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.
The information in this bulletin applies to the academic year 2012-2013 and is accurate and current, to the extent possible, as of December 2012. 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/](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](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://law.duke.edu](http://law.duke.edu).
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DUKE UNIVERSITY SCHOOL OF LAW

Academic Calendar 2012-2013

FALL TERM 2012

August
13-17 Monday-Friday—First-Year orientation, International LLM orientation
15 Wednesday—First-Year Writing classes begin
13-17 Monday-Friday—Upper-Level On-Campus Interviewing
20 Monday—All classes begin
27-28 Monday-Tuesday—No Upper-Level classes (career development); First Year classes and required International LLM classes meet as scheduled
31 Friday—Duke Law Clinics Intensive Training

October
15-19 Monday-Friday—Fall Break for Upper-Level students
Writing Break for First-Year students (9th week of the semester)

November
21-23 Wednesday-Friday—Thanksgiving Break
30 Last day of classes

December
3-14 Reading and examination period

WINTER SESSION 2013
Thursday, January 3 to Saturday, January 5

SPRING TERM 2013

January
7 Monday—Classes begin
10-13 Thursday-Sunday—Intensive Trial Practice Weekend
18 Friday—Duke Law Clinics Intensive Training
21 Monday—Martin Luther King, Jr. Holiday (no classes)

March
11-15 Monday-Friday—Spring Break (10th week of the semester)

April
12-13 Friday-Sunday—Alumni Weekend
15 Monday—Last day of classes

16-May 1 Tuesday-Friday—Reading and examination period

May
11 Saturday—Law School hooding ceremony
12 Sunday—University commencement ceremony
SUMMER TERM 2013, 1L JD SUMMER STARTERS

May
30-31  Thursday-Friday—Orientation

June
  2  Monday—First day of classes

July
  24  Wednesday—Last day of classes
  29-Aug 2  Reading and Examination Period

SUMMER 2013, SUMMER INSTITUTE IN HONG KONG/GENEVA

June
  30  Sunday—Orientation

July
  1  Monday—First day of classes for Term I
  12  Friday—Last day of classes for Term I
  15  Monday—First day of classes for Term II
  26  Friday—Last day of classes for Term II
  28-30  Sunday-Tuesday—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
Pamela J. Bernard, JD, Vice President and General Counsel
Kyle Cavanaugh, MBA, Vice President for Administration
Tracy Futhey, MS, Vice President, Information Technology and Chief Information Officer
Michael Merson, MD, Interim Vice President and Vice Provost, Global Strategy and Programs
Larry Moneta, EdD, Vice President, Student Affairs
John J. Noonan, MBA, Vice President, Facilities
Benjamin Reese, PsyD, Vice President, Office for Institutional Equity
Richard Riddell, PhD, Vice President and University Secretary
Michael J. Schoenfeld, MS, Vice President, Public Affairs and Government Relations
Robert Shepard, PhD, Vice President, Alumni Affairs and Development
Timothy Walsh, MBA, Vice President for Finance
Kevin M. White, PhD, Vice President and Director of Athletics
Phail Wynn, Jr., MBA, EdD, Vice President, Durham and Regional Affairs
Nancy C. Andrews, MD, PhD, Dean, School of Medicine
William Boulding, PhD, Dean, Fuqua School of Business
William L. Chameides, PhD, Dean, Nicholas School of the Environment
Catherine L. Gilliss, DNSc, Dean, School of Nursing & Vice Chancellor for Nursing Affairs
Richard Hays, PhD, Dean, Divinity School
Thomas C. Katsouleas, PhD, Dean, Pratt School of Engineering
Bruce R. Kuminholm, PhD, Dean, Sanford School of Public Policy
David F. Levi, JD, Dean, School of Law
Paula B. McClain, PhD, Dean, Graduate School
Stephen Nowicki, PhD, Dean and Vice Provost, Undergraduate Education
Laurie L. Patton, PhD, Dean of the Faculty of Arts and Sciences
Nancy Allen, MD, Vice Provost, Faculty Diversity and Faculty Development
Deborah Jakubs, PhD, Vice Provost for Library Affairs
Scott Lindroth, PhD, Vice Provost for the Arts
James S. Roberts, PhD, Executive Vice Provost for Finance and Administration
Susan Roth, PhD, Vice Provost for Interdisciplinary Studies
James Siedow, PhD, Vice Provost for Research
Keith Whitfield, PhD, Vice Provost for Academic Affairs
Neal F. Triplett, MBA, President and CEO, DUMAC

LAW SCHOOL ADMINISTRATION
David F. Levi, Dean
Curtis A. Bradley, Senior Associate Dean, Academic Affairs
Richard A. Danner, Senior Associate Dean, Information Services
Paul H. Haagen, Senior Associate Dean, International Initiatives
Tia N. Barnes, Assistant Dean, Academic Affairs
Kimberly A. Bart, Assistant Dean, Public Interest and Pro Bono
Suze Bear, Registrar and Director of Student Records
Jason B. Belk, Assistant Dean, Student Affairs
Stuart M. Benjamin, Associate Dean, Research 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
Stefanie Kandzia, Dean's Fellow for International Studies
Jennifer D'A. Maher, Associate Dean, International Studies
Wayne V. Miller, Assistant Dean, Academic Technologies
Anne Sherman, Assistant Dean, Academic Advising
Melinda M. Vaughn, Executive Director, Communications and Events
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 professional 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) – among 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. More recently, the ABA cited the school’s student culture as among the strongest in the nation.

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

**Law in the Service of Society**

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. They are often engaged in such activities as Supreme Court advocacy, testimony at congressional hearings, and media commentary. Faculty are involved in law reform initiatives on matters as diverse as 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 topics relating to legislative policy and government regulation. Other programs also emphasize the development of lawyering skills, including domestic and international externships, top-quality moot court programs, and a legal writing program that is among the strongest in the nation. Duke Law School's clinics offer invaluable real-world experiences to students and critical legal aid to the community. Students' are able to deepen their practical knowledge, strengthen their problem-solving and lawyering skills, and begin to develop professional identities through the clinical program. Duke Law's clinical program includes the AIDS Legal Project, the Appellate Litigation Clinic, the Children's Law Clinic, the Community Enterprise Clinic, the Environmental Law and Policy Clinic, the Guantanamo Defense Clinic, the Start-Up Ventures 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. 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**

Duke is home to one of the strongest international and comparative law programs in the country. Its full-time faculty includes experts in public international law, international trade law, global capital markets, international intellectual property law, international investments, sovereign debt, comparative corporate governance, 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.

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

Duke’s strength in international and comparative law is further reflected in the extensive variety of degree programs it offers. Its JD/LLM program gives 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 and sponsors conferences focused on this area of study. New seminars focusing on international human rights topics have included field research in Israel, Ghana, Haiti and Brazil.
**Law School Faculty**

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

**Matthew Adler**, *Richard A. Horvitz Professor of Law*, studies and teaches administrative law and constitutional law and theory, as well as risk regulation, policy analysis. Prior to joining the Duke Law faculty in July 2012 he was the Leon Meltzer Professor of Law at the University of Pennsylvania School of Law. He has been a visiting professor at Bar-Ilan University, Columbia University, Duke, the University of Chicago, and the University of Virginia. He is the author of numerous articles and several books, including *New Foundations of Cost-Benefit Analysis* (Harvard, 2006; co-authored with Eric Posner); and *Well-Being and Fair Distribution: Beyond Cost-Benefit Analysis*, which systematically discusses how to integrate considerations of fair distribution into policy analysis (Oxford 2012). Adler is an editor of *Legal Theory*, the leading journal in the area of law and philosophy. His edited volume, *The Rule of Recognition and the U.S. Constitution* (Oxford 2009; edited with Ken Himma) is an innovative work at the intersection of jurisprudence and constitutional theory, which discusses the applicability of H.L.A.’s notion of a “rule of recognition” to the U.S. legal system. Adler holds a B.A. and J.D. from Yale University, where he was a member of the *Yale Law Journal*. He also received an M. Litt. in modern history from St. Antony’s College at Oxford University, where he was a Marshall Scholar. He clerked for Judge Harry Edwards of the U.S. Court of Appeals for the D.C. Circuit in 1991-1992 and for U.S. Supreme Court Justice Sandra Day O’Connor during the 1992-1993 term. Adler practiced litigation at Paul, Weiss, Rifkind, Wharton & Garrison in New York prior to joining the University of Pennsylvania law faculty in 1995.

