives' Committee on Standards of Official Conduct. In 1980, he served as a

deputy general counsel for the U.S. Department of Education. On sabbatical from his law firm, he was a visitor at Duke Law School for the fall semester of 1989, where he taught a seminar on capital punishment. He joined the faculty full-time in 1991 and taught criminal law, research and writing, and a seminar on capital punishment. He returned to private practice in 1993, but continued to teach a seminar on capital punishment as a senior visiting lecturer. He rejoined the faculty full-time in 1996. He teaches criminal law, legal ethics, negotiation and mediation, capital punishment, and wrongful convictions. He is an active member of the American Bar Association. He has been chair of the ABA Section of Individual Rights and Responsibilities (1999-2000) and of the ABA Death Penalty Moratorium Implementation Project (2001 - 2006). Professor Coleman served as the Law School's Senior Associate Dean for Academic Affairs from 2002-2005.

James D. Cox, *Brainerd Currie Professor of Law*. Professor Cox joined the faculty of the School of Law at Duke in 1979 where he specializes in the areas of corporate and securities law. Prior to moving to Durham, he taught at the law schools of Boston University, the University of San Francisco, the University of California, Hastings College of the Law, and Stanford. During the 1988-89 academic year he was a Senior Research Fulbright Fellow at the University of Sydney. Professor Cox earned his B.S. from Arizona State University and law degrees at the University of California, Hastings College of the Law (J.D.) and Harvard Law School (LL.M.). In addition to his texts *Financial Information, Accounting and the Law*; *Cox and Hazen on Corporations*; and *Securities Regulations Cases and Materials* (with Hillman & Langevoort), Professor Cox has published extensively in the areas of market regulation and corporate governance as well as having testified before the U.S. House and Senate on insider trading, class actions, and market reform issues. The Corporations treatise won the Association of American Publishers National Book Award for Best New Professional/Scholarly Legal Book for 1995. He served as a member of the corporate law drafting committees in California (1977-80) and North Carolina (1984-93). Professor Cox is a member of the American Law Institute and ABA Committee on Corporate Laws and a past member of the NYSE Legal Advisory Committee, the NASD Legal Advisory Board, and the Fulbright Law Discipline Review Committee. In 2009, he was appointed to the Bipartisan Policy Center's credit rating agency task force. In 2001 he was awarded an Honorary Doctorate of Mercature from the University of Southern Denmark for his work in international securities law.

Richard A. Danner, *Senior Associate Dean for Information Services, and Archibald C. and Frances Fulk Rufty Research Professor of Law*. In addition to his administrative responsibilities, 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 communication in law. His current research is focused on the role of forms and structures of legal information 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 1984-94, he served as editor of AALL's *Law Library Journal*. He was President of AALL in 1989-90 and has chaired several AALL special committees and task forces; he served on the executive committee of the AALS from 2002-2004, and is presently first vice-president of the IALL.

Walter Dellinger, *Douglas B. Maggs Professor of Emeritus Law*. He returned to Duke in August, 1997, after having served as acting Solicitor General for the 1996-97 Term of the Supreme Court. Dellinger argued nine cases before the Court, the most by any Solicitor General in more than twenty years. His arguments included cases dealing with physician assisted suicide, the line item veto, the cable television act, the Brady Act, the Religious Freedom Restoration Act and the constitutionality of remedial services for parochial school children. After serving in early 1993 in the White House as an advisor to the President on constitutional issues, Dellinger was nominated by the President to be Assistant Attorney General and head of the Office of Legal Counsel (OLC) and was confirmed by the Senate for that position in October, 1993. During his three years as Assistant Attorney General he served as the Department's principal legal advisor to the Attorney General and the President. As head of OLC, Dellinger issued opinions on a wide variety of issues, including the President's authority to deploy United States forces in Haiti and Bosnia; whether the President may decline to enforce statutes he believes are unconstitutional; affirmative action; religious activity in public schools; whether the Uruguay Round GATT Agreements required treaty ratification, and a major review of separation of powers questions. He provided extensive legal advice on loan guarantees for Mexico, on national debt ceiling issues, and on issues arising out of the shutdown of the federal government. Professor Dellinger has published

articles on constitutional issues for scholarly journals including the Harvard Law Review, the Yale Law Journal, the Duke Law Journal and has written articles for the New York Times, the Washington Post, Newsweek, the New Republic and the London Times. He spent 1988-89 as a Fellow at the National Humanities Center. He has lectured at numerous American universities and at Leiden, Utrecht, and Tilburg Universities in the Netherlands, at the University of Florence and the University of Siena in Italy, at the University of Copenhagen, Denmark, at Nuremberg University in Germany, at the National University of Mexico, at the Catholic University in Leuven, Belgium and at conferences in Rio de Janeiro and Rome. He has addressed the Judicial Conferences of the DC Circuit, the Fifth Circuit, the Second Circuit and the Fourth Circuit, the American Bar Association, the Association of American Law Schools, the Organization of American Historians, the American Political Science Association, the Modern Language Association, the Federalist Society and other groups. He has been a member of the Board of Editors of *The American Prospect* and a member of the Executive Committee of the Yale Law School Association. Before joining the government, he briefed and argued cases for a variety of clients, including Owens-Illinois, Inc., the State of Alaska, hospital associations and members of Congress on issues ranging from the right of hospitals to sue state officials for reimbursement, to Alaska's taxation of oil revenues, to limits on punitive damages and other mass tort issues. He has testified more than twenty-five times before committees of the Congress, including the Senate Budget Committee, the Senate Committee on Labor and Human Resources, the Senate Appropriations Committee, and the House and Senate Judiciary Committees. Walter Dellinger was born in Charlotte, NC on May 15, 1941. His father, a graduate of Charlotte High School who worked at the American Trust Company, died in 1953. His mother, Grace Lawing Dellinger, also a graduate of Charlotte High School, worked as a sales clerk in clothing and furniture stores; she died in 1995. Walter has been married since 1965 to Anne Maxwell Dellinger, a Professor of Public Law & Government at the University of North Carolina's Institute of Government. Anne Dellinger specializes in public health law. In 1980-81, she served at the Federal Bureau of Investigation as Special Assistant to the Director, Judge William H. Webster. They have two sons, Hampton (born 1967), who is serving as Special Counsel to the Attorney General of North Carolina, and Andrew (born 1970), an instructor in religion at Prescott College in Arizona. Walter Dellinger is a graduate with Honors in Political Science from the University of North Carolina where he was awarded the John J. Parker Medal for Leadership and the Frank Porter Graham Award as Outstanding Senior. He graduated from Yale Law School, where he was an editor of the *Yale Law Journal*. For the 1968-69 Term of the United States Supreme Court he served as law clerk to Justice Hugo L. Black.

Deborah A. DeMott, *David F. Cavers Professor of Law*. B.A. 1970, Swarthmore College; J.D. 1973, New York University. Professor DeMott spent her early years in DuBois, Pennsylvania. She served as articles editor of the *New York University Law Review*. She began her professional career with a judicial clerkship in a federal court in New York City, and later practiced with a large law firm in that city, until she joined the Duke law faculty in 1975. In 1989, she received the Scholar/Teacher of the Year Award from Duke University. Professor DeMott served as the Reporter for the American Law Institute's Restatement (Third) of Agency, published in 2006. From 2000-2002, she held a secondary appointment as Centennial Visiting Professor in the Law Department of the London School of Economics. She has also taught at the Universities of Sydney, Melbourne, Texas, Colorado, San Diego, the Hastings College of Law of the University of California, and at Osgoode Hall Law School, York University, Toronto. In 1986 she was a Fulbright Senior Scholar at Sydney and Monash Universities in Australia. In Spring 1996 Professor DeMott held the Hurst C. Huber Visiting Chair at the University of Florida College of Law. In Spring 1998 she was the Scholar in Residence at the Frances Lewis Law Center, Washington and Lee University School of Law. In Spring 1999 she was in residence at the University of Auckland as the New Zealand Legal Research Foundation Visiting Fellow. She is the author of a treatise, *Shareholder Derivative Actions*, published in 1987 and a casebook, *Fiduciary Obligation, Agency and Partnership*, published in 1991. Her other writing concerns corporate law, takeovers and acquisitions, and fiduciary obligation.

Diane Dimond, *Clinical Professor of Law and the director of Legal Writing*, teaches the first-year course in Legal Analysis, Research, & Writing and an upper-level seminar in Negotiation. Professor Dimond received her B.A. in political science and French from the University of Iowa in 1973, and her J.D. from the Harvard Law School in 1977. She began her practice of law in New York City at a major Wall Street firm in the litigation department, and after six years, moved to North Carolina, where she continued her practice in litigation, first as an associate and later as a partner, in a large North Carolina firm. Her major practice area was in commercial litigation, including employment-related litigation and advice, defense of securities fraud actions, trade secrets/intellectual property suits, nuclear power plant construction litigation, personal injury insurance defense, and representation of both corporate clients and foreign governmental bodies in transnational disputes. She has had extensive experience in pre-trial discovery and motion practice, lay and expert witness preparation, appellate brief writing, computerized document management, and settlement negotiations. While most of the matters she handled were filed in state and federal courts, she has also represented clients in a number of arbitration proceedings. After almost 17 years of practice, she joined the Duke Law

faculty to teach full time in 1994, and was appointed as Clinical Professor of Law in January 2001. In 2004, she won the Duke Bar Association's Distinguished Teaching Award. She is a member of the bars of the states of New York and North Carolina, as well as a number of federal district and appellate courts.

John M. de Figueiredo, *Professor of Law and Business*, studies competitive strategy, political and legal strategy, law and economics, and the management of innovation. His research in “non-market” strategy examines how firms use political influence, regulatory lobbying, and strategic litigation to enhance competitive performance. His current work in the field has examined corporate legislative and regulatory lobbying behavior in telecommunications, health care, and other high technology industries. Prior to joining Duke Law School in 2010, he was an associate professor of strategic management and associate professor of law at the UCLA Anderson School. He also has served on the faculties of the Sloan School of Management at the Massachusetts Institute of Technology (MIT) and the Woodrow Wilson School at Princeton University. He was an Olin Senior Visiting Research Fellow at Harvard Law School and has served as a research associate at the National Bureau of Economic Research. de Figueiredo holds a PhD in business and public policy from the University of California, Berkeley; a master’s of science from the London School of Economics; and an AB in economics from Harvard University. He has published scholarly articles in a wide range of academic and interdisciplinary journals; his recent work includes “Integrated Political Strategy” in *Advances in Strategic Management: Economic Institutions of Strategy* (2009) and “Financing Direct Democracy: Revising the Literature on Campaign Finance of Initiatives” (with Chang Ho Ji and Thad Kousser) in the *Journal of Law, Economics and Organization* (forthcoming). de Figueiredo has taught in a variety of different programs for law students, business students, and executives. He has taught a course on corporate non-market strategy, introducing techniques to company executives on managing the media, activists, government, and international bodies to achieve the objectives of the corporation. He also teaches competitive strategy, non-market strategy, technology strategy, corporate governance, and organizational change at the senior executive and board of directors level. He won the Excellence in Teaching Award for MBA teaching while at MIT, and he won four teaching awards while at UCLA. Prior to joining academia, Professor de Figueiredo was a strategic management consultant at Monitor Company for a number of years, where he served on a team of consultants that started the company’s Spanish practice and Madrid office.

Joel L. Fleishman, *Professor of Law and Public Policy Sciences*. A.B. 1955, J.D. 1959, M.A. (Drama) 1959, University of North Carolina; LL.M. 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 the Sanford School of Public Policy, in which position he served until 1983. He is now Professor of Law and Public Policy, and Director of the Heyman Center on Ethics, Public Policy and the Professions. He also directs the Duke Foundation Research Program. His principal writings deal with legal regulation and financing of political activities as well as the regulation of not-for-profit organizations. His book, *The Foundation: A Great American Secret —How Private Money is Changing the World*, was published in January, 2007 by Public Affairs Books. He is now serving as co-chair of Independent Sector’s Committee on the Self-Regulation of Nonprofit Organizations.