**Katharine T. Bartlett**, *A. Kenneth Pye Professor of Law*, served as Dean of Duke Law School from 2000-2007. 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
Benjamin specializes in telecommunications law, the First Amendment, and administrative law. He has been supported by the Rockefeller Foundation. In 1994, she won the University Scholar/Teacher of the Year Award at Duke University.

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. He has taught a course on regulatory reform in the Duke in D.C. program and a course on banking regulation in a post-crash economy for 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.

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.

Professor specializes in telecommunications law, the First Amendment, and administrative law. He has been the
Douglas B. Maggs Chair in Law since 2009, and the Associate Dean for Research since 2005. From 2009 to 2011, he was the first Distinguished Scholar at the Federal Communications Commission. He is a co-author of Telecommunications Law and Policy (1st ed. 2001, 2nd ed. 2006, 3rd ed. 2012), has written numerous law review articles, and has provided testimony to the Senate as a legal expert. From 2001 to 2003 he was the Rex G. & Edna Baker Professor in Constitutional Law at the University of Texas School of Law, and from 1997 to 2001 he was an associate professor of law at the University of San Diego School of Law. Before he began teaching law, Professor Benjamin clerked for 9th Circuit Judge William C. Canby and for Supreme Court Justice David H. Souter; 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. He received his B.A. and J.D. from Yale University.

Donald H. Beskind, Professor of the Practice of Law, teaches Torts, Evidence, and Trial Practice. He devoted more than 30 years in practice to representing plaintiffs in civil cases and defendants in criminal cases before returning to the Duke Law faculty full-time as a professor of the practice of law in 2010. While in private practice between 1981 and 2010 at two North Carolina law firms, he directed and taught in Duke Law School’s Trial Practice program and also periodically taught Evidence. He served as a John S. Bradway Fellow at Duke Law from 1975 to 1977, at the conclusion of which he received his LLM. He then joined the faculty, first as an assistant professor and then as associate professor and director of the Clinical Legal Studies Program. In 1981, Beskind returned to private practice, co-founding Beskind, Rudolf & Maher where he practiced until 1993. In 1993, he joined what became Twigg, Beskind, Strickland & Rabenau, and practiced with that firm until 2012. Professor Beskind now serves as co-counsel in cases with various national and local firms. Beskind is a fellow of the International Society of Barristers, its Administrative Secretary and the Editor of its Quarterly journal. He also is a fellow of the American College of Trial Lawyers. He serves on the Board of Governors of both national and North Carolina trial lawyer organizations, and has chaired the committees on continuing legal education for both. He was a founding board member of North Carolina Prisoner’s Legal Services and served as its president. Beskind lectures on evidentiary and trial skills topics across the United States, runs trial training programs at major law firms and has trained solicitors and barristers in the United Kingdom. Beskind is the co-author North Carolina Evidentiary Foundations (Lexis/Nexis 2008); Problems in Trial Advocacy (NITA 2011); and numerous case files used for professional training including BMI v. Minicom (Advanced, Pretrial and Basic Skills editions - NITA) and State v. Burns (NITA).

Joseph Blocher, Assistant Professor of Law, studies 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 Barkett 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, is co-founder of the Center for the Study of the Public Domain at Duke Law School. He joined the faculty in July 2000. He also has 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 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
Curtis A. 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. He was the founding co-director of Duke Law School’s Center for International and Comparative Law and serves on the executive board of Duke’s Center on Law, Ethics, and National Security. Recently, he was appointed to serve as a Reporter on the American Law Institute’s new Restatement project on The Foreign Relations Law of the United States.

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 counsel on international law in the Legal Adviser’s Office of the U.S. State Department. He now is a member of the Secretary of State’s Advisory Committee on International Law. He also is a Vice-President of the American Society of International Law, a member of the Board of Editors of the American Journal of International Law, and a member of the International Law Committee on International Law. He also is a Vice-President of the American Society of International Law, a member of the International Law Association’s Study Group on the Principles on the Application of International Law by Domestic Courts. Professor Bradley has written numerous articles concerning international law, U.S. foreign relations law, and constitutional law, including articles published in the Harvard, Yale, Stanford, Michigan, Pennsylvania, Virginia, Duke, and Georgetown law journals. He also is 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 4th ed. 2011) (with Jack Goldsmith), and Federal Courts and the Law of Federal-State Relations (Foundation Press 7th ed. 2011) (with Peter Low and John Jeffries). His forthcoming book, International Law in the U.S. Legal System, will be published by Oxford University Press in early 2013.

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, N.C. 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.

Rachel Brewster, Professor of Law, studies and teaches in the areas of international law and international relations theory and international trade. She came to Duke Law in July 2012 from Harvard University where she was an assistant professor of law and affiliate faculty member of The Weatherhead Center for International Affairs. Brewster serves as co-director of Duke’s Center for International and Comparative Law. Prior to joining the Harvard law faculty in 2006, Brewster served as a Bigelow Fellow at the University of Chicago Law School and clerked for Judge Phyllis A. Kravitch of the U.S. Court of Appeals for the Eleventh Circuit. She served as legal counsel in the Office of the United
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 refinancing, 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.

Samuel W. Buell, Professor of Law. Samuel 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 conceptual structure of white collar offenses, the problem of behaviors that evolve to avoid legal control, and the treatment of the corporation and the white collar offender in the criminal justice system. Buell’s recent publications have appeared in Law & Contemporary Problems, Duke Law Journal, UCLA Law Review, NYU Law Review, Stanford Law Review, Cardozo Law Review, and Indiana Law Journal. He is a member of the American Law Institute and has testified before the United States Senate and the United States Sentencing Commission on matters involving the definition and punishment of corporate crimes. Buell joined the Duke Law faculty as a professor in 2010, after serving as an associate professor at Washington University School of Law in St. Louis and a visiting assistant professor at the University of Texas School of Law. Prior to his academic career, he worked as a federal prosecutor in New York, Boston, Washington, and Houston. He twice received the Attorney General’s Award for Exceptional Service, the Department of Justice’s highest honor, and was a lead prosecutor for the Department’s Enron Task Force. Buell clerked for the Honorable Jack B. Weinstein of the U.S. District Court for the Eastern District of New York and practiced as an associate with Covington & Burling in Washington, D.C. He graduated summa cum laude from New York University School of Law and magna cum laude from Brown University.

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 Universitat 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.

**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 _Isopoliteia_. He currently is 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_, specializes in teaching and scholarship related to children and the law. Her scholarship has focused on the relationship between parents and the state and decision-making for the child in the context of that relationship, and on cultural conflicts between traditional parenting practices and American legal norms. Coleman’s published work in these areas includes a book entitled _Fixing Columbine: The Challenge of American Liberalism_ (2002), and law review articles including “Storming the Castle to Save the Children: The Ironic Costs of a Child Welfare Exception to the Fourth Amendment,” _47 William & Mary Law Review_ 413 (2005); “Culture, Cloaked in Mens Rea” in _The South Atlantic Quarterly_ (2002); “The Seattle Compromise: Multicultural Sensitivity and Americanization,” _47 Duke Law Journal_ 717 (1998); and “Individualizing Justice Through Multiculturalism: The Liberals’ Dilemma,” _96 Columbia Law Review_ 1093 (1996). In the past few years, Coleman’s work has become increasingly interdisciplinary. This new focus has been fostered by her affiliations with Duke University’s Center for Child and Family Policy and Duke’s Trent Center for Bioethics, Humanities and the History of Medicine. Based in these affiliations, her most recent projects include book chapters entitled “Innovations in Child Maltreatment Prevention: Resolving the Tension Between Effective Assistance and Violations of Privacy” (2008), and “The Role of

James E. Coleman Jr., John S. Bradway Professor of Law, A.B. 1970, Harvard University; J.D. 1974, Columbia University. A native of Charlotte, N.C., 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, and he serves as co-director for the Duke Wrongful Convictions clinic and the Duke Appellate Litigation Clinic. 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 (L.L.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
to deploy United States forces in Haiti and Bosnia; whether the President may decline to enforce statutes he believes unconstitutional; affirmative action; religious activity in public schools; whether the Uruguay Round GATT Agreements required treaty ratification, 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.