Andrew H. Foster, *Clinical Professor of Law and Director of the Community Enterprise Clinic*. B.A, Political Science, Rutgers University, summa cum laude, 1991; J.D, School of Law, University of North Carolina at Chapel Hill, 2000, Chancellor's Scholar, Order of the Coif. Foster is an Associate Clinical Professor of Law and Director of the Law School’s Community Enterprise Clinic. In addition to directing the clinic, he teaches courses in community development law and professional responsibility. In addition to his teaching at the Law School, Foster currently serves as the associate editor of the *Journal of Affordable Housing and Community Development Law*, a quarterly legal journal published by the American Bar Association. Prior to joining the Law School faculty in 2002, Foster practiced full-time with Womble Carlyle Sandridge & Rice, PLLC, where he was a founding member of the firm’s Community Development Law team. He now maintains a limited private practice that is concentrated in the areas of nonprofit, affordable housing, and community development law. He represents developers, financial institutions, local governments and local, statewide, regional and national nonprofits on a wide range of community revitalization projects. Before becoming a lawyer, Foster held leadership positions with several nonprofit community development organizations based in North Carolina. These include the Southern Rural Development Initiative, the North Carolina Justice and Community Development Center, the Community Reinvestment Association of North Carolina, and the North Carolina Association of Community Development Corporations. In all of these positions, he worked with community-based organizations, leading private sector institutions and public policymakers to develop and implement

community economic development strategies in order to increase economic opportunities for the residents of low-wealth communities in North Carolina and throughout the Southeast. Foster is licensed to practice in North Carolina. He is a member of the American Bar Association, as well as the ABA's Business Law Section and Forum on Affordable Housing and Community Development Law. He is also a member of the North Carolina Bar Association and is active in the NCBA's Business Law Section and Young Lawyers Division. Foster also serves as a member of the board of directors of the Southern Rural Development Initiative, Community Affordable Housing, Equity Corporation, and the North Carolina Fair Housing Center.

Lisa Kern Griffin, *Professor of Law*, joined the Duke Law Faculty in 2008. She teaches in the areas of evidence and criminal law and procedure, and her scholarship focuses on federal criminal justice policy. Her current research concerns the expressive consequences of prosecutions for process crimes such as false statements, obstruction, and perjury. Professor Griffin has also written about deferred prosecution agreements in corporate fraud cases, and her recent article, "Compelled Cooperation and the New Corporate Criminal Procedure," appeared in the *New York University Law Review*. Prior to coming to Duke, Professor Griffin taught at the UCLA School of Law. She graduated from Stanford Law School after receiving her B.A. and an M.A. in English from Georgetown University. At Stanford, Professor Griffin served as President of the Stanford Law Review and was elected to the Order of the Coif. After law school, she clerked for Judge Dorothy W. Nelson of the United States Court of Appeals for the Ninth Circuit and Justice Sandra Day O'Connor of the Supreme Court of the United States. Her academic interests in white collar crime and in the role of the jury stem from her experience as a federal prosecutor; she worked in the Chicago United States Attorney's Office from 1999 to 2004.

Mitu Gulati is a Professor at Duke University. His research interests are currently in the evolution of contract language, the history of international financial law and the measurement of judicial behavior. He has authored articles in journals such as the *Tulane Law Review*, the *University of Missouri Law Review* and the *Maine Law Review*.

Paul H. Haagen, *Professor of Law and Senior Associate Dean for Academic Affairs*. B.A. 1972, Haverford College; B.A. 1974, M.A. 1976, Oxford; M.A. 1976, Ph.D. 1986, Princeton; J.D. 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 2005-2007, and Senior Associate Dean for Academic Affairs of the Law School (1991-93, 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.

Laurence R. Helfer, *Harry R. Chadwick, Sr. Professor of Law*, is an expert in international law whose scholarly interests include interdisciplinary analysis of international law and institutions, human rights, and international intellectual property law and policy. He is co-director of Duke Law School's [Center for International and Comparative Law](#) and a member of the faculty steering committee of the [Duke Center on Human Rights](#). Prior to joining the Duke Law faculty in July 2009, Helfer was a professor of law and director of the International Legal Studies Program at Vanderbilt University Law School. He has also taught at Harvard Law School, Loyola Law School in Los Angeles, Princeton University, and the University of Chicago Law School. He is a member of the Board of Editors of the *American Journal of International Law* and the *Journal of World Intellectual Property*. Helfer has authored more than 50 publications and has lectured widely on his diverse research interests, which also include of international litigation and dispute settlement and lesbian and gay human rights. He is the coauthor of the forthcoming book, *Human Rights and Intellectual Property: Mapping the Global Interface* (with Graeme W. Austin), to be published by Cambridge University Press in early 2011; the casebook *Human Rights* (2d ed., Foundation Press, 2009); and the monograph "Intellectual Property Rights in Plant Varieties: International Legal Regimes and Policy Options for National Governments" (United Nations Food and Agriculture Organization, 2004). His articles have appeared in leading American law reviews, including the *Yale Law Journal*, the *Columbia Law Review*, the *California Law Review*, the *Virginia Law Review*, the *University of Pennsylvania Law Review*, the *Vanderbilt Law Review*, and *Duke's Journal of Law and Contemporary Problems*, as well as in numerous peer-reviewed and international law journals. Helfer holds a JD from New York University, where he graduated Order of the Coif and was articles editor of the *New York University Law Review*. He also holds a master's degree in public administration from Princeton University, where he was a Woodrow Wilson Fellow, and a bachelor's degree from Yale University. He served as a law clerk to Chief Judge Dolores K. Sloviter of the U.S. Court of Appeals for the Third Circuit. Before beginning his academic career, Helfer

practiced with the New York law firm of Rabinowitz, Boudin, Standard, Krinsky & Lieberman, P.C., focusing on international law, intellectual property litigation, and civil liberties.

Donald L. Horowitz, *James B. Duke Professor of Law and Political Science*. He 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 2001-02, he was a Carnegie Scholar. In 2009, he was 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 also nearing completion. Elected to the American Academy of Arts and Sciences in 1993, he served as President of the American Society for Political and Legal Philosophy from 2007 to 2010.

Trina Jones, *Professor of Law*, is a native of Rock Hill, South Carolina. She received her undergraduate degree in government from Cornell University and her J.D., with honors, from the University of Michigan Law School. While at Michigan, Professor Jones served as an articles editor on the Michigan Law Review. Upon graduating from law school, she worked as a general litigator at Wilmer, Cutler, and Pickering in Washington, D.C. In 1995, Professor Jones joined the faculty of Duke Law School. Since that time, she has taught Civil Procedure, Employment Discrimination, and a seminar on Race and the Law. She also directs the law school's Charting Courses Program and the Jean E. and Christine P. Mills Conversation Series on Race. Professor Jones recent writings have focused on colorism, diversity, and the conservative influence on anti-discrimination doctrine. In *Shades of Brown: The Law of Skin Color*, Professor Jones drew upon historical and sociological materials to explain the historical and contemporary significance of colorism, which is the prejudicial treatment of same-race individuals on the basis of skin color, in the United States. Importantly, *Shades of Brown* is one of the first articles in the legal context to probe the connection between color and race, to examine the legal basis for color claims, and to explain why it is critical to anti-discrimination efforts that courts recognize color claims independently of race claims. In her most recent articles, *The Diversity Rationale: A Problematic Solution* and *Brown II: A Case of Missed Opportunity*, Professor Jones examines the potential limitations of the diversity rationale as a means of ensuring access for historically oppressed groups and analyzes the effects of various changes in anti-discrimination law over the last decade. Professor Jones recently co-edited a book of essays entitled *Law and Class in America: Trends Since the Cold War* (NYU Press) with her colleague, Paul Carrington. The book looks at the effects on poor people of legal reforms in a variety of substantive areas. Professor Jones current projects include examination of race and genetic testing, a book of essays exploring contemporary legal issues of concern to African Americans, and continued investigation of colorism from a comparative perspective.

Kimberly Krawiec, *Professor of Law*, is an expert on corporate law who teaches courses on securities, corporate, and derivatives law. Her research interests span a variety of fields, including the empirical analysis of contract disputes; the choice of organizational form by professional service firms, including law firms; forbidden or taboo markets; corporate compliance systems; insider trading; derivatives hedging practices; and "rogue" trading. Prior to joining academia, Krawiec was a member of the Commodity & Derivatives Group at the New York office of Sullivan & Cromwell. She has served as a commentator for the Central European and Eurasian Law Initiative (CEELI) of the American Bar Association and on the faculty of the National Association of Securities Dealers Institute for Professional Development at the Wharton School of Business. She holds a juris doctorate from Georgetown University and a bachelor's degree from North Carolina State University. Krawiec's recent scholarship addresses organizational misconduct and trade within forbidden or contested markets. These works include "Price and Pretense in The Baby Market," in *Baby Markets: Money, Morals, And The Neopolitics Of Choice* (Cambridge University Press, forthcoming 2009); "Sunny Samaritans & Egomaniacs: Price-Fixing in the Gamete Market," and "Show Me The Money: Making Markets in Forbidden Exchange," forthcoming in Duke Law School's *Law and Contemporary Problems*; and "Altruism and Intermediation in the Market for Babies," in the Washington & Lee Law Review. She also recently contributed a chapter, "Operational Risk Management: An Emergent Industry," to the book *Operational Risk Towards Basel III: Best Practices And Issues In Modeling, Management And Regulation* (John Wiley and Sons, 2009). A visiting professor at Duke Law during the 2008-09 academic year, Krawiec also has taught law at the University of

Virginia, the University of North Carolina, Harvard, and Northwestern, where she received the 1999-2000 Robert Childres Award for Teaching Excellence.

David Lange, *Melvin G. Shimm Professor of Law at Duke University*, where he has been a member of the faculty of the School of Law since 1971. Prior to joining the Duke faculty he worked in radio, television, and motion picture production, and as a practicing lawyer with an emphasis in media law. He acted subsequently for a number of years as counsel to a leading North Carolina law firm with an emphasis in copyright, trademarks, and unfair competition and related intellectual property matters. At the Duke Law School he teaches courses in intellectual property, copyright, trademarks, and unfair competition, and entertainment law (including motion picture production, finance, and distribution). He speaks, writes, and lectures frequently in these fields. He has testified by invitation before Congress. He gave the Twenty-Second Annual Donald Brace Memorial Lecture to the United States Copyright Society at Columbia Law School in 1992. Most recently he has completed the third edition of a co-authored casebook in intellectual property published by West Publishing Company in 2007, as well as the co-authored manuscript for a book on intellectual property and the first amendment, which has been accepted for publication by Stanford University Press. An internationally recognized authority in his areas of specialty, he has also taught and lectured in Europe, Australia, and Asia. He has served as a pro bono consultant to the Vietnamese National Office of Industrial Property and to the National Copyright Office of Vietnam. He is a founding member of the ABA Forum Committee on the Entertainment and Sports Industries and served on the Forum Committee's initial Governing Board. He served as a member of the Board of Advisors to the Reporter of the American Law Institute's Restatement (Third) of Unfair Competition. He has also served as a member of the Board of Trustees of The Copyright Society of the United States. He is married and has five children and seven grandchildren.

David F. Levi, *Dean and Professor of Law*, became the 14th dean of Duke Law School on July 1, 2007. Prior to his appointment, he was the Chief United States District Judge for the Eastern District of California with chambers in Sacramento. He was appointed United States Attorney by President Ronald Reagan in 1986 and a United States district judge by President George H. W. Bush in 1990. A native of Chicago, Dean Levi earned his A.B. in history and literature, magna cum laude, from Harvard College. He entered Harvard's graduate program in history, specializing in English legal history and serving as a teaching fellow in English history and literature. He graduated Order of the Coif in 1980 from Stanford Law School, where he was also president of the Stanford Law Review. Following graduation, he was a law clerk to Judge Ben C. Duniway of the U.S. Court of Appeals for the Ninth Circuit, and then to Justice Lewis F. Powell, Jr., of the U.S. Supreme Court. He has served as chair of two Judicial Conference committees by appointment of the Chief Justice. He was chair of the Civil Rules Advisory Committee (2000-2003) and chair of the Standing Committee on the Rules of Practice and Procedure (2003-2007); he has been reappointed to serve as a member of that committee (2009-2012). He was the first president and a founder of the Milton L. Schwartz American Inn of Court, now the Schwartz-Levi American Inn of Court, at the King Hall School of Law, University of California at Davis. He is a member of the Council of the American Law Institute (ALI), was an advisor to the ALI's Federal Judicial Code Revision Project, and currently serves as an advisor to the Aggregate Litigation project. He was chair of the Ninth Circuit Task Force on Race, Religious and Ethnic Fairness and was an author of the report of the Task Force. He was president of the Ninth Circuit District Judges Association (2003-2005). In 2007, he was elected a fellow of the American Academy of Arts and Sciences. In 2010, he was named to the board of directors of Equal Justice Works. Dean Levi is the co-author of *Federal Trial Objections* (James Publishing 2002). At Duke Law, he teaches courses on Judicial Behavior and Ethics.

Carolyn McAllaster, *Clinical Professor of Law*, is the founder and director of the AIDS Legal Project and a Clinical Professor of Law at the Duke University School of Law. She supervises students in the AIDS clinic and teaches a course on AIDS and the law. McAllaster received her BA in German from the University of North Carolina in Chapel Hill in 1972, and her JD from the UNC Law School in 1976. She began her practice of law in Durham with a litigation firm, and thereafter opened her own practice where she handled a variety of complex litigation in the state and federal courts. While continuing her private practice McAllaster served as an administrative hearing officer for the North Carolina Department of Human Resources from 1981-87. She undertook service as a state court arbitrator in the Fourteenth Judicial District beginning in 1987, and still continues that responsibility. McAllaster joined the Duke Law School faculty in 1988, where she has taught pretrial and trial practice and a child advocacy clinic, as well as the courses she currently teaches. She has also taught trial practice for the National Institute of Trial Advocacy (NITA), and as an adjunct member of the faculty at UNC and other law schools. McAllaster is admitted to practice in the state courts of North Carolina, the United States District Courts for the Eastern, Middle, and Western Districts of North Carolina, and in the United States Fourth Circuit Court of Appeals. McAllaster was a founder and first president of the North Carolina Association of Women Attorneys and is also a member of the North Carolina Bar Association and the North Carolina Academy of Trial Lawyers. She was appointed by the governor to serve on the North Carolina AIDS Advisory

Council in 1996. McAllaster is the author of two books, *North Carolina Litigation Forms and Analysis* (3 vols., Lawyers Cooperative Publishing, 1995), and *The Law and the Mentally Handicapped in North Carolina*, (co-author) (N. C. Institute of Government, 1976 edition), as well as several articles or chapters in books, including "Legal Issues for HIV-Infected Children" in *Handbook of Pediatric HIV Care*, published by Cambridge University Press in 2006, "Legal Issues for HIV-Infected Children," in *Textbook of Pediatric HIV Care*, published by Cambridge University Press in 2005 and co-author of "Issues in Family Law for People with HIV" in *AIDS and the Law* Fourth Edition, published by Aspen Publishers. She is a frequent speaker at Continuing Legal Education programs for attorneys and workshops for non-attorneys in the following areas: AIDS law issues, litigation skills, child advocacy, and women and the law.

Francis McGovern, *Professor of Law*, has the unusual ability to integrate practical experience, abstract thinking, and teaching. This has earned him the "triple crown" in the legal community as premier practitioner, scholar, and teacher in the field of alternative dispute resolution. In the late 1970s and early 1980s, Professor McGovern was among the first in the nation to write about and to use alternative dispute resolution (ADR) techniques to avoid or to improve the litigation process. Two decades later, the federal judiciary, many state courts, and institutions around the world, such as the United Nations, all seek his guidance on practical and conceptual issues in dispute resolution. His name is virtually synonymous with "mass claim" litigation--the often tens of thousands of tort claims arising out of a major disaster or major product liability issue. As a court-appointed special master or neutral expert, he has developed solutions in most of the significant mass claim litigation in the U.S., including the DDT toxic exposure litigation in Alabama, the Dalkon-Shield controversy, and his current work involving the silicone gel breast implant litigation. Seeing that these mass claims would take years to reach and proceed through trial at tremendous expense to the parties and courts, Professor McGovern pioneered new roles for court-appointed special masters as "case managers" and "settlement masters." As a case manager, he organizes the pretrial administration of a case, and uses ADR techniques to help the parties agree on efficient discovery approaches and schedules. The role of settlement master has often required that he develop innovative ways to implement potential settlements. In the Dalkon Shield litigation, he helped organize and administer the distribution of the \$2.4 billion trust established to compensate 100,000 women who had sued the maker of the device. To facilitate his efforts, Professor McGovern has created very sophisticated computerized models of the valuation of these massive claims. By estimating what the claims are worth to the plaintiffs or will cost the defendants, his models narrow the range of reasonable settlement amounts and help parties to settle more quickly. Countries outside the United States now are recognizing the effectiveness of Professor McGovern's work. Working with United Nations Compensation Commission, which was set up to ensure that Iraq compensates citizens, businesses and government agencies for losses suffered in the Persian Gulf War, Professor McGovern is helping construct a legal framework for handling the 2.6 million claims for reparations from Iraq. He also is developing a transnational ADR center in Europe to handle torts, including silicone gel breast implants and HIV infected blood cases that cross national boundaries. A prolific writer, Professor McGovern is the co-author of two published books, *Successful Litigation Techniques* and *The Preparation of a Product Liability Case*, and two books in progress, *Toxic Substances Litigation* and *Alternative Dispute Resolution*. Both practitioners and scholars rely on his writing for its integration of extensive practical experience with conceptual analysis of fundamental problems in dispute resolution and complex litigation. Professor McGovern's most widely known contribution to the scholarship in this area is his development of the seminal concept of "maturity" in mass torts--a concept generally accepted as critical in analysis of mass torts. At Duke, he looks forward to greater opportunities for empirical research on new ADR approaches in association with the Law School's [Private Adjudication Center](#). Professor McGovern is widely sought as a teacher, but not only by students enrolled in law school. In addition to carrying a full load of classes, he has given over 50 speeches in the last two years to academics, judges, and lawyers on issues ranging from international dispute resolution to an update of the law of product liability. Professor McGovern has been motivated in all of his undertakings, practical, conceptual and educational, by the public's decreased faith in traditional governmental systems and procedures for resolving disputes. He wants these systems, like the courts, and procedures, including litigation, to work better. Working better, to him, means operating both more efficiently and in a manner that leaves participants feeling satisfied about the process and results.

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

affairs from 1998-2001, and currently serves as a member of the executive committee of Duke University's Academic Council. Professor Metzloff is also director of the Voices of American Law project. The goal of the project is interview the parties, attorneys, experts, and judges who were involved in the development of important Supreme Court cases dealing with key constitutional values (such as the First Amendment, privacy rights, property rights). The interviews are then used to create detailed documentaries that are being widely used in law schools and other educational settings to study Constitutional rights and values. Professor Metzloff's also has conducted extensive research on the litigation system as it relates to medical malpractice disputes. For example, he conducted a major empirical study of court-ordered mediation in medical malpractice cases funded by the Robert Wood Johnson Foundation. Professor Metzloff is active in a number of professional activities. He has served as an advisory member to the North Carolina State Bar Ethics Committee, and also served on the North Carolina Supreme Court's Dispute Resolution Committee.

Ralf Michaels, *Professor of Law*, is the author of a book on comparative private law and of numerous articles and book chapters published in the United States and in Europe, and is co-editor of two volumes on conflict of laws. He has given presentations in English, German, and French in twelve different countries. Michaels is also an editor of the [German Law Journal](#), an elected member of the [International Academy of Comparative Law](#), as well as a member of the professional comparative law associations of the United States, Germany, and France. In the fall of 2005, he was the Lloyd Cutler Fellow at the [American Academy in Berlin](#). Michaels' main research and teaching interest is in combining comparative law, conflict of laws, and legal theory under the guise of globalization into a theory of global legal pluralism. Currently, he is working on a book that will lay down a general theory of jurisdiction for an age of globalization. At Duke, he teaches conflict of laws, comparative law, and various seminars on law and globalization. Michaels studied law in Passau and Hamburg, Germany and in Cambridge, England. Prior to coming to Duke, he held posts at Harvard Law School and at the Max Planck Institute for Comparative and Private International Law in Hamburg.

Madeline Morris, *Professor of Law*, is an expert in counterterrorism law and policy, international criminal law, the law of war, transnational jurisdiction, and public international law. She has served as a member of the U.S. Secretary of State's Advisory Committee on International Law; adviser on justice to the president of Rwanda; special consultant to the U.S. Secretary of the Army; senior legal counsel, Office of the Prosecutor, Special Court for Sierra Leone; adviser to the special prosecutor, Republic of Serbia; expert witness on the Alien Tort Claims Act, in *Sarei v. Rio Tinto*; and as a witness before the U.S. Senate Committee on Foreign Relations. A leading expert on counterterrorism detention and military commissions, Morris has served as 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 in *Boumediene v. Bush* (U.S. Supreme Court, 2008); *amicus curiae* in *U.S. v. Hamdan* (U.S. Military Commission, Guantanamo Bay) and in *U.S. v. Khadr* (U.S. Court of Military Commissions Review); and as an expert witness in *U.S. v. Jawad* (U.S. Military Commission, Guantanamo Bay). In 2005, Morris founded the Guantanamo Defense Clinic, which she directs. Morris has written extensively on issues pertaining to the detention and trial of suspected terrorists; her forthcoming book is *Terror and Integrity: Preventive Detention in the Age of Jihad* (Oxford University Press, 2010). Morris received her JD from Yale Law School in 1989, and her BA from Yale, *summa cum laude*, in 1986. She clerked for Judge John Minor Wisdom of the United States Court of Appeals for the Fifth Circuit. **Selected Works:** [After Guantanamo: War, Crime, and Detention](#), 3 *Harvard Review of Law and Policy Online* (June 2009); [High Crimes and Misconceptions: The ICC and Non-Party States](#), 64 *Law & Contemporary Problems* 13-66 (Winter 2001); [Taking Liberties: The Personal Jurisdiction of Military Commissions](#) (August 2008); [The Trials of Concurrent Jurisdiction: The Case of Rwanda](#), 7(2) *Duke Journal of Comparative & International Law* (1997)

Theresa Newman, *Clinical Professor of Law*, is the co-director of the Wrongful Convictions Clinic (with Professor James Coleman) and associate director of the Duke Law School Center for Criminal Justice and Professional Responsibility. She was associate dean for academic affairs from 1999-2008, director of the Legal Writing Program from 1994-1999, and general editor of *Law and Contemporary Problems* from 1990-2001. Professor Newman also serves as faculty adviser to the Law School's student-led Innocence Project, as president of the North Carolina Center on Actual Innocence, and as a member of the North Carolina Chief Justice's Criminal Justice Study Commission (formerly the Commission on Actual Innocence). For a number of years, until the spring of 2009, Professor Newman also served as president of the Innocence Network, an affiliation of more than fifty organizations dedicated to providing pro bono legal and investigative services to individuals seeking to prove their innocence of crimes for which they have been convicted and working to redress the causes of wrongful convictions. She remains on the Network board. Professor Newman received her JD from Duke in 1988. She clerked for the Honorable J. Dickson Phillips, Jr., on the 4th U.S. Circuit Court of Appeals for the first year after graduation and then practiced in the civil litigation group of Womble Carlyle Sandridge & Rice in Raleigh, N.C.