Walter Dellinger III, Douglas B. Maggs Professor of Emeritus of Law, served as acting Solicitor General for the 1996-97 Term of the U.S. Supreme Court. He argued nine cases before the Court, the most by any Solicitor General in more than 20 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 returned to the Duke Law faculty in 1997. He 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. 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 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.

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 now is 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 Experimental Education and Clinical Programs. In addition to overseeing experiential learning programs at Duke Law, Professor Foster serves as director of the Law School’s Community Enterprise Clinic and teaches non-clinical courses in community development law and other substantive areas. Prior to joining the Duke Law faculty in 2002, Foster practiced with Womble Carlyle Sandridge &
Rice, where he co-founded the firm’s community development law team. He now maintains a limited private practice that is concentrated in the areas of nonprofit, affordable housing, and community development law. He represents developers, financial institutions, local governments and local, statewide, regional, and national nonprofits on a wide range of community revitalization projects. Before becoming a lawyer, Foster held leadership positions with several nonprofit community development organizations based in North Carolina. These include the Southern Rural Development Initiative, the North Carolina Justice and Community Development Center, the Community Reinvestment Association of North Carolina, and the North Carolina Association of Community Development Corporations. In all of these positions, he worked with community-based organizations, leading private sector institutions and public policymakers to develop and implement community economic development strategies in order to increase economic opportunities for the residents of low-wealth communities in North Carolina and throughout the Southeast. Foster is licensed to practice in North Carolina. He is a member of the American Bar Association, as well as the ABA’s Business Law Section and Forum on Affordable Housing and Community Development Law. He has held leadership positions with the North Carolina Bar Association and is active in its Business Law Section. Foster also is active in the membership of several academic associations, including the American Association of Law Schools and the Clinical Legal Educators Association. He currently is serving a two-year term on the AALS Committee on Clinic Legal Education and is on the board of directors of the Community Affordable Housing Equity Corporation. Foster received his BA in political science, summa cum laude, from Rutgers University in 1991 and his JD in 2000 from the University of North Carolina at Chapel Hill, where he was a Chancellor’s Scholar and graduated Order of the Coif.

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

Mitu Gulati, Professor of Law. Professor Gulati’s 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 International Initiatives. 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 senior member of Duke’s Kenan Institute for Ethics. Prior to joining the Duke Law faculty in July 2009, Helfer was a professor of law and director of the International Legal Studies Program at Vanderbilt University Law School. He also has 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, Krinksy & 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 seven 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; *The Deadly Ethnic Riot* (2001); and *Constitutional Change and Democracy in Indonesia*, to be published in 2012 by Cambridge University Press. 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 presented with the Distinguished Scholar Award of the Ethnicity, Nationalism, and Migration Section of the International Studies Association. Professor Horowitz currently is writing a book about constitutional design, particularly for divided societies, a subject on which he has advised in a number of countries. In 2010-11, he was a Fellow of the Woodrow Wilson Center, working on this project. In 2011-12, he has been a Jennings Randolph Senior Fellow at the U.S. Institute of Peace and a Reagan-Fascell Fellow at the National Endowment for Democracy, and in 2013, he will be a Fellow of the American Academy in Berlin. 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. In 2011, Professor Horowitz was awarded an honorary doctoral degree by the Vrije Universiteit Brussel, the Flemish-speaking Free University of Brussels.

**Trina Jones**, *Professor of Law*, focuses her scholarly research and writing on racial and socio-economic inequality. She is a leading legal expert on colorism, which is the differential treatment of same-race individuals on the basis of skin color. At Duke Law Professor Jones teaches Civil Procedure, Employment Discrimination, and a seminar on Race and the Law. Her recent work includes *Shades of Brown: The Law of Skin Color*, which draws upon historical and sociological materials to explain the past and continuing significance of colorism in the United States; *Intra-Group Preferencing: Proving Skin Color and Identity Performance Discrimination*, which examines many of the practical impediments plaintiffs face when bringing intra-group claims; *A Post-Race Equal Protection?* (with Barnes and Chemerinsky), which challenges the notion that the election of Barack Obama heralds the beginning of a post-racial America; and *“Law and Class in America: Trends Since the Cold War”* (NYU Press, with Carrington), which examines the effects on poor people of legal reforms in a variety of substantive areas. Professor Jones’ current projects explore the use of the workplace as a site for the reproduction of “traditional” values, examine colorism from a comparative perspective, and consider the limitations of using enumerated classifications as a method for redressing inequality. Professor Jones joined the faculty of Duke Law School in 1995, after practicing as a general litigator at Wilmer, Cutler, and Pickering (now Wilmer Hale) in Washington, D.C. From 2008-2011, she served as a founding member of the faculty at the University of California, Irvine, School of Law, where she directed the Center on Law, Equality and Race. A native of Rock Hill, S.C., Professor Jones 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, she served as an articles editor on the *Michigan Law Review*. 

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Jack Knight, Frederic Cleaveland Professor of Law and Political Science, is a renowned political scientist and legal theorist. His scholarly work focuses on modern social and political theory, law and legal theory, and political economy. He holds a joint appointment with Duke Law School and Duke’s Trinity College of Arts and Sciences, where he teaches in the Politics, Philosophy and Economics Program. At the Law School, he teaches courses on social scientific approaches to law and courts, as well as courses on the political economy of social institutions. Professor Knight’s research focuses on the rules and norms that organize human activities in nations. In addition to study of the motivations and decisions of judges, he has examined the effects of the norm of extensive prior judicial experience as a prerequisite for service on the U.S. Supreme Court, as well as several other aspects of how courts make decisions and how judges choose their positions in opinions. Professor Knight is the author of several books: Institutions and Social Conflict (Cambridge University Press, 1992), Explaining Social Institutions (with Itai Sened) (The University of Michigan Press, 1995), and The Choices Justices Make (with Lee Epstein) (Congressional Quarterly Press, 1997), which won the American Political Science Association’s C. Herman Prichett Award for the best book published on law and courts. He co-edited Courts, Judges and Politics (McGraw-Hill, 6th Edition, 2005) and has published numerous articles in journals and edited volumes on such topics as democratic theory, the rule of law, judicial decision-making, and theories of institutional emergence and change. Prior to joining Duke Law in 2008, Professor Knight was the Sidney W. Souers Professor of Government at Washington University of St. Louis, where he served as chair of the Department of Political Science and was a fellow of the university’s Center for Political Economy. He also has taught at the University of Chicago and the University of Michigan and was an attorney with the Peninsula Legal Aid Center in Hampton, Va. He has served as a visiting professor at the International Center for Business and Politics of the Copenhagen Business School and a visiting scholar with the Russell Sage Foundation and the Max Planck Institute in Bonn, Germany. Professor Knight holds a bachelor’s degree and JD from the University of North Carolina at Chapel Hill and an MA and a PhD in political science from the University of Chicago.

Kimberly Krawiec, Kathrine Robinson Everett Professor of Law, is an expert on corporate law who teaches courses on securities, corporate, and derivatives law. Her research interests span a variety of fields, including the empirical analysis of contract disputes; the choice of organizational form by professional service firms, including law firms; forbidden or taboo markets; corporate compliance systems; insider trading; derivatives hedging practices; and “rogue” trading. Prior to joining academia, Krawiec was a member of the Commodity & Derivatives Group at the New York office of Sullivan & Cromwell. She has served as a commentator for the Central European and Eurasian Law Initiative (CEELI) of the American Bar Association and on the faculty of the National Association of Securities Dealers Institute for Professional Development at the Wharton School of Business. She holds a juris doctorate from Georgetown University and a bachelor’s degree from North Carolina State University. 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, 2009); “Sunny Samaritans & Egomaniacs: Price-Fixing in the Game of 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 at Chapel Hill, Harvard, and Northwestern, where she received the 1999-2000 Robert Childress Award for Teaching Excellence.

David L. 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 also has 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.

Margaret H. Lemos, Professor of Law. Margaret Lemos is a scholar of constitutional law, legal institutions, and procedure. She came to Duke Law in 2011 from the Benjamin N. Cardozo School of Law, where she was an associate professor. Lemos focuses her scholarship on the institutions of law interpretation and enforcement and their effects on substantive rights. She writes in four related fields: federalism; administrative law, including the relationship between courts and agencies; statutory interpretation; and civil procedure. Her articles have been published in the Supreme Court Review as well as in the New York University, Texas, Minnesota, and Vanderbilt law reviews. Prior to joining the Cardozo faculty, Lemos was a Furman Fellow and program coordinator at New York University School of Law, a Bristow Fellow at the Office of the Solicitor General, and a law clerk for Judge Kermit V. Lipez, U.S. Court of Appeals for the First Circuit, and for U.S. Supreme Court Justice John Paul Stevens. She graduated summa cum laude from New York University School of Law, where she was senior notes editor of the New York University Law Review. Students at Cardozo voted Lemos the “best first-year teacher” in 2010 and in 2011.

David F. Levi, Dean and Professor of Law, became the 14th dean of Duke Law School on July 1, 2007. Prior to his appointment, he was the Chief United States District Judge for the Eastern District of California with chambers in Sacramento. He was appointed United States Attorney by President Ronald Reagan in 1986 and a United States district judge by President George H. W. Bush in 1990. A native of Chicago, Dean Levi earned his 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 also was 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 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 at Chapel Hill in 1972, and her JD from the UNC Law School in 1976. She began her practice of law in Durham with a litigation firm, and thereafter opened her own practice where she handled a variety of complex litigation in the state and federal courts. While continuing her private practice McAllaster served as an administrative hearing officer for the North Carolina Department of Human Resources from 1981-87. 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
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. 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 an expert in comparative law and conflict of laws. He has been a visiting professor at the Universities of Panthéon/Assas (Paris II), Princeton, Pennsylvania, Toronto, and the London School of Economics. Michaels has also held senior research fellowships at Harvard and Princeton, as well as the American Academy in Berlin and the Max Planck Institute for Private Law in Hamburg. In 2015, he will give a number of lectures on private international law at the Hague Academy for International Law. His current research focuses mainly on three issues: the role of domestic courts in globalization, the potential of conflict of laws as a theory of global legal fragmentation, and the status and relevance of non-state law. He is the editor or co-editor of two special volumes of the *American Journal of Comparative Law* (“Beyond the State? Rethinking Private Law,” 2008, also published as a book with Mohr/Siebeck; and “Legal Origins,” 2009), as well as a book and a journal issue on conflict of laws (“Conflict of Laws in a Globalized World,” *Cambridge University Press*, 2007; and “transdisciplinary Conflicts, Law & Contemp. Probs.” 2008). In addition, he has authored numerous articles and lectured widely on all three topics. Michaels studied law at the Universities of Passau and Cambridge, U.K. While at Duke, he has been a visiting professor at the Universities of Panthéon/Assas (Paris 2), Princeton, Pennsylvania, and Toronto; he has also held senior research fellowships at Harvard and Princeton, as well as the American Academy in Berlin and the Max Planck Institute for Private Law in Hamburg.

**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 A. 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. Until recently, Newman served as president of the North Carolina Center on Actual Innocence, a nonprofit organization she helped found, which is dedicated to assisting wrongly convicted North Carolina inmates obtain relief. She has also served 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, Newman also served as president of the Innocence Network, an affiliation of more than sixty organizations dedicated to providing pro bono legal and investigative services to individuals seeking to prove their innocence and working to redress the causes of wrongful convictions. She remains on the Network board. 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.

**H. Jefferson Powell, Professor of Law,** returned to the Duke Law faculty in May 2012 after serving as deputy assistant attorney general in the Office of Legal Counsel at the U.S. Department of Justice and as a professor at George Washington University Law School. He previously served on the Duke Law faculty from 1989 to 2010. Powell has served in a variety of positions in federal and state government during his career. In addition to his recent tenure as deputy assistant attorney general in the Office of Legal Counsel, which provides legal advice to the president, the attorney general and other executive branch officers, he served in the U.S. Department of Justice in various capacities.
from 1993 to 2000, and in 1996, he was the principal deputy solicitor general. He has briefed and argued cases in both federal and state courts, including the Supreme Court of the United States. In the early 1990s, he was special counsel to the attorney general of North Carolina. Powell’s academic career has included visiting positions at Yale University and the University of North Carolina at Chapel Hill, and he served as a professor of law at the University of Iowa prior to joining the Duke Law faculty. His scholarship has addressed the history and ethical implications of American constitutionalism, the powers of the executive branch, and the role of the Constitution in legislative and judicial decision-making, among other subjects. His recent books include Constitutional Conscience: The Moral Dimension of Judicial Decision (2008) and No Law: Intellectual Property in the Image of an Absolute First Amendment (2009), which he co-authored with Duke Law Professor David Lange. Powell holds a bachelor’s degree from St. David’s University College (now Trinity St. David) of the University of Wales; a master’s degree and PhD from Duke University; and a Master’s of Divinity and JD from Yale University. He was a law clerk to Judge Sam J. Ervin III of the U.S. Court of Appeals for the Fourth Circuit. He has received numerous awards and honors including, in 2002, Duke University’s Scholar/Teacher Award. “The Contracts Experience,” a video teaching tool he developed in 2002 (in collaboration with Duke Law Professor John Weistart and Georgetown Law Professor Girardeau A. Spann) received a Telly Award and an Aegis Award of Excellence. Powell currently serves as series editor of the Carolina Academic Press Legal History Series.


Arti Rai, Elvin R. Latty Professor of Law, is an internationally recognized expert in intellectual property (IP) law, administrative law, and health policy. Rai also has taught at Harvard, Yale, and the University of Pennsylvania law schools. Rai’s research on IP law and policy in biotechnology, pharmaceuticals, and software has been funded by NIH and the Kauffman Foundation. She has published over 50 articles, essays, and book chapters on IP law, administrative law, and health policy. Her publications have appeared in both peer-reviewed journals and law reviews, including the New England Journal of Medicine, the Journal of Legal Studies, Nature Biotechnology, and the Columbia, Georgetown, and Northwestern law reviews. She is the editor of Intellectual Property Law and Biotechnology: Critical Concepts (Edward Elgar, 2011), the co-author of a 2012 Kauffman Foundation monograph on cost-effective health care innovation, and the co-author of a casebook on law and the mental health system. From 2009-2010, Rai served as the Administrator of the Office of External Affairs at the U.S. Patent and Trademark Office (USPTO). As External Affairs Administrator, Rai led policy analysis of the patent reform legislation that ultimately became the America Invents Act and worked to establish the USPTO’s Office of the Chief Economist. Prior to that time, she had served on President-Elect Obama’s transition team reviewing the USPTO. Prior to entering academia, Rai clerked for the Honorable Marilyn Hall Patel of the 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 regularly testifies before Congress and relevant administrative bodies on IP law and policy issues and regularly advises federal agencies on IP policy issues raised by the research that they fund. Recently, her work has focused on advising the Defense Advanced Research Projects Agency (DARPA) and the National Human Genome Research Institute. Rai is currently co-chair of the IP Committee of the Administrative Law Section of the ABA. She also serves as a member of the Institute of Medicine’s Committee on “Understanding the Global Public Health Implications of Substandard, Falsified, and Counterfeit Medical Products.” In 2011, Rai won the World Technology Network Award for Law. 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. Rai’s moot court team at Harvard Law School won Best Brief and Team honors at the school’s prestigious Ames Moot Court Competition.

**Jerome H. Reichman**, *Bunyan S. Womble Professor of Law*, has written and lectured widely on diverse aspects of intellectual property law, including comparative and international intellectual property law and the connections between intellectual property and international trade law. His articles in this area have particularly addressed the problems that developing countries face in implementing the World Trade Organization’s Agreement on Trade-Related Aspects of Intellectual Property Rights (TRIPS Agreement). On this and related themes, he and Keith Maskus have recently published a book entitled *International Public Goods and Transfer of Technology Under a Globalized Intellectual Property Regime*. Other recent writings have focused on intellectual property rights in data; the appropriate contractual regime for online delivery of computer programs and other information goods; and on the use of liability rules to stimulate investment in innovation. His most recent articles are: “The Globalization of Private Knowledge Goods and the Privatization of Global Public Goods” (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**, *Professor of Law*, studies 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](http://ssrn.com/author=334149).