Jedediah Purdy, *Professor of Law*, graduated from Harvard College, summa cum laude, with an A.B. in Social Studies, and received his J.D. from Yale Law School. He teaches in environmental, property, and constitutional law. He writes about how law interacts with and embodies ideas about freedom, social order, and the human relationship with the natural world, and how these ideas arise and change. Purdy clerked for the Honorable Pierre N. Leval of the 2nd U.S. Circuit Court of Appeals in New York City and has been a fellow at the Berkman Center for Internet and Society at Harvard Law School, an ethics fellow at Harvard University, and a visiting professor at Yale Law School and Harvard Law School. He is a fellow at the New America Foundation, an affiliated scholar at the Center for American Progress, and a contributing editor at the American Prospect. Purdy's scholarship has appeared or is forthcoming in the *Yale Law Journal*, *University of Chicago Law Review*, *Michigan Law Review*, *Duke Law Journal*, *Cornell Law Review*, *California Law Review*, *George Washington Law Review*, and *Fordham Law Review*, among others. He is the author of *For Common Things: Irony, Trust, and Commitment in America Today* (Knopf 1999), *Being America: Liberty, Commerce, and Violence in an American World* (Knopf 2003) and many essays in publications including *The Atlantic Monthly*, *The New York Times* Op-Ed Page and Book Review, *The American Prospect*, *Democracy*, and *Die Zeit*. His latest book *A Tolerable Anarchy: Rebels, Reactionaries, and the Making of American Freedom*, appeared from Knopf in 2009. *The Meaning of Property: Freedom, Community, and the Legal Imagination*, will appear in 2010 from Yale University Press.

Arti Rai, *Elvin R. Latty Professor of Law*, is an authority in patent law, administrative law, law and the biopharmaceutical industry, and health care regulation. Her current research on innovation policy in areas such as green technology, drug development, and software is funded by NIH, the Kauffman Foundation, and Chatham House. She has published widely in both peer-reviewed journals and law reviews, including *Nature Biotechnology*, *PLoS Biology*, *PLoS Medicine*, the *Annals of Internal Medicine*, and the *Columbia*, *Georgetown*, and *Northwestern* law reviews. She is currently editing a book on intellectual property rights in biotechnology and has also co-authored a casebook on law and the mental health system. Rai has served as a peer reviewer for *Science*, *Research Policy*, the *Journal of Legal Studies*, various National Academy of Sciences reports on intellectual property, and various NIH study sections. She has also testified before the U.S. Senate on innovation policy issues. Rai is currently the chair of the Intellectual Property Committee of the Administrative Law Section of the American Bar Association. Prior to entering academia, Rai clerked for the Honorable Marilyn Hall Patel of the U.S. District Court for the Northern District of California; was a litigation associate at Jenner & Block (doing patent litigation as well as other litigation); and was a litigator at the Federal Programs Branch of the U.S. Department of Justice's Civil Division. Rai graduated from Harvard College, *magna cum laude*, with a B.A. in biochemistry and history (history and science), attended Harvard Medical School for the 1987-1988 academic year, and received her J.D., *cum laude*, from Harvard Law School in 1991.

Jerome H. Reichman, *Bunyan S. Womble Professor of Law*, has written and lectured widely on diverse aspects of intellectual property law, including comparative and international intellectual property law and the connections between intellectual property and international trade law. His articles in this area have particularly addressed the problems that developing countries face in implementing the World Trade Organization's Agreement on Trade-Related Aspects of Intellectual Property Rights (TRIPS Agreement). On this and related themes, he and Keith Maskus have recently published a book entitled *International Public Goods and Transfer of Technology Under a Globalized Intellectual Property Regime*. Other recent writings have focused on intellectual property rights in data; the appropriate contractual regime for online delivery of computer programs and other information goods; and on the use of liability rules to stimulate investment in innovation. His most recent articles are: "The Globalization of Private Knowledge Goods and the Privatization of Global Public Goods" (co-authored with Keith Maskus), 7 *Journal of International Economic Law* 279-320 (2004); "A Contractually Reconstructed Research Commons for Scientific Data in a Highly Protectionist Intellectual Property Environment" (co-authored with Paul Uhlir), 66 *Law and Contemporary Problems* 315-462 (2003); and *Using Liability Rules to Stimulate Local Innovation in Developing Countries: Application to Traditional Knowledge* (with Tracy Lewis) in *International Public Goods and Transfer of Technology Under a Globalized Intellectual Property Regime* (2005). Professor Reichman serves as special advisor to the United States National Academies and the International Council for Science (ICSU) on the subject of legal protection for databases. He is a consultant to numerous intergovernmental and nongovernmental organizations; a member of the Board of Editors, *Journal of International Economic Law*; and on the Scientific Advisory Board of *il Diritto di Autore* (Rome).

Barak D. Richman's, *Professor of Law*, research interests include the economics of contracting, new institutional economics, antitrust, and healthcare policy. He teaches contracts, antitrust, and health law, and he has guest taught classes at The Fuqua School of Business 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. Professor Richman received an A.B., *magna cum laude*, from Brown University; an M.A. in Economics from the University of California at Berkeley; a J.D., *magna cum laude*, from

Harvard Law School; and a Ph.D. in Business Administration from the Haas School of Business at the University of California at Berkeley. Professor Richman also spent one year at the Pardes Institute in Jerusalem, Israel, studying biblical and talmudic texts. His recent work has been published in the *Columbia 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>.

Jim Salzman holds joint appointments at Duke University as the *Samuel Fox Mordecai Professor of Law and Nicholas Institute Professor of Environmental Policy*. In more than sixty articles and five books, his broad-ranging scholarship has addressed topics spanning trade and environment conflicts, the history of drinking water, environmental protection in the service economy, wetlands mitigation banking, and the legal and institutional issues in creating markets for ecosystem services. A dedicated classroom teacher and colleague, Professor Salzman has twice been voted Professor of the Year by students at Duke's School of the Environment and received a Blueprint Award from the Law School for institutional service. He has lectured on environmental policy in North and South America, Europe, Asia, Australia and Africa. He has served as a visiting professor at Yale, Harvard, and Stanford Universities, as well as at Macquarie (Australia), Lund (Sweden), and Tel Aviv (Israel) Universities and the European University Institute (Italy). An honors graduate of Yale College and Harvard University, Professor Salzman was the first Harvard graduate to earn joint degrees in law and engineering and was named a Sheldon Fellow upon graduation. He has both government and private sector work experience. Prior to entering academia, he worked in Paris in the Environment Directorate of the Organization for Economic Cooperation and Development (OECD) and in London as the European Environmental Manager for Johnson Wax. His honors include election as a Fellow of the Royal Geographical Society, as well as appointments as a McMaster Fellow and Fulbright Senior Scholar in Australia and as a Bren Fellow at the Bren School of Environmental Science & Management, UC Santa Barbara. He has published four casebooks, including *International Environmental Law and Policy*, Foundation Press (with D. Zaelke and D. Hunter, 1998, 3rd ed. 2007), the leading casebook in the field with adoptions at over 180 schools, and *The Practice and Policy of Environmental Law*, Foundation Press (2008, with J.B. Ruhl and J. Nagle). His publications have appeared in the *Stanford Law Review*, *Penn Law Review*, *California Law Review*, *NYU Law Review* and other legal, scientific and popular journals. A national survey of environmental law professors has voted his work among the top ten articles of the year on four separate occasions. Professor Salzman is active in the fields of practice and policy, serving as a Member of the Trade and Environment Policy Advisory Committee, a government-appointed body providing counsel to the EPA Administrator and U.S. Trade Representative on trade and environment issues. He serves on the boards of four environmental non-profits.

Richard L. Schmalbeck, *Simpson Thacher & Bartlett Professor of Law*, has served as dean of the University of Illinois College of Law, and as a visiting professor on the University of Michigan and Northwestern University law faculties. His recent scholarly work has focused on issues involving non-profit organizations, and the federal estate and gift taxes. He has also served as an advisor to the Russian Federation in connection with its tax reform efforts. The second edition of his federal income tax casebook, co-authored with Lawrence Zelenak, was released by Aspen Publishers in 2007. He graduated from the University of Chicago, and later from its Law School, where he served as associate editor of the *University of Chicago Law Review*. Prior to beginning his teaching career, he practiced tax law in Washington, D.C.

Christopher H. Schroeder, *Charles S. Murphy Professor of Law and Professor of Public Policy Studies, and director of the Program in Public Law*. His publications include a leading environmental law casebook, *Environmental Regulation: Law, Science and Policy* (6th Edition, 2008), *Presidential Power Stories* (with Curtis A. Bradley, 2008), *A New Progressive Agenda for Public Health and the Environment* (2005), a project of the Center for Progressive Reform (CPR), co-edited with Rena Steinzor. He has served on National Academy of Sciences and Institute of Medicine committees to evaluate the use of human intentional dosing studies by EPA and the adequacy of the U.S. drug safety system. Schroeder has served as acting assistant attorney general in the Office of Legal Counsel at the Department of Justice, where he was responsible for legal advice to the attorney general, the executive office of the president and other executive branch agencies on a broad range of issues, including separation of powers, other constitutional issues, and matters of statutory interpretation and administrative law. He has also served as chief counsel to the Senate Judiciary Committee. He is of counsel to the firm of O'Melveny and Myers. He received his B.A. degree from Princeton University in 1968, a M.Div. from Yale University in 1971, and his J.D. degree from University of California, Berkeley (Boalt Hall) in 1974, where he was editor-in-chief of the *California Law Review*. He is married to Katharine T. Bartlett, former dean of Duke Law School. They have three children: Emily, Ted, and Lily.

Steven Schwarcz, *Stanley A. Star Professor of Law & Business* at Duke University. After graduating first in his class in engineering school (B.S. summa cum laude, New York University School of Engineering and Science),

majoring in aeronautics and astronautics, he worked on legislative initiatives involving science and law while attending Columbia Law School (J.D. 1974). Prior to joining the Duke faculty in 1996, he was a partner at the law firm of Shearman & Sterling and then a partner and practice group chairman at Kaye Scholer LLP, where he represented many of the world's leading banks and other financial institutions in structuring innovative capital market financing transactions, both domestic and international. He also helped to pioneer the field of asset securitization, and his book, *Structured Finance, A Guide to the Principles of Asset Securitization* (3d edition 2002), is one of the most widely used texts in the field. While practicing law, Professor Schwarcz taught at the Yale, Columbia, and Cardozo (Yeshiva University) law schools. His main areas of scholarship are commercial law, bankruptcy, and international finance and capital markets, where he brings the unique perspective of having been a leading practitioner as well as a scholar. In these inherently business dominated subjects, he works closely with colleagues at Duke's Fuqua School of Business, where he is adjunct professor of Business Administration. He also founded and was the first faculty director of Duke's interdisciplinary Global Capital Markets Center. Professor Schwarcz has testified before committees of both the Senate and House of Representatives, and also has been an adviser to the United Nations on international receivables financing, a member of the U.S. Secretary of State's Advisory Committee on Private International Law, visiting professor at the University of Geneva Faculty of Law, and senior fellow at The University of Melbourne Law School. Among other honors, Schwarcz is a fellow of the American College of Commercial Finance Lawyers and founding member of the International Insolvency Institute. He also gave the 1996 Benjamin Weintraub Distinguished Professorship Lecture at Hofstra University School of Law and the 4th AIIFL Distinguished Public Lecture at The University of Hong Kong in 2002, and was keynote speaker at the 2004 Annual Conference, Corporate Law Teachers' Association of Australia and New Zealand. He has been appointed advisor to the American Bar Association Business Law Section, 2008-2009. **Recent Activities:** At a 2009 meeting of The Aspen Institute Center for Business Education, Schwarcz and other scholars developed recommendations for government action on regulatory reform. Read the synopsis [here](#).

Neil S. Siegel, *Professor of Law and Political Science and co-director of the Program in Public Law*. He received his B.A. (Economics and Political Science), summa cum laude, in 1994 and his M.A. (Economics) in 1995 from Duke University. He graduated in 2001 with joint degrees from the University of California, Berkeley, receiving his J.D. (first in class) from Boalt Hall School of Law and a Ph.D. in Jurisprudence and Social Policy. While at Boalt Hall, Professor Siegel served as the Senior Articles Editor of the California Law Review. Professor Siegel served as special counsel to Senator Joseph R. Biden during the confirmation hearings of John G. Roberts and Samuel A. Alito. During the October 2003 term, Professor Siegel clerked for Associate Justice Ruth Bader Ginsburg at the Supreme Court of the United States. He also served as a Bristow Fellow in the Office of the Solicitor General at the United States Department of Justice and as a law clerk to Judge J. Harvie Wilkinson III of the 4th U.S. Circuit Court of Appeals. Professor Siegel 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. When he is not working, he enjoys spending time with his daughters Sydney and Dylan, his wife Maria, and their cat Max.