**Stephen E. Sachs**, *Assistant Professor of Law*. Professor Sachs is a scholar of civil procedure, constitutional law, Anglo-American legal history, and conflict of laws. He joined the Duke Law faculty after practicing in the litigation group of Mayer Brown LLP in Washington, D.C. Sachs’ research spans a variety of substantive topics, focusing on the history of procedural and private law and the implications of that history for public law and current disputes. His research interests include the law of judgments, sovereign immunity, the legal status of corporations, and limitations on official power. At Duke Law, Sachs teaches Civil Procedure and Conflict of Laws. Sachs clerked for Chief Justice John G. Roberts Jr. during the 2009-2010 Supreme Court term. He clerked for Judge Stephen F. Williams on the U.S. Court of Appeals for the D.C. Circuit in 2007-2008, prior to joining Mayer Brown. Sachs received his AB summa cum laude in history from Harvard University in 2002, graduating first in his class and winning the Sophia Freund Prize. He was a Rhodes Scholar, graduating from Oxford University in 2004 with a first-class BA degree in politics, philosophy, and economics. He received his JD in 2007 from Yale Law School, where he was executive editor of the Yale Law Journal and served both as executive editor and articles editor of the Yale Law & Policy Review.

**James Salzman**, *Samuel Fox Mordecai Professor of Law and Nicholas Institute Professor of Environmental Policy*. In more than six books and seventy articles and book chapters, Professor Salzman’s broad-ranging scholarship has addressed topics spanning trade and environment conflicts, drinking water, environmental protection in the service economy, wetlands mitigation banking, and the legal and institutional issues in creating markets for ecosystem services. A dedicated classroom teacher and colleague, Salzman has twice been voted Professor of the Year by students at Duke’s Nicholas School of the Environment and received two Blueprint Awards from the Law School for institutional service. He has lectured on environmental policy in North and South America, Europe, Asia, Australia and Africa. He has served as a visiting professor at Yale, Stanford, and Harvard (Leo Gottlieb Visiting Professor) as well as at Macquarie (Australia), Lund (Sweden), and Tel Aviv (Israel) Universities and the European University Institute (Italy). He has given distinguished lectures at Florida State, Wyoming, Pace and Lewis & Clark in 2013. An honors graduate of Yale College and Harvard University, Salzman was the first Harvard graduate to earn joint degrees in law
and engineering and was named a Sheldon Fellow upon graduation. He has both government and private sector work experience. Prior to entering academia, he worked in Paris in the Environment Directorate of the Organization for Economic Cooperation and Development (OECD) and in London as the European Environmental Manager for Johnson Wax. His honors include election as a Fellow of the Royal Geographical Society, as well as appointments as a McArthur 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, 4th ed. 2010), the leading casebook in the field with adoptions at over 200 schools. His articles have appeared in the *Stanford, California, NYU, Penn Law Review* and other legal, scientific and popular journals. A national survey of environmental law professors has voted his work among the top articles of the year on six separate occasions. Salzman is active in the fields of practice and policy, serving as a Member of the Trade and Environment Policy Advisory Committee, a government-appointed body providing counsel to the EPA Administrator and U.S. Trade Representative on trade and environment issues, as well as advising several 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 also has 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*. Christopher H. Schroeder is director of the Program in Public Law. He holds a joint appointment at Duke University’s Sanford School of Public Policy and recently served as assistant attorney general for the Office of Legal Policy (OLP) at the United States Department of Justice, a post he assumed in April 2010. Schroeder’s 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.

Steven L. Schwarz, *Stanley A. Star Professor of Law & Business* at Duke University. The founding director of Duke’s interdisciplinary Global Capital Markets Center, Schwarz studies and teaches in the areas of insolvency and bankruptcy law; international finance, capital markets, and systemic risk; and commercial law. (Links to his scholarship are at [http://www.law.duke.edu/fac/schwarz/](http://www.law.duke.edu/fac/schwarz/).) Prior to joining the Duke faculty, he was a partner at two leading international law firms, where he represented top banks and other financial institutions in structuring innovative capital market financing transactions, both domestic and international. He also helped to pioneer the field of asset securitization, and his book, *Structured Finance, A Guide to the Principles of Asset Securitization* (3d edition), is one of the most widely used texts in the field. Professor Schwarz has been the Leverhulme Visiting Professor at the University of Oxford, Visiting Professor at the University of Geneva Faculty of Law, Senior Fellow at The University of Melbourne Law School, and an adviser to the United Nations. He has given numerous endowed or distinguished public lectures, including at The University of Hong Kong, the University of Oxford (the Leverhulme Lectures 2010, available at [http://www.law.ox.ac.uk/published/leverhulme2010.php](http://www.law.ox.ac.uk/published/leverhulme2010.php)), Georgetown University Law Center, National University of Singapore, and The National Assembly of the Republic of Korea. He also has given numerous keynote speeches, including at conferences of the European Central Bank, the Corporate Law Teachers Association of Australia, New Zealand, and Asia-Pacific, Moody’s Corporation, and the Asian Securitisation Forum. Additionally, he has testified before the U.S. Congress on topics including systemic risk, securitization, credit rating agencies, and financial regulation and has advised several U.S. and foreign governmental institutions on the financial crisis. Professor Schwarz is a Fellow of the American College of Bankruptcy, a Founding Member of the International Insolvency
Involving military law and national security. Professor Silliman served continuously as a member of the American Bar Association's Standing Committee on Law and National Security, or its Advisory Committee, from 1999 until 2011; and is a life member of the Judge Advocates Association, a national organization of active duty, reserve, and retired military lawyers from all the services.

Neil S. Siegel, Professor of Law and Political Science and co-director of the Program in Public Law. Professor Siegel teaches in the areas of U.S. constitutional law, constitutional theory, and federal courts. His research interests include constitutional law, constitutional theory, law and politics, and the economic analysis of constitutional law. Professor Siegel served as special counsel to Senator Joseph R. Biden during the confirmation hearings of John G. Roberts and Samuel A. Alito. During the October 2003 term, he clerked for Associate Justice Ruth Bader Ginsburg at the U.S. Supreme Court. He also served as Bristow Fellow in the Office of the Solicitor General at the U.S. Department of Justice and as law clerk to Judge J. Harvie Wilkinson III of the U.S. Court of Appeals for the Fourth Circuit. Professor Siegel 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 Berkeley Law and a Ph.D. in Jurisprudence and Social Policy. While at Berkeley Law, he served as the Senior Articles Editor of the California Law Review.

Scott L. Silliman, Professor of the Practice of Law, and Director Emeritus, Center on Law, Ethics and National Security. Scott L. Silliman is a Professor of the Practice of Law at Duke Law School and also holds an appointment as an adjunct professor of law at the University of North Carolina at Chapel Hill. In addition, he served as Executive Director of the Center on Law, Ethics and National Security from its inception in 1993 until July of 2011, and now serves as its Director Emeritus. On November 10, 2011, President Obama nominated Professor Silliman to be a federal appellate judge on the United States Court of Military Commission Review, and the Senate confirmed him on June 21, 2012. He was formally appointed to the Court by the President on August 30th, 2012, and sworn in 13 days later, on September 12th, 2012. 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, 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. Professor Silliman served continuously as a member of the American Bar Association's Standing Committee on Law and National Security, or its Advisory Committee, from 1999 until 2011; and is a life member of the Judge Advocates Association, a national organization of active duty, reserve, and retired military lawyers from all the services.

Neil Vidmar, Russell M. Robinson II Professor of Law and Professor of Psychology. Professor Vidmar’s 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, N.C. 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.**

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, Cowlishaw, & 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).


**Visiting Faculty**

- Associate Justice Samuel A. Alito, Visiting Professor of Law
- Charles L. Becton, Visiting Professor of Law
- Tamar R. Birckhead, Adjunct Professor of Law
- Larry W. Chavis, Adjunct Assistant Professor
- Paul Finkelman, John Hope Franklin Visiting Professor of Legal History
- Kip Frey, Visiting Professor of the Practice of Law
- Ted Kaufman, Visiting Professor of the Practice of Law
- Marin K. Levy, Visiting Associate Professor of Law
- Gregg D. Polsky, Visiting Professor of Law
- Dana A. Remus, Visiting Professor of Law

**Faculty Holding Joint Appointments**

- Michael Bradley, F.M. Kirby Professor of Investment Banking and Professor of Law
- Allen Buchanan, James B. Duke Professor of Philosophy, 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
- 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
Visiting Faculty

Ebrahim E.I. Moosa, Professor of Religion and Islamic Studies, Associate Professor of Law, and Senior Fellow, Kenan Institute for Ethics

John W. Payne, Joseph J. Ruvane, Jr. Professor of Management and Marketing, Professor of Psychology

Visiting Assistant Professor Program Participants

Margaret C. Hu, Visiting Assistant Professor of Law
Suzanne Katzenstein, Visiting Assistant Professor of Law
Destiny Peery, Visiting Assistant Professor of Law
Taisu Zhang, Visiting Assistant Professor of Law

Extended Faculty

Kristina Alayan, Foreign and International Law Reference Librarian and Lecturing Fellow
Sean E. Andrussier, Senior Lecturing Fellow
Donald B. Ayer, Senior Lecturing Fellow
Jane Bahnson, Reference Librarian and Senior Lecturing Fellow
Sarah C.W. Baker, Lecturing Fellow
Robert A. Beason, Senior Lecturing Fellow
Arthur F. Beeler, Jr., Senior Lecturing Fellow
Jennifer L. Behrens, Reference Librarian and Lecturing Fellow
Marc F. Bellemare, Lecturing Fellow
Brenda Berlin, Senior Lecturing Fellow and Supervising Attorney
Daniel S. Bowling, III, Senior Lecturing Fellow
Lauren Harrell Brennan, Lecturing Fellow
Christopher G. Browning, Jr., Senior Lecturing Fellow
Erika J.S. Buell, Senior Lecturing Fellow
Jeffrey C. Coyne, Senior Lecturing Fellow
Jason Marc Cross, Lecturing Fellow
Lauren A. Dame, Senior Lecturing Fellow
S. Hannah Demeritt, Lecturing Fellow
Judge James C. Dever, III, Senior Lecturing Fellow
Michael Dockterman, Senior Lecturing Fellow
Jennifer Dominguez, Lecturing Fellow
Troy D. Dow, Senior Lecturing Fellow
Dennis M. Duffy, Senior Lecturing Fellow
Judge Allison K. Duncan, Extended Faculty
Melanie J. Dunshee, Assistant Dean for Library Services, Senior Lecturing Fellow
Rene Stemple Ellis, Senior Lecturing Fellow
Bruce A. Elvin, Senior Lecturing Fellow
Marilyn R. Forbes, Senior Lecturing Fellow
John F. Hart, Senior Lecturing Fellow and Visiting Associate Professor of History
Robert M. Hart, Senior Lecturing Fellow
Judge Patrick E. Higginbotham, Extended Faculty
Charles R. Holton, Senior Lecturing Fellow
Terence M. Hynes, Senior Lecturing Fellow
David Ichel, Senior Lecturing Fellow
Rima Idzelis, Lecturing Fellow
Jennifer Jenkins, Director, Center for the Study of the Public Domain
Alexandra K. Johnson, Lecturing Fellow
W.H. Kip Johnson III, Senior Lecturing Fellow and Director, Start-Up Ventures Clinic
Sally C. Johnson, M.D., Senior Lecturing Fellow
Rachael D. Kent, Lecturing Fellow
Sebastian Kielmanovich, Lecturing Fellow
George R. Krouse, Jr., Senior Lecturing Fellow
Coalter Lathrop, Lecturing Fellow
Jamie T. Lau, Lecturing Fellow, Supervising Attorney, Center for Criminal Justice and Professional Responsibility
Kelly Leong, Lecturing Fellow
Marin K. Levy, Lecturing Fellow
Phyllis Lile-King, Senior Lecturing Fellow
Hans Christian Linnartz, Senior Lecturing Fellow
Guangya Liu, Empirical Research Analyst, 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
Julie Maupin, Lecturing Fellow and Fellow, Center for International and Comparative Law
James B. Maxwell, Senior Lecturing Fellow
Gray McCalley, Jr., Senior Lecturing Fellow
Gabriela McQuade, Lecturing Fellow
J. Scott Merrell, Senior Lecturing Fellow
Pressly M. Millen, Senior Lecturing Fellow
Wayne V. Miller, Senior Lecturing Fellow
William S. Mills, Senior Lecturing Fellow
Alice N. Mine, Senior Lecturing Fellow
Frances Turner Mock, Senior Lecturing Fellow
Jonas Monast, Lecturing Fellow
Marguerite Most, Reference Librarian, Lecturing Fellow
Jeremy Mullem, Assistant Director of Legal Writing, Senior Lecturing Fellow
Michelle Benedict Nowlin, Senior Lecturing Fellow, Supervising Attorney for the Environmental Law and Policy Clinic
Jeffrey Peck, Senior Lecturing Fellow
Diana H. Pereira, Lecturing Fellow
Jo Ann Ragazzo, Senior Lecturing Fellow
Diane Appleton Reeves, Senior Lecturing Fellow
Allison J. Rice, Senior Lecturing Fellow, Supervising Attorney, AIDS Legal Project
Rebecca Rich, Lecturing Fellow
Stephen E. Roady, Senior Lecturing Fellow
Deborah K. Ross, Senior Lecturing Fellow
Judge Barbara Jacobs Rothstein, Senior Lecturing Fellow
Judge Mary M. Schroeder, Extended Faculty
Laura M. Scott, Senior Lecturing Fellow
Thomas H. Sear, Senior Lecturing Fellow
Nancy Russell Shaw, Senior Lecturing Fellow
Kenneth D. Sibley, Senior Lecturing Fellow
C.J. Skender, Senior Lecturing Fellow
William K. Slate II, Senior Lecturing Fellow
Kevin B. Sobel-Read, Senior Lecturing Fellow
E. Carol Spruill, Senior Lecturing Fellow
James Stuart, Lecturing Fellow
William J. Turnier, Senior Lecturing Fellow
Curtis Twiddy, Senior Lecturing Fellow
Charles O. Verrill, Jr., Senior Lecturing Fellow
Jeff Ward, Lecturing Fellow, Supervising Attorney, Community Enterprise Clinic
Mark H. Webbink, Senior Lecturing Fellow
Clay C. Wheeler, Senior Lecturing Fellow
Andrew B. Widmark, Senior Lecturing Fellow, Professor of the Practice of Real Estate
Emeriti Faculty
Peter G. Fish, Professor of Political Science, Professor of Law
Martin P. Golding, Professor of Philosophy and Law
Clark C. Havighurst, William Neal Reynolds Professor of Law, Emeritus
Richard Maxwell, Harry R. Chadwick Sr. Professor of Law, Emeritus
William A. Reppy, Jr., Charles L. B. Lowndes Professor of Law, Emeritus
H.B. Robertson, Jr., Professor of Law, Emeritus
Thomas D. Rowe, Jr., Elvin R. Latty Professor of Law, Emeritus
Michael E. Tigar, Professor Emeritus of Law
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 essays allow candidates to highlight specific aspects of their background that may not be apparent from the other application materials. It is often helpful to indicate reasons for interest in law school in general and Duke in particular, especially when they relate to an applicant’s specific experiences. Special care is taken when evaluating applications to achieve diversity in interests, perspectives, and backgrounds.

Admission Procedures: J.D. Program

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

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;

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

**Admission Procedures: 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:

- 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.
- Official transcripts. Applicants must arrange for the submission of transcripts from all undergraduate, graduate, and law schools attended to the Law School Admission Council, Box 2000, Newtown, Pennsylvania 18940. The official law school transcript 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.

**Admission Procedures: LL.M. in Judicial Studies**

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

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

- The application form which can be downloaded from the Law School's website at www.law.duke.edu/judicialstudies/application. The form must be signed and submitted in hard copy form through the mail or electronically signed and submitted via email to
judicialstudies@law.duke.edu.