Scott L. Silliman, *Professor of the Practice of Law, as well as Executive Director of the Law School's Center on Law, Ethics and National Security*, joined the Duke Law faculty in September of 1993. He also holds appointments as an adjunct professor of law at the University of North Carolina at Chapel Hill, and at North Carolina Central University. Professor Silliman received his B.A. in Philosophy in 1965 and his J.D. in 1968 from the University of North Carolina at Chapel Hill. He participated in a four-year Air Force ROTC program during his undergraduate days at UNC and was called to active duty as an Air Force judge advocate in November of 1968. During his career as a military attorney, he held a variety of leadership positions, including staff judge advocate (the senior attorney) at two large installations and three major Air Force commands. In his last assignment, as the senior attorney for Tactical Air Command and later Air Combat Command, he was general counsel to the commander of the largest principal organization within the Air Force, with 185,000 military and civilian personnel at 46 primary locations throughout the world. In this capacity, he managed a command law firm of 715 active duty and reserve lawyers, paralegals, and civilian support staff. 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, after 25 years of service, he retired from the Air Force in the grade of colonel to assume his current position at Duke. Professor Silliman's teaching and research interests focus on national security law (which he teaches at three different law schools within the state), military law, and the law of armed conflict. He is widely sought throughout the country as a guest lecturer on national security and the Law of War, and is a frequent commentator on CNN, National Public Radio, and other national radio and television news programs on issues involving military law and national security. In his capacity as Executive Director of the Center on Law, Ethics and National Security, he promotes teaching, research, and publications in national security law, and sponsors or co-sponsors three major, nationally-recognized conferences each year. Professor Silliman is a commissioner on the

national Commission on Military Justice and is a member of the American Bar Association's Standing Committee on Law and National Security. He is also a member of the Judge Advocates Association, a national organization of active duty, reserve, and retired military lawyers from all the services.

Neil Vidmar's, *Russell M. Robinson II Professor of Law and Professor of Psychology*, scholarly research involves the empirical study of law across a broad spectrum of topics in civil and criminal law. A social psychologist by training, he is a leading expert on jury behavior and outcomes and has extensively studied medical malpractice litigation, punitive damages, dispute resolution, and the social psychology of retribution and revenge. Vidmar also is currently engaged in a project involving pro se litigants and another involving legal malpractice as well as a project with the Law School's Center for Criminal Justice and Ethical Responsibility. He regularly teaches in all of these areas, offering classes and seminars on social science evidence in law, negotiation, medical malpractice litigation, the American jury, and ethics. Vidmar holds a cross-appointment with the Department of Psychology at Duke University. In addition to many articles, Vidmar is the author, with Valerie P. Hans, of *American Juries: The Verdict* (Prometheus Books, 2007) and *Judging the Jury* (1986). His other books include *Medical Malpractice and the American Jury: Confronting the Myths About Jury Incompetence, Deep Pockets and Outrageous Damage Awards* (University of Michigan Press, 1995), and *World Jury Systems* (Oxford University Press, 2000). Vidmar has testified about jury prejudice and related issues in criminal and civil trials, including cases involving charges of terrorism; he was an expert witness during the trial of John Walker Lindh, the so-called "American Taliban." He has testified or consulted about juries in Canada, England, Australia, New Zealand, and Hong Kong, and has testified before the United States Senate on issues relating to medical malpractice reform and damage awards. He has drafted amicus briefs on various criminal or civil justice issues for cases being litigated in the United States Supreme Court, the Canadian Supreme Court and a number of state supreme courts. Vidmar earned his MA and PhD in social psychology from the University of Illinois, Urbana, in 1967. He joined the psychology faculty at the University of Western Ontario, in Canada, later that year, and also served on its law faculty from 1981 to 1990. He joined the Duke Law faculty in 1989. Vidmar has also taught at Osgoode Hall Law School at York University in Toronto, and spent a year as a Russell Sage Resident at Yale Law School (1973-74) after which he was a fellow at Battelle Seattle Research Center. Vidmar is a fellow of the Association for Psychological Science and is an active member of the Law and Society Association, the American Psychology-Law Society and the Society for Empirical Legal Studies.

John C. Weistart, *Professor of Law*, A.B. 1965, Illinois Wesleyan University; J.D. 1968, Duke University; LL.D. (Hon.) 1981, Illinois Wesleyan University. Professor Weistart has been involved in several innovative projects in the course of his career. Most recently he directed the Contracts Video Project which produced *The Contracts Experience*, the first complete set of multimedia course materials to be used in law schools. The project 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 R. Wettach, *Clinical Professor of Law*. B.A. 1976, J.D. 1981, University of North Carolina at Chapel Hill. Professor Wettach practiced poverty law for thirteen years with legal aid offices in Raleigh and Winston-Salem, North Carolina, developing a particular expertise in the law of government benefits. She is the author of *The Advocate's Guide to Assistance Programs in North Carolina* and co-author of *A Consumer's Guide to Health Insurance and Health Programs in North Carolina*.

Professor Wettach joined the Duke Law faculty in 1994. She is the first director of the Law School's Children's Law Clinic and teaches Education Law. She previously served as supervising attorney in the AIDS Legal Project and as an instructor in the Legal Analysis, Research and Writing Program. She is a frequent speaker on issues involving the educational rights of children, especially children with disabilities.

Jonathan B. Wiener, *William R. and Thomas L. Perkins Professor of Law, Professor of Environmental Policy, and Professor of Public Policy*. In 2008, Jonathan Wiener served as President of the [Society for Risk Analysis](#) (SRA). He is the first law professor or lawyer to hold this post. In 2003 he received the Chauncey Starr Young Risk Analyst Award from the SRA for the most exceptional contributions to the field of risk analysis by a scholar aged 40 or under. Since 2002 he has also been a University Fellow of [Resources for the Future](#) (RFF), the environmental economics think tank. He has been a visiting professor at: Harvard Law School (2010 and 1999), Sciences Po (2008), the University of Chicago Law School (2007), and l'Ecole des Hautes Etudes en Sciences Sociales (EHESS) and le Centre International de Recherche sur L'Environnement et le Développement (CIRED) in Paris (2005-06). He has taught

courses on Environmental Law, Risk Regulation in the US and Europe, Climate Change, Mass Torts, International Environmental Law, Property Law, and Global Property Regimes. From 2000-05 he served as the founding Faculty Director of the [Duke Center for Environmental Solutions](#), now expanded into the [Nicholas Institute for Environmental Policy Solutions](#), of which he served as chair of the faculty advisory committee from 2007-10. Professor Wiener has written widely on U.S., European, and international environmental law and risk regulation, including the books *The Reality of Precaution* (forthcoming), *Reconstructing Climate Policy* (AEI Press 2003, with Richard B. Stewart) and *Risk vs. Risk* (Harvard University Press 1995, with John D. Graham), and articles in diverse journals including the *Yale Law Journal*, *Harvard Law Review*, *U. Penn. Law Review*, *UCLA Law Review*, *Georgetown Law Journal*, *Ecology Law Quarterly*, *Current Legal Problems*, *Journal of Policy Analysis and Management*, *Risk Analysis*, *Journal of Risk Research*, *Risk: Health Safety & Environment*, *Technology in Society*, *Conservation Biology*, and *Human and Experimental Toxicology*. Before coming to Duke, he worked on U.S. and international environmental policy at the White House Council of Economic Advisers, at the White House Office of Science and Technology Policy, and at the US Department of Justice, serving in both the first Bush and Clinton administrations. He helped negotiate the Framework Convention on Climate Change, and attended the Rio Earth Summit in 1992. In 1993 he helped draft Executive Order 12866 on Regulatory Review. Professor Wiener clerked for Judge (now U.S. Supreme Court Justice) Stephen G. Breyer on the U.S. Court of Appeals in Boston in 1988-89, and for Chief Judge Jack B. Weinstein on the U.S. District Court in New York in 1987-88. He received his A.B. in economics (1984) and J.D. (1987) from Harvard University, where he was a research assistant at the NBER, an editor of the *Harvard Law Review*, and assistant coach of the 1985 intercollegiate debate champions. Jonathan Wiener also helped organize the Americorps National Service program in 1993, helped start the annual City Year servathon in Boston in 1989 and the D.C. Cares servathon in Washington D.C. in 1991, served on the North Carolina State Commission on National and Community Service from 1994-98, and founded the "Dedicated to Durham" community service day held twice each year at Duke Law School since 1995.

Ernest A. Young, *Alston & Bird Professor of Law*, teaches constitutional law, federal courts, and foreign relations law. He is one of the nation's leading authorities on the constitutional law of federalism, having written extensively on the Rehnquist Court's "Federalist Revival" and the difficulties confronting courts as they seek to draw lines between national and state authority. He also is an active commentator on foreign relations law, where he focuses on the interaction between domestic and supranational courts and the application of international law by domestic courts. Professor Young also writes on constitutional interpretation and constitutional theory. He has been known to dabble in maritime law and comparative constitutional law. A native of Abilene, Texas, Professor Young joined the Duke Law faculty in 2008, after serving as the Charles Alan Wright Chair in Federal Courts at the University of Texas at Austin School of Law, where he had taught since 1999. He graduated from Dartmouth College in 1990 and Harvard Law School in 1993. After law school, he served as a law clerk to Judge Michael Boudin of the 1st U.S. Circuit Court of Appeals (1993-94) and to Justice David Souter of the U.S. Supreme Court (1995-96). Professor Young practiced law at Cohan, Simpson, Cowlshaw, & Wulff in Dallas, Texas (1994-95) and at Covington & Burling in Washington, D.C. (1996-98), where he specialized in appellate litigation. He has also been a visiting professor at Harvard Law School (2004-05) and Villanova University School of Law (1998-99), as well as an adjunct professor at Georgetown University Law Center (1997). Elected to the American Law Institute in 2006, Professor Young is an active participant in both public and private litigation in his areas of interest. He has been the principal author of *amicus* briefs on behalf of leading constitutional scholars in several recent Supreme Court cases, including *Medellin v. Texas* (concerning presidential power and the authority of the International Court of Justice over domestic courts) and *Gonzales v. Raich* (concerning federal power to regulate medical marijuana).

Lawrence Zelenak, *Pamela B. Gann Professor of Law*, teaches income tax, corporate tax, a tax policy seminar, and torts. His publications include numerous articles on tax policy issues and a treatise on federal income taxation of individuals. His most recent publications include "Tax or Welfare? The Administration of the Earned Income Tax Credit," *52 UCLA Law Review* 1867 (2005); "Tax Shelters and the Search for a Silver Bullet," *105 Columbia Law Review* 1939 (2005); "Taxing Endowment," in *Duke Law Journal* (2006); "Justice Holmes, Ralph Kramden, and the Civic Virtues of a Tax Return Filing Requirement," *61 Tax Law Review* 53 (2007); "The Theory and Practice of Tax Reform," *105 Michigan Law Review* 1133 (2007); cite to "Taxing Endowment" in *55 Duke Law Journal* 1145 (2006). Prior to joining Duke Law in 2003, Zelenak was a member of the Columbia Law School faculty. Prior to that, he was a faculty member at the University of North Carolina School of Law; professor in residence at the Office of the Chief Counsel, Internal Revenue Service, Washington, D.C.; an assistant professor at Lewis and Clark Law School in Portland, Oregon; and an associate with the firm of LeSourd and Patten in Seattle. He has also been a visiting professor at the University of Utah School of Law. Zelenak received his B.A., *summa cum laude*, from the University of Santa Clara, and his J.D., *magna cum laude*, from Harvard Law School in 1979.