2. $70 non-refundable application processing fee. This fee may be submitted by check or money order, and must be submitted through the mail. To verify your identity, please include your name and birthdate on your check or money order.

3. Resume or curriculum vitae

4. Personal statement

5. Two references and contact information

6. TOEFL report (for international applicants only, if applicable)

Candidates are encouraged to submit application materials as soon as possible. Completed applications received before December 15 will be given priority.

**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 website: [http://law.duke.edu](http://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 website: [http://law.duke.edu](http://law.duke.edu).
Financial Information

Tuition

J.D., LL.B., and M.L.S. Candidates. For the academic year 2012-2013 entering students in the J.D. program and transfer students will pay a full year's tuition of $50,750. Entering students must pay their fall tuition by August 1, 2012. The tuition refund policy is set forth below.

Graduate Degree Candidates. Students pursuing the LL.M. degree will pay tuition of $50,750 in 2012-2013 for their single year of instruction. S.J.D. candidates must enroll for two years; tuition for the S.J.D. program for 2012-2012 is set at $50,750.

Other Fees

Student Health Fee. A mandatory student health fee of $600 ($300 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 $128 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 $129-$303, 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 2012, and for future years appropriate revisions may be necessary to reflect inflationary increases. The best estimate of total living costs for a nine-month academic year excluding tuition, fees, and hospital insurance is approximately $18,120 for a single student. Included in the above cost-of-living estimate are current expense levels for lodging, board, books (approximately $1,326 if purchased new), supplies, transportation, and personal effects. First-year students are also strongly encouraged to own a computer; the student expense budget may be increased by up to $2,500 for the purchase of a notebook computer. 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, 2012. 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 being selected for admission to the Law School. The fact that a student plans to apply for financial aid will not affect the decision on the application for admission.

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

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

Title IV loan assistance is available to qualified students. Students who wish to apply for this assistance must complete the Free Application for Federal Student Aid (FAFSA). To complete the FAFSA go to [www.fafsa.ed.gov](http://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](http://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](http://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 may be available to students who need additional loan funds to meet the approved academic period budget. A good credit history (report) is generally required to receive these loans. To check your credit history contact your credit bureau. For more information about credit bureaus or resolving credit problems, write to: Public Reference, Federal Trade Commission, Washington, DC 20508.

**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://law.duke.edu/admis/financial/lrap](http://law.duke.edu/admis/financial/lrap).

**Visiting Students**

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

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

Grading Policy

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

There is an enforced maximum median grade of 3.3 in all first year courses and in all upper level courses with 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. There is also a forced maximum median grade of 3.5 in upper level courses with enrollments between 10 and 39 students. 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 School also recognizes the top five percent of the rising third-year class and the graduating class.

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://law.duke.edu/about/community/rules/](http://law.duke.edu/about/community/rules/).

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 Law School 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 http://law.duke.edu/academics.

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 and Weistart. 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, Jones, Sachs, Lemos 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: Adler, Blocher, Charles, Powell, Purdy, Schroeder, N. Siegel, or Young. 4.5 units.

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

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

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

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

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

237. The Law of Lawyering: Ethics of Social Justice Lawyering. This course will focus on the law governing lawyers as it applies to representing indigent clients as well as social justice causes through impact litigation or other means. It will examine the substantive law of Professional Responsibility and also explore the skills needed to practice law ethically when representing indigent clients and social causes. While particular attention will be paid to the ABA Model Rules of Professional Conduct, the class will also examine other sources of relevant law and scholarship Class will rely
heavily on the use of hypothetics and simulated client interactions. Grading will be based on 4 writing assignments and class participation. Instructor: Demerrit. 2 units.

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

546. International Law of Armed Conflict. This seminar will examine the international law of armed conflict, and it focuses on the jus in bello context. Students will consider the rationale for the key concepts of law of armed conflict, and examine their practical application in various contexts. Case studies (contemporary and historical) will be examined in conjunction with the topics covered. Self-defense, humanitarian intervention, non-state threats and the characteristics of use of force in space and cyberspace are included among the topics the class will address. Students will be encouraged to relate legal and interdisciplinary sources in order to better understand the multifaceted interaction between law and war. Instructor: Dunlap. 2 units.

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

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

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

794. Law of Slavery. This small course will explore the way law was used to create slavery in British America in the 17th century and then how the American states and the American nation developed an elaborate system of slave law. We will consider slaves as property, the criminal law of slavery, the relationship between race and slavery, how slaves could become free, and constitutional issues involving fugitive slaves, slavery in the territories, and the overall constitutional structure. Students will be evaluated by writing a paper that may be used to fulfill the upper level writing requirement. Instructor: Finkelman. 2 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, Lile-King, J. Maher, Ross, or Stuart. 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. 3 units.

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

210. Business Associations. Surveys the law providing ground rules for the organization, financing, and internal governance of corporations and other forms of business associations such as partnerships and limited liability companies. Instructor: Cox, 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: Idzelis or Linnartz. 0 units.

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

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

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

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

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

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.

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

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

229. The Law of State and Local Government. 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, its relationship to law, and the role that law plays in the regulation of social, political, and economic life. Instructor: Staff. 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. 2 units.

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

244. Business and Economics of Law Firms. This course will provide students with an enhanced and vital understanding of law firms as business entities in a competitive and increasingly global market. Prominent law firm leaders will serve as guest lecturers. Instructor: Elvin and Krouse. 2 units.

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

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: Staff. 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: Schmalbeck or Zelenak. 4 units.

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

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

264. **Venture Cap/Priv Equity.** This course uses a mixture of cases, lectures, and guest speakers to study venture capital and private equity markets in the United States and other countries. The course focuses on how financial, legal, and economic issues are dealt with in the financial contracts between venture capitalists and their limited partners and between venture capitalists (or other private equity investors) and the firms in which they invest. The emphasis on the perspective of the venture capitalist and the focus on deals distinguish this course from related courses, which emphasize the perspective of entrepreneurs or managers and focus on topics such as writing business plans, formulating growth strategies, managing new fast-growing firms, or competing in special industries. The course addresses not only how venture capitalists provide capital to start-up firms in growing industries, but also how private equity markets provide capital to help established medium-sized firms (often family businesses) grow and restructure. Cross-listed with Finance 491, at the Fuqua School of Business. Business Associations is a prerequisite and Corporate Finance is a corequisite for this course unless there is a strong background in business or economics. Instructor: Zarutskie. Variable credit.

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

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

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

275. **International Law.** Introduction to international law including the nature and sources of international law, its place in national and international decision-making, and its impact on United States law. Provides a survey of the field and a platform for more specialized international courses. Students with strong international interests are advised to take this course as early as possible. Instructor: C. Bradley or Helffer. 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: Staff. 2 units.

277H. **Trade Law Behind Borders: The Relationship of Domestic Law to WTO Law.** This course will discuss how domestic laws and regulations of a member state are implicated in the interpretation of the WTO Agreements and in the implementation of the obligation as a member of the WTO. Class discussions will include a study of how domestic laws are addressed, interpreted and applied in the WTO dispute settlement proceeding based on relevant jurisprudence established by WTO precedents. Case studies will be conducted to illustrate the entire cycle of a domestic law in the
WTO regime. Issues to be discussed will include WTO rules governing domestic regulations for trade in goods, room for regulatory autonomy, and domestic regulation issues in trade in services. Instructors: Lee and Gao. Variable credit.

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: Staff. 1 unit.

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

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

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

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

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 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.

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

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. 2 units.

ADVANCED COURSES

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

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

305. Domestic Banking Regulation. 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.

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

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.


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

314. Community Economic Development Law. This course will address legal, business, and policy considerations that underlie efforts to enhance the economic viability of low income urban and rural communities through the development of affordable housing, and commercial real estate, as well as the stimulation of entrepreneurship. Instructor: Foster. 3 units.