Visiting Faculty

Associate Justice Samuel A. Alito, Visiting Professor of Law
Daphne Barak-Erez, Visiting Professor of Law
Laura Beny, Visiting Professor of Law
John M. Conley, Visiting Professor of Law
Ben Depoorter, Visiting Professor of Law
Michael Dreeben, Visiting Professor of Law
Major General Charles J. Dunlap, Jr. USAF (Ret.), Visiting Professor of the Practice of Law, Associate Director, Center on Law, Ethics and National Security
Koichiro Fujikura, Adjunct Professor of Law
Michael Gerhardt, Visiting Professor of Law
Ehud Guttel, Visiting Associate Professor of Law
Evelyn Higginbotham, Visiting Professor of Law, John Hope Franklin Professor of American Legal History
Cally Jordan, Visiting Associate Professor of Law
Myles V. Lynk, Visiting Professor of Law

Faculty Holding Joint Appointments

Michael Bradley, F.M. Kirby Professor of Investment Banking and Professor of Law
Charles Clotfelter, Z. Smith Reynolds Professor of Public Policy Studies, Professor of Economics, Professor of Law
Wesley Cohen, Frederick C. Joerg Professor of Business Administration, and Professor of Economics, Management and Law
Peter G. Fish, Professor of Political Science and Professor of Law
Martin P. Golding, Professor of Philosophy and Professor of Law
Stanley Hauerwas, Gilbert T. Rowe Professor of Theological Ethics at the Divinity School of Duke University
Karla F. Holloway, William R. Kenan Professor of English
Jack Knight, Professor of Political Science and Law
Ebrahim E.I. Moosa, Associate Professor of Islamic Studies, Associate Director of Research at the Duke Islamic Studies Center, and Associate Professor of Law
Jonathan K. Ocko, Professor and Head, Department of History
John W. Payne, Joseph J. Ruvane, Jr. Professor of Management and Marketing, Professor of Psychology

Visiting Assistant Professor Program Participants

John Inazu, Visiting Assistant Professor of Law
Christopher L. Griffin, Jr., Visiting Assistant Professor of Law

Extended Faculty

Alfred G. Adams, Jr., Senior Lecturing Fellow
Kristina Alayan, Foreign and International Law Reference Librarian and Lecturing Fellow
Sean E. Andrussier, Senior Lecturing Fellow
Donald B. Ayer, Senior Lecturing Fellow
Jane Bahnson, Reference Librarian and Senior Lecturing Fellow
Robert A. Beason, Senior Lecturing Fellow
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Jennifer L. Behrens, Reference Librarian and Lecturing Fellow
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Brenda Berlin, Senior Lecturing Fellow and Supervising Attorney
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Hans Christian Linnartz, Senior Lecturing Fellow
Ryke Longest, Director of the Environmental Law and Policy Clinic, Senior Lecturing Fellow
Marie Grant Lukens, Lecturing Fellow
Martin E. Lybecker, Senior Lecturing Fellow
Joan Ames Magat, Senior Lecturing Fellow
Jennifer D'A. Maher, Senior Lecturing Fellow, Assistant Dean for International Studies
Thomas K. Maher, Senior Lecturing Fellow
James B. Maxwell, Senior Lecturing Fellow
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Frances Mock, Senior Lecturing Fellow
Marguerite Most, Reference Librarian, Lecturing Fellow
Jeremy Mullem, Assistant Director of Legal Writing, Senior Lecturing Fellow
Judge Paul Niemeyer, Senior Lecturing Fellow
Michelle Benedict Nowlin, Senior Lecturing Fellow, Supervising Attorney for the Environmental Law and Policy
Clinic
Walter Hue Nunnallee, Senior Lecturing Fellow
Diana H. Pereira, Lecturing Fellow
Jo Ann Ragazzo, Senior Lecturing Fellow
Allison J. Rice, Senior Lecturing Fellow

Rebecca Rich, Lecturing Fellow
Stephen E. Roady, Senior Lecturing Fellow
Deborah K. Ross, Senior Lecturing Fellow
Judge Anthony J. Scirica
Laura M. Scott, Senior Lecturing Fellow
Nancy Russell Shaw, Senior Lecturing Fellow
Kenneth D. Sibley, Senior Lecturing Fellow
Stephanie A. Sikes
C.J. Skender, Senior Lecturing Fellow
E. Carol Spruill, Senior Lecturing Fellow
Judge Deanell R. Tacha, Senior Lecturing Fellow
Caitlyn Thomson, Senior Lecturing Fellow
William J. Turnier
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 Whetten
Andrew B. Widmark, Senior Lecturing Fellow, Professor of the Practice of Real Estate

Emeriti Faculty

Clark C. Havihurst, William Neal Reynolds Professor of Law, Emeritus
Richard Maxwell, Professor of Law, Emeritus
William A. Reppy, Jr., Charles L. B. Lowndes Professor of Law, Emeritus
H.B. Robertson, Jr., Professor of Law, Emeritus
Thomas D. Rowe, Jr., Elvin R. Latty Professor of Law, Emeritus
Michael E. Tigar, Professor of the Practice of Law, Emeritus

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. 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. Applicants with disabilities who are unable to fully access the LSAC electronic application service may submit their application form (available for download on the Duke Law School website), personal statement and resume directly to the Law School.

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.
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 Admission Council, 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 LL.M. in Law and Entrepreneurship candidates, J.D./LL.M. candidates, and international students. For information about application to the LL.M. in Law and Entrepreneurship, please see below. For information about application to other graduate study programs, see the description of admission procedures for the summer dual-degree program or the section on international students.

Admission Procedures: LL.M. in Law and Entrepreneurship

Applications for the LL.M. in Law and Entrepreneurship are reviewed by the Associate Dean for Admissions and Student Affairs and members of the program's faculty committee. Each applicant is responsible for collecting and submitting the following documents:

Completed application form submitted as a PDF file via electronic mail

Two letters of recommendation. It is suggested that at least one letter be written by a professor who has personal knowledge of the academic performance and potential of the applicant. Applicants who have been out of school for some time may substitute letters from employers or others who are well acquainted with their personal traits and entrepreneurial potential.

A nonrefundable processing fee of \$70

A personal statement and resume.

Required supplemental essays. Prompts for these essays may be found on the application form.

Official transcripts. Official transcripts must be submitted directly from an accredited U.S. law school verifying that the applicant has received a J.D. and/or LL.M. degree from that school, along with evidence of final class rank. Official transcripts for all academic work attempted at any college, university, and professional school must also be submitted, including international J.D. or LL.M. degrees. If eligibility for the program depends on current active bar membership, applicant must submit verification of active status.

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

There is a rolling admissions process for the Law and Entrepreneurship LL.M. program. Application materials are posted online in October, with decisions issued periodically as applications are completed.

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

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 2010-2011 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 \$46,930. Entering students must pay their fall tuition by August 1, 2010. The tuition refund policy is set forth below.

Graduate Degree Candidates. Students pursuing the LL.M. degree will pay tuition of \$46,930 in 2010-2011 for their single year of instruction. S.J.D. candidates must enroll for two years; tuition for the S.J.D. program for 2010-2011 is set at \$46,930.

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 medical insurance that meets minimum standards set by the university.

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

Law Student Activity 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 to support the activities of student organizations and the Duke Bar Association.

Graduate Student Activity Fee. Students are charged a \$34 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-\$274, 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 2010, 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 \$17,190 for a single student. Included in the above cost-of-living estimate are current expense levels for lodging, board, books (approximately \$1,300 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, 2010. 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.

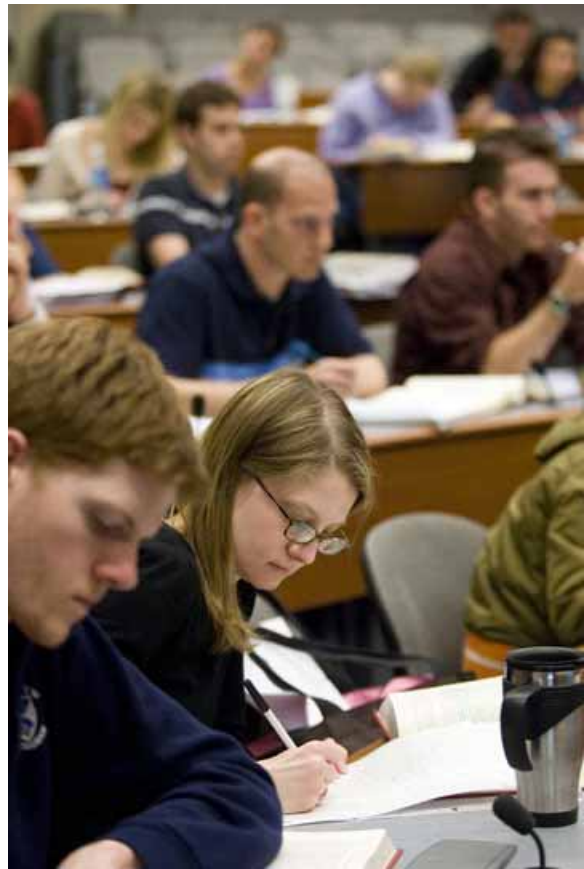
Graduation Honors and Class Rank

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 to the top two percent of the graduating class based on all grades; 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 Course: Introduction to Law and the Legal Profession. 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 0 units.



100B. Dean's Course: Introduction to Law and the Legal Profession. This is a continuation of LAW 100A taught in the fall. Instructors: Levi. 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, Conley, Jones, Lynk 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, 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: Andrussier, Dimond, , Kort, Linnartz, Mock, 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 Beskind. 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.

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

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

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

225. Criminal Procedure: 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: Investigation. This course is a study of the legal limitations on criminal investigative practices contained in the Fourth, Fifth, and Sixth Amendments to the Constitution. Topics include search and seizure, arrest, the exclusionary rule, electronic surveillance, the privilege against self-incrimination, interrogation, confessions, and the right to counsel. Instructor: Griffin. 3 units.

227. Use of Force in International Law. This course will examine 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: Dunlap. 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: Law Faculty. 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. 3 units.

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

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 or Gerhardt. 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, Helfer. 3 units.

277. International Development Law. This seminar investigates the role of law and legal institutions in economic development. We will survey several critical topics in the relevant literature, such as property rights, the role of the judiciary, rule of law, constitutionalism and democracy, law and finance, corruption and social norms, and others. Students will be expected to submit a research paper by the end of the term. . Instructor: Beny. 2 credits.. 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. The theme will be "The Law and Politics of International Cooperation." The workshop will be centered around theoretical readings in international law and international relations and discussions of works in progress by visiting scholars. Pre-req Law 275 or permission from instructor. Instructor: C. Bradley or Helfer.. 1 unit.

285. Labor Relations Law. This course investigates problems involved in the regulation of industrial conflict. Instructor: Horowitz. 2 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.

291. GL Workshop: Transnational Regulation of Stolen Art and Cultural Property. This course will focus on disputes relating to the ownership and recovery of art and cultural property, ranging from Nazi era expropriations to long-standing debates about the presence of the Elgin Marbles (portions of the Parthenon frieze) in the British Museum. We will examine in detail in a set of International treaties and aspects of their implementation by statute in the United States, as well as cases in which a foreign state or its agency is the defendant in U.S. litigation. There are no prerequisites for the course. Grades will be based on a final exam and on class participation. Instructors: C. Bradley, DeMott, Helfer. 1 unit.

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.

302. Integrating Business, Legal, and Political Strategy. This course focuses on the strategic management of the non-market environment from the view of managers and consultants. By examining the non-market environment from the perspective of issues, interests, and institutions. It also focuses on developing frameworks that allow managers to analyze the non-market environment and practicing the deployment of those frameworks in the creation of effective non-market strategies. Three sets of topics are considered: anticipating and managing of nonmarket issues; nonmarket strategies in governmental arenas; and nonmarket strategies for globalization and international business. Faculty: de Figueiredo. 3 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 Management 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.

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.

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

319. 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.

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

321. Innovation 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. 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. 2 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 or Buell. 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.

348. International Securities Regulation. This course will examine the phenomenon of the internationalization of capital markets in the last 20 years from a legal and regulatory perspective. An introductory section will look at the history, trends and issues associated with internationalization of the markets and the regulatory techniques that have developed in response to them. Several different markets will be studied, regulated and unregulated, developed economies as well as developing or emerging markets, the Euromarket, the European Union, the United States, China and others. Instructor: Jordan. 2 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. 2 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.

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

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

393. Trademark Law and Unfair Competition. Current trademark and unfair competition law inspected from three different 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. You must be able to attend the clinic intensive weekend to enroll in this course. 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. You must be able to attend the clinic intensive weekend to enroll in this course. 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). You must be able to attend the clinic intensive weekend to enroll in this course. 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. You must be able to attend the clinic intensive weekend to enroll in this course. You must be able to attend the clinic intensive weekend to enroll in this course. Instructor: Tigar. 2 units.

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

408. Appellate Litigation Clinic - Spring. See LAW 407. This is a year-long course. In order to get credit for the fall you must be enrolled in the spring. 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. You must be able to attend the clinic intensive weekend to enroll in this course. You must be able to attend the clinic intensive weekend to enroll in this course. Instructor: Berlin and Wettach. 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. You must be able to attend the clinic intensive weekend to enroll in this course. 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. You must be able to attend the clinic intensive weekend to enroll in this course. 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. You must be able to attend the clinic intensive weekend to enroll in this course. LAW 210, LAW 255, LAW 314 recommended but not required. Instructor: Foster. 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. You must be able to attend the clinic intensive weekend to enroll in this course. Instructor: Foster. 2 units.

441. Entrepreneurial Law Clinic. The Entrepreneurial Law Clinic will represent a range of early-stage ventures through the start-up process. The Clinic is currently offered as an experiential education complement to the Private Equity and Venture Capital Law course (LAW 264) and co-enrollment is required. You must be able to attend the clinic intensive weekend to enroll in this course. Instructor consent is required. Instructor: Brown, Foster. 1 unit.

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

443A. Advanced Environmental Law and Policy. Continuation of LAW 443. You must be able to attend the clinic intensive weekend to enroll in this course. 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. You must be able to attend the clinic intensive weekend to enroll in this course. Prerequisite LAW 275 (International Law), LAW 573 (Military Justice), or LAW 582 (National Security Law). Instructor: Morris. 4 units.

448A. Guantanamo Defense Clinic. On the day after his inauguration, President Obama announced his intention to close the Guantanamo Bay detention facility by January 22, 2010. Events since that announcement suggest that Guantanamo will not, in fact, be closed by that date. Law and policy to govern the disposition of current and future detainees (at Guantanamo and elsewhere) is currently under development within the executive branch. Such dispositions, it appears, will include federal criminal prosecution for some, prosecution by military commission for others, and detention without criminal charge for a third group. Students in the Spring 2010 Guantanamo Defense Clinic will prepare template briefs and amicus briefs on selected issues that it is anticipated will be of central significance in the upcoming criminal and habeas litigation in this context. Course requirements: Each student will perform a minimum of 100 hours of clinic work. Prerequisite: You must be able to attend the clinic intensive weekend to enroll in this course. Public International Law OR National Security Law OR Military Law. Consistent with North Carolina State Bar regulations, students must be in at least their fourth semester of law study to enroll in this clinic. Instructor: Morris. 4 units.

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

460. Negotiation. This course is intended to explore the processes of negotiation and settlement in legal and other contexts. The goal of the course is to provide students with the opportunity to analyze the social process of conflict resolution in different legal contexts and to gain insight into their own negotiation styles. 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. You must be able to attend the clinic intensive weekend to enroll in this course. Instructor: Sibley. 1 unit.

470. Poverty Law (Clinical Course). Study of poverty, poverty programs, and the United States civil justice system. You must be able to attend the clinic intensive weekend to enroll in this course. 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. You must be able to attend the clinic intensive weekend to enroll in this course. Instructor: J. Coleman and Newman. 4 units.

SEMINARS

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

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.

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.

511. International Criminal Law. This course will examine the jurisdiction of both national and international courts in respect of international crimes; the principal international crimes (genocide, aggression, war crimes, crimes

against humanity, terrorism and torture); the ad hoc international criminal courts for the former Yugoslavia and Rwanda, the International Criminal Court and the Special Criminal Court for Sierra Leone; the general principles of international criminal law, including legality, mens rea, individual criminal responsibility, command responsibility, superior orders, necessity, immunity and statutes of limitations; and the extradition of offenders to national courts and the surrender of offenders to international courts. Instructor: Weisbord. 2 units.

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

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 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 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.

528. Capital Punishment. This seminar course examines the social, moral, and legal implications of capital punishment, with a particular focus on decisions of the Supreme Court since the early 1970s. Main themes of the course will include: jury selection; the allocation of decision making authority between judges and juries; the right to counsel in death cases; the role of aggravating and mitigating factors; efforts to limit the arbitrary or racially discriminatory application of the death penalty; the rules governing juveniles and the mentally ill; the federal death penalty; the influence and relevance of foreign practice; and constitutional challenges to methods of execution. Instructor: Blocher. 2 units.

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

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

531. Counterterrorism Law and Policy (Seminar). This seminar will provide a comprehensive overview of U.S. counterterrorism law and policy. Class topics will include: the state of terrorism and counterterrorism; the components of counterterrorism law and policy; criminal justice in counterterrorism; the law of war and the war on terror; preventive detention (Guantanamo, Bagram, and beyond); military commissions; comparative approaches; habeas corpus; and the constitutional separation of powers in counterterrorism. Instructor: Morri. 2 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.

536. Constitutional Litigation and Criminal Law. This seminar will explore the relationship between theories of constitutional interpretation and the practical application of those theories in the context of litigation. The purpose of the class is to acquaint students with the major theoretical approaches to interpretation of the Constitution, such as textualism, originalism, pragmatism, and so on, then to examine how familiarity with those theories can shape and enhance advocacy in constitutional cases. Instructor: Dreeben. 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: Law Faculty. 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.

544. African-American Lives in the Law. This seminar focuses on biographical and autobiographical writings in a historical examination of the role of the individual in the American legal process. We will seek to understand how specific African Americans (as lawyers, judges, and litigants) made a difference -- how their lives serve as a "mirror to America" -- and also to understand the ways personal experience informs individual perspective on the law and justice. Instructor: Higginbotham. 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.

551. Environmental Disaster in Japan: The Minamata Story. Among Japan's many environmental disasters, Minamata stands out. Minamata disease, a disease caused by mercury poisoning brought on by the intensive industrial activities of a chemical company and its disregard of the surrounding environment and communities, represents a tragic by product of Japan's push for industrial development. The events in Minamata have deeply affected the course of development for Japanese environmental law and policy ever since. This course intends to present and analyze the three distinctive approaches taken in response to the Japanese environmental tragedy, namely, litigation, administrative relief, and political settlement. Instructor: Fujikura. 1 unit.

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. This is a year-long course. Instructor: Gulati, Knight, Levi. 1 unit.

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: Lathrop. 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: Glenday or 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.

565. Religion and a Liberal Democracy. Religious practice complicates liberal democratic theory in ways more complex than legal frameworks like "establishment; and" free exercise" are able to capture. Illiberal practices, theological justifications, and cultural differences challenge core tenets of liberalism like autonomy, equality, and public reason. These tensions have manifested in a variety of forms across American law and culture, ranging from religious groups that desire to remain insulated from the effects of culture to those that would control the institutions of power in order to transform them. Each of these groups raises legal, philosophical, and theological challenges. This course explores these challenges and the ways in which they unfold within the American democratic. Instructor: Inazu. 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: 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.

579. Mass Torts. An integrated and in-depth look at combination of issues raised by complex mass tort lawsuits; substantive tort law; civil procedure; litigation strategy; lawyer-client relationships; economics of settlement, ethics, judicial role, societal impacts. Exploration of eight to ten celebrated mass tort lawsuits such as Buffalo Creek disaster, asbestos, Dalkon Shield, Agent Orange, Woburn leukemia case, tobacco smoking, silicone breast implants, electromagnetic fields, medical malpractice. Readings will emphasize historical accounts that put litigation in context, as well as judicial opinions and scholarly commentary. Instructor: 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. This seminar will explore the historical and contemporary treatment of race in the United States by both the courts and the legislature. The seminar will employ an interdisciplinary approach to examining the social and political forces that have and continue to contribute to the development of legal doctrine in the areas of education, employment, health care, interracial sex and marriage, and public accommodations, among other things. Throughout, the seminar will explore the definition of race, the intersection of race and gender, the interplay of race and class, the juxtaposition of various racial groups, and the utility of a biracial dichotomy in a multiracial and multiethnic society. Instructor: Jones. 1 unit.

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: Law Faculty. 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.

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

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. 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: Brown, 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.

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.

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

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

753. Law and Literature: Race and Gender. This seminar uses contemporary fiction to explore the intersection between literary and legal studies, with a particular focus on race and gender. Through literature and some film, the seminar examines the role of law in the structure of conflict, personal relationships, and social arrangements, with attention to privilege, perspective, and voice. Class discussion will layer the readings from each week, building on the materials previously read and discussed. Instructors: Bartlett and Holloway. Variable credit.

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: Hart. Variable credit.

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 labeled 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 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. 2 units.

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 unit.

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

777. Deal Skills for the Transactional Lawyer. Prepares students for transactional law practice, with emphasis on the "practical" skills required by the M&A lawyer at each stage of the deal-making process. Co-requisite or pre-requisite: Law 210. Instructor: Hynes. 3 units.

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

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

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

786. Media and the law. This course will consider how courts attempt to strike an appropriate balance between the fundamental concept of free press, and other imperatives such as national security, privacy, and reputational interests, and the investigation of criminal conduct. It will include consideration of the journalistic quality of articles, and strategies used by counsel in defending publishers, and writers against lawsuits. Instructor: Lewis. 1 unit.

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.

792. North Carolina Public Policy Integrated Externship. This integrated externship is associated with the Legislation and Statutory Interpretation course. It will be highly interactive and be organized around several case studies involving current legal and ethical issues facing North Carolina State government. Students will assume the roles of different players in the political process and be challenged to advocate for various positions depending on the role to which they are assigned. Through these simulations, the students will not only be pushed to develop their strategic thinking, oral advocacy and legislative and/or administrative drafting skills, but will experience firsthand the difficulty of crafting policy solutions in a democracy. Externship placements will be in the North Carolina General Assembly and in the administrative branch. The course is expected to meet every other week for two hours. Consent of instructor is required. Instructor: Staff. 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

600. Duke Law in DC. 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. 9 credits. Instructors: Baxter, Cox, Kaufman, and Schroeder. 9 units.

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

606. Duke in DC Federal Civil Rights and Law Program. Law students in participating in this DC program will be placed at the Department of Justice and with other civil rights organizations in the federal and non-profit sectors. 9 credits. Instructors: Hu and Powell. Variable credit.

607. Federal Civil Rights and Law. This course is open to students participating in the Duke in DC Federal Civil Rights and Law Program. This course will provide an educational focal point for the externs that will enable them to reflect upon their externship experiences, and place them in a larger perspective. Hours: variable. Instructors: Hu and Powell. Variable credit.

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. Variable credit.

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. Variable credit.

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

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.

680. Law and Literature: Race and Gender (Course Plus). This "course plus" is an extension of Law 753, Law and Literature: Race and Gender and must be taken concurrently with that course. Students write a paper that extends the themes of the course, under supervision of the instructor. Instructor: Bartlett, Holloway. 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 provides an introductory study of the U.S. antitrust laws (Sections 1 and 2 of the Sherman Act), the European Community Competition Laws (Articles 81 and 82 of the Treaty of Rome), and the policy of using competition to control private economic behavior. Topics will include the political framework in which competition policy is made, the economics underlying antitrust policy, monopolization and exclusionary practices, competitor collaboration, illegal unilateral and multilateral conduct, differences between U.S. and EC competition law, and the influence of science on the development of the law. Instructor: Richman. 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. Detention, Interrogation & Prosecution of Enemy Combatants & Alleged Terrorist. 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. Department consent required. 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.

241G. Climate Change: International and Comparative Law. This course will explore the problem of global climate change and potential legal responses. The course will also analyze, among other topics, the science and impacts of climate change (including expected impacts and potential catastrophic risks); policy response options; engaging major emerging powers such as China; sectoral approaches to climate change adaptation and mitigation; advanced energy technologies; carbon capture and storage; forestry and reducing emissions from deforestation; and human rights law. The goal of the course is to give law students a comprehensive understanding of the legal mechanisms that may be used to tackle climate change at diverse scales including international, regional, national and sub-national legal orders. Department consent required. Instructor: Wiener. Variable credit.

251G. Regulation of Non-Governmental Organizations. The first term of this course will examine the international legal regime applicable to international non-governmental organizations (NGOs). Topics will include the

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

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 of 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.

269G. Comparative Contract Law. This course will use a case-oriented, learn-by-doing approach to familiarize students with contract law and the comparative method. Students will be provided with specific questions to guide their work with the materials in order to solve each case under the different national laws. The solutions will then be analyzed and compared to discover if any common principles exist for the issues raised. In cases where the national solutions diverge, an analysis of the respective pros and cons of each will be conducted, culminating in a discussion of which of the solutions might be the most appropriate to resolve the problem at issue from a comparative and international perspective. Department consent required. Instructor: Michaels. 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.

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. Corporate Governance in Asia: China & Common Law Jurisdictions. This course will provide an introduction to corporate governance (CG) regimes in major Asian economies, including mainland China and several important common law jurisdictions which were former British enclaves in the southern hemisphere. The first term of the course will consider CG regulations and practices in mainland China, especially regarding recent developments in the context of China's transition to a market economy and participation in economic globalization. The course will conclude with an overview of the aftermath of the 1997-98 crisis and some implications for CG in Asian jurisdictions

in light of the so-called “law matters” thesis proposed by Rafael La Porta and colleagues. Department consent required. Instructor: Staff. 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 and Development. The first term of this course will introduce the fundamental principles of international trade regulation in the multilateral GATT/WTO system and in regional trade agreements, with a focus on the trade policies of Asian states and trade agreements in the region. The second term of the course will address the broad variety of dilemmas relating to the participation of developing countries in a globalized legal and economic system. The emphasis will be on understanding and critiquing the transnational legal, economic and political environment that impacts upon the contemporary goals of worldwide poverty reduction and development. This term will discuss the relationship between trade and development with an emphasis on the WTO's Doha Development Round and conclude with a consideration of the controversial role of International Financial Institutions (IFIs), development aid and its legal framework, and the participation of private actors, investors and benefactors in the development process. Department consent required. Instructor: Staff. Variable credit.

212H. International Negotiation and Arbitration. The first term of this course will focus on problems lawyers face when developing relationships and resolving disputes that transcend national boundaries. Cross-nation negotiations entail not only differences in substantive laws but also assumptions about the role of law in negotiations and about proper procedures in reaching agreements. We will survey a broad range of difference between countries around the world and provide general guidelines for coping in a foreign legal culture. The main teaching method of this term of the course will involve negotiation simulation exercises, supplemented by lectures, discussions, and assigned readings. The second term of the course will examine the practice of international arbitration in a global environment. It will cover international arbitration institutions, model rules and procedures. Department consent is required. Instructor: Vidmar. 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.

225H. National Views of International Law. This course will consider differing national perspectives on international law. The first term of the course will focus on U.S. views of international law. This portion of the course will consider the distribution of authority within the U.S. legal system over questions relating to international law, the extent to which international law is cognizable by U.S. courts, and the U.S. position on substantive topics such as international human rights law, international criminal law, the use of force, and nuclear non-proliferation. The second term of the course will focus on views of international law in East Asia, especially in China and India, as rising powers with different identities, one democratic, the other authoritarian, but both with a colonial past and still developing countries. It will consider the approaches of India and China to the law of the United Nations Charter, attitudes about state sovereignty, self-determination and human rights, questions of territorial and maritime boundaries, and efforts to address the proliferation of nuclear weapons. Department consent is required. Instructor: C. Bradley. Variable credit.

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. International 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.

240H. The New Regime of Banking Regulation. As governments, international institutions, and the financial industry react to the calamity of the Global Financial Crisis, a new regime of global bank regulation is beginning to emerge. It is recognized by many that international and domestic systems need the protection of more effective and coordinated international efforts to preserve the safety and stability of the globalized world of banking and int'l finance. The course will review the characteristics of the international financial system & the causes of the GFC. The reconfiguration of the traditional international regulatory mechanisms will be examined with particular focus on the important new roles of the G-20, Financial Stability Board and the Basel Committee, and the way in which these institutions interact with domestic regulators in leading countries. The course will examine some of the high profile bank failures in the United States and Europe and look at the challenges faced in the United States, Europe and Asia. Department consent is required. Instructor: Baxter. Variable credit.

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, motion 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 harts, then move to an introduction to international law and institutes. 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: Earner and Itzikowitz. 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 introduce students to some distinctive aspects of United States law and legal institutions. The structure of the U.S. legal profession will be discussed by examining the education, bar admission, and regulation of lawyers, as well as the means for selecting judges. The second term will continue this substantive focus on individual rights under the U.S. Constitution, including the rights relating to free speech and religion granted by the First Amendment and those of due process and equal protection bestowed by the Fourteenth Amendment. Instructors: K. Bradley and Charles.. 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. 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.

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. For more information about applying to these dual degree programs, and links to more information about the Master's degrees listed below, see <http://www.law.duke.edu/admis/degreeprograms/jd-ma>.

JD/MA DEGREES

- Art History
- Classical Studies
- Cultural Anthropology
- East Asian Studies
- Economics
- Engineering Management; JD/MEMP)
- English
- Environmental Science and Policy
- History
- Humanities
- International Development Policy
- Literature
- Philosophy
- Political Science
- Psychology
- Religion
- Romance Studies
- Sociology

JD/MS DEGREES

- Biomedical Engineering
- Electrical and Computer Engineering
- Mechanical Engineering
- Global Health

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. For more application information, see <http://www.law.duke.edu/admis/degreeprograms/jd-mba>.

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(LLM, SJD)

LLM in Law and Entrepreneurship

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

The program emphasizes the development of professional skills in a hands-on setting. To that end, the program includes an integrated externship with a private law firm, general counsel's office, venture capital firm, trade association, government agency, or another similar setting. A capstone project allows students to work closely with a faculty mentor on a substantial research paper on a relevant topic of their choosing.

By combining rigorous coursework with experiential learning, the program provides students with a deep understanding of entrepreneurship and its relationship to law; the business, institutional, and strategic considerations applicable to entrepreneurs; and the public policy and legal frameworks that promote innovation. The program also ensures that students master both the core substantive law and the lawyering skills that are necessary for effective representation of entrepreneurs and provides students with an opportunity to explore their own potential for entrepreneurship.

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

LLM for International Law Graduates

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

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

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

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

While it is not necessary, applicants are welcome to visit 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 international LLM program.

SJD for International Law Graduates

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

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

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

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

Beyond the Curriculum

Journals

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, and each issue is assembled under the guidance of a special editor. Approximately 40 upper-level law students serve on the editorial staff of this publication. Fifteen to twenty rising second-year students are selected each year on the basis of academic performance during the first year of Law School and demonstrated writing ability in an annual writing competition. Up to three rising third-year students are selected each year on the basis of academic performance during the first two years 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 celebrated its fortieth anniversary last year.

The journal staff of approximately 80 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 cover a wide range of social issues, from poverty initiatives, to education policies, to the continuing impacts of discrimination. The upcoming volume will focus on the collateral consequences of juvenile adjudication. Approximately 15 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 committed to publishing short, timely and accessible essays at the intersection of law and technology. Each essay, called an issue brief or iBrief is generally 10-20 pages in length and combines the readability of a journalistic article with scholarly analysis. Keeping pace with evolving technology, Duke Law and Technology Review focuses on cutting-edge legal issues that arise in areas such as intellectual property, business law, free speech and privacy, telecommunications criminal law, and bioethics.

Duke Journal of Constitutional Law and Public Policy. The *Duke Journal of Constitutional Law and Public Policy* is a scholarly publication that examines legal issues at the intersection of constitutional litigation and public policy. The Journal serves both as a practical resource for lawyers, judges, and legislators who confront cutting-edge constitutional and public policy issues and as a forum for intellectual discourse surrounding these issues. The Journal aims to enhance the community's understanding of constitutional law and public policy, and to arm practitioners with arguments and proposals for reform. To address the timeliest issues in the field, DJCLPP regularly publishes academic and student commentary online in addition to a print edition each spring. 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.

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

Asian Law Students Association. ALSA provides a forum in which members of the Law School community can explore issues and engage in activities of interest to American students of Asian descent, foreign students from Asia, and other students and alumni interested in Asia and law. ALSA currently belongs to the National Asian Pacific American Law Students Association. In attending the national conferences of NAPALSA, group members may engage in dialogue with other law school students and maintain contact with the National Pacific Bar Association. In addition, ALSA fosters the social interaction of its members within 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.

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

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 funds to support 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.

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 groups 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.

Each year, students contribute thousands of hours to organizations in the local community and nationally through pro bono projects. Students may choose individual placements supervised by community attorneys or join a student-organized group project. Group pro bono projects include: JusticeMatters Civil Legal Aid Project; Volunteer Income Tax Assistance (VITA) Project; Guardian ad Litem and GAL Litigation Project; the Innocence Project; Refugee Asylum Support Project; Street Law; the Environmental Law Society Pro Bono Project; Coalition Against Gendered Violence; and the Veteran's Disability Assistance Project.

Southern Justice Spring Break Mission Trip. Students may choose to 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 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 reflect on their public service aspirations and career-planning. Distinguished speakers, including alumni working in public interest, are invited each year to address the participants as well as to participate in small group activities and workshops.

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.

Career Advising. The Office of Public Interest and Pro Bono works with the Career and Professional Development Center to provide career advising and support to students who are considering a career in public interest or public service.

Summer Public Interest Fellowships. Duke Law students can avail themselves of numerous summer fellowship grants that are offered only to Duke Law students. These funds enable students to accept otherwise unpaid employment with government and 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.

Goodson Law Library

Law is a research-oriented profession, and the published sources of law, in print and electronic formats, are the basic working materials for both the practicing attorney and the legal scholar. Recognizing its place at the center of the 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. The collection is especially strong in areas of concentration in the law school curriculum, including business and finance law, constitutional and public law, environmental law, and intellectual property. 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 U.S. holdings, the library has substantial research collections in foreign and international law. The foreign law collection is extensive in coverage, with long-standing concentrations in European law and business law materials, and growing collections in Asian and Latin American law. The international law collection is strong in primary source and treatise material on both private and public international law topics, and is supplemented by collections held at the main campus library.

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 needed are available 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/actech/>.

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 webcast 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 either centrally or in the room. All A/V equipment can be used by students for classes, or by student groups at other times.

The Scheinman Media Lab and the 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 tremendous variety of online resources. The law school provides dedicated computers in the library for student use. Duke faculty members are actively engaged in using 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 Information Services 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 in Law and Entrepreneurship (LL.M.). Outstanding international applicants who hold a J.D. or LL.M. from an American law school OR are a currently active member of a bar in at least one U.S. jurisdiction may be considered for admission to this program. Please review the information about this degree and the admissions process



in the Admissions and Degree Programs sections of this bulletin, or contact the Admissions Office for more information (<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/internat/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 are able to interview with a broad array of employers. It should be noted that second- and third-year student resumes are not pre-screened by employers for on-campus interviews, 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:

	2007	2008	2009
Employed at Graduation	97.8%	100%	100%
Employed Nine Months after Graduation	100.0%	100%	100%
Type of Employment:			
Law Firm	77%	75%	70%
Judicial Clerkship	14%	16%	17%
Military	1%	0%	1%
Government and Public Interest	4%	5%	6%
Business	4%	3%	6%
Advanced Degree	2 students	0 students	5 students

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. 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:

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

Alumni 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.

The Advocate: an Alumni and Development Newsletter, is a bi-annual informational newsletter that provides alumni and friends an overview of the faculty, students and programs who have been supported by generous philanthropic support.

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 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.

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 an advisory board to the Law School's dean and administrators, the University administration and the University Board of Trustees on matters of student development, external affairs, fundraising and faculty and academic affairs. Membership consists of a chairperson; general, senior, and lifeseior 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 of Directors. 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 innovative programs and clinics for teaching and legal research. Duke Law School has come a very long way in a few short decades - thanks largely to the support of alumni and friends.

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.

Student Aid. To counter the rising costs of obtaining a legal education, the Law School provides generous scholarship packages, as well as fellowship and externship opportunities for its students. These opportunities are funded, in part, through the generosity of private support.

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.

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.

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.

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