315. Complex Civil Litigation. An advanced civil procedure class with a focus on the problems of large multiparty and multiforum civil cases and how courts and litigants deal with them. Instructor: Lewis. 2.5 units.
317. Criminal Justice Ethics. This Criminal Justice Ethics offering will be centered on the law governing lawyers operating in the criminal justice system. It will use the relevant ABA Model Rules and Standards that apply to lawyers in the role of defense counsel, prosecutor, judge, etc. Reference will also be made to the governing North Carolina Rules of Professional Conduct when discussing North Carolina case studies and problems. Instructor: Newman. 2 units.

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

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

321. Innovation in the Life Science Industries. This course will explore systematically the central intellectual property and regulatory questions raised by biopharmaceutical research and development (R&D). Students will learn that innovation in biopharmaceutical R&D is particularly complex because of the mix of public and private funding that supports such R&D and because of the intricate regulatory structure that surrounds drugs, biologics, and other interventions that require FDA approval. Throughout the course, students will be expected to engage in economic and policy analysis. Prior or concurrent enrollment in a patent law course is encouraged. Although a background in the biological sciences is not required, students should be prepared to learn basic principles of molecular biology. Instructor: 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 658

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

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

328. International Debt Finance. This course uses the lens of international debt finance to provide students with an advanced course in securities law, corporate law, and contract law. Instructor: Gulati. 3 units.

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

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

336. Mergers and Acquisitions. The course will consider corporate mergers and acquisitions, the laws governing such transactions, and the process of initiating and completing a corporate acquisition. Co- or Prerequisite: Business Associations (Law 210) M&A is not recommended for students who have already taken Deal Skills for the Transactional Lawyer (Law 777) Faculty. Hynes. 2 units.
338. **Animal Law.** Examination of a number of topics related to the law of animals, including various issues that arise under the law of property, contracts, torts, and trusts and estates. Instructor: Forbes. 2 units.

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: Bartlett or Boyle. 3 units.

340. **Estate and Gift Taxation.** A study of the rules governing federal taxation of gratuitous wealth transfers. The course will examine the basic policies, history, and concepts concerning estate planning implications of transfer tax. Instructor: 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, Siegel, 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: Katzenstein. 3 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.
358. Structuring Venture Capital and Private Equity Transactions. The course will focus on the design and implementation of corporate merger and acquisition transactions, including acquisitions of stock and assets of non-public corporations and acquisitions of publicly-held corporations in negotiated and hostile transactions. The course will cover federal securities law and state corporate law issues, including important forms of private ordering, such as poison pills, lock-ups, earnouts and the allocation of risks by the acquisition agreement. Relevant accounting, tax and antitrust issues and various regulatory considerations will also be covered. Business Associations is required. Instructor: Brown. 3 units.

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

360. International Taxation. An examination of the federal income tax imposed on income earned in foreign countries either by citizens and residents of the United States or by foreign corporations that are controlled by citizens and residents of the United States. Prerequisite: Law 255 or consent of instructor. Instructor: Schmalbeck or Zelenak. 2 units.

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

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

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

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

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

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

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

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

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

375. International Intellectual Property. Survey of international intellectual property law as reconfigured by the new universal standards of protection embodied in the TRIPS agreement, which is a component of the Agreement Establishing the World Trade Organization of 1994. Instructor: Reichman. 3 units.
378. **Real Estate Entrepreneurship.** Focus on the real estate entrepreneur who desires to take advantage of inherent inefficiencies in his or her local real estate market for profit opportunities. Course provides the student with the analytical tools needed to evaluate real estate projects effectively; cases and outside speakers provide numerous examples. Topics include the operational framework, market environment, real estate investment analysis, legal environment, and tax environment. Review of various types of real estate--residential, office, retail, and land--from an investment and development standpoint. Instructor: Staff. 3 units. C-L: Finance 662

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

380. **International Research Methods.** A survey of methods, techniques and strategies for international, foreign, and comparative legal research, including the efficient use of Lexis, Westlaw and the Internet. The subjects examined include treaty law, the law of international organizations, European Union law, civil law and other foreign legal systems. Students will complete an annotated bibliography on a topic chosen in consultation with the instructor. Course required for students enrolled in the J.D./LL.M. in Comparative and International Law. Other students may be admitted by consent of instructor. Instructor: Alayan. 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: Staff. 4 units. C-L: Finance 649

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

390. **Structuring 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 650

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

393. **Trademark Law and Unfair Competition.** Current trademark and unfair competition law inspected from three different 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.

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

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

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. Instructor: Andruzier. 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: Andruzier 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: Andruzier 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 125 hours of legal work. You must be able to attend the clinic intensive weekend to enroll in this course. You must be able to attend the clinic intensive weekend to enroll in this course. Instructor: Wettach and Berlin. 5 units.

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

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

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

424. 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. The Start-Up Ventures Clinic. The Start-Up Ventures Clinic will represent a range of early-stage ventures on a variety of matters related to the start-up process. It is expected that many of these ventures will be led by student teams associated with the Duke Start-Up Challenge, the Fuqua School of Business's Program for Entrepreneurs, and the many entrepreneurship programs at the Pratt School of Engineering. The Clinic is currently offered as an experiential education complement to the Advising the Entrepreneurial Client course (LAW 534) and you must be enrolled in that course to be able to enroll in the Clinic. Additionally, in order to be eligible to enroll in the Clinic you must have successfully completed at least three semester of Law School, have successfully completed at least 1 credit of Professional Responsibility, and be able to attend the clinic intensive. Instructor permission is required. Instructor: Johnson. 4 units.

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

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. Students will work closely with lead defense counsel at the Office of the Chief Defense Counsel, Office of Military Commissions, US Dept. Of Defense, on the representation of defendants before military commissions at Guantanamo Bay. Students, work will include legal research and analysis as well as the construction of defense theories and strategies. The course will commence with a required weekend training seminar. Prerequisite: International Law OR National Security Law OR Military Justice. Consistent with North Carolina State Bar regulations, students must be in at least their fourth semester of law study to enroll in this clinic. Faculty. Morris 4 credits. 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, Vidmar, or Wallace. 3 units.

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


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

204G. Responding to Terrorism: Different Perspectives of Applicable Law. 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: Purdy. 2 units.

207JS. Analytical Methods. This course will focus on developing literacy in quantitative and formal analysis in the social sciences, including statistics, empirical evidence, and game theory. The course is designed for students without social science backgrounds and will provide a foundation for reading and interpreting statistics, studies, and other quantitative methods or evidence judges may encounter. Instructor De Figueiredo. 1 unit.

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 protections 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.

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.

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

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

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

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

511. International Criminal Law. This course will examine the jurisdiction of both national and international courts with respect to 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. Pre-Requisite: International Law (LAW 275) Instructor: Morris or Helfer. 3 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.

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

514. Race, Law, and Civil Rights History. This course focuses on the intertwined relationships between social activism and court cases in challenging the law’s role in the creation and maintenance of racial inequality in America. Faculty. Higginbotham 2 credits. 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,
518. Constitutional Law II: The Scope and Limits of Presidential Authority. The president is the most visible and powerful individual actor in American government. The text of the Constitution says relatively little about the powers and responsibilities of the chief executive. This course will explore the constitutional role of the president by reading primary sources, including Supreme Court and Justice Department opinions, and secondary literature on the scope of executive authority, the power of Congress to limit and direct the exercise of presidential authority, and the legal issues that arise in the conduct of foreign policy and the preservation of national security where judicial review and precedent are often limited or absent. Instr. Powell/Schroeder. 2 units.

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

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

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

522. Intersection of Immigration Policy and Civil Rights Law. This advanced seminar examines the current implications of immigration policy as it impacts the civil rights of lawful and unauthorized immigrants, citizens, and noncitizens currently residing in the United States. Instructor: Hu. 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 or Bahnsen. 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.

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

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

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: Staff. 2 units.

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

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: Reichman. 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.

537. Human Rights Theory. This research seminar provides an opportunity to understand the idea of human rights, its origins, and its implications. It is not a positive law course about existing international human rights, guarantees, and their applications. The seminar's aim is to examine and evaluate alternative conceptions of human rights, their functions, articulate, and evaluate various types of purported justifications for saying that there are human rights, and grapple with the problem specifying the content of various putative human rights in such a way as to guide their legal guarantees, and implementation. Instructor: Besson. 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. Class taught in the Law School. Instructor: Brown. 3 units.

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

540. Research Methods in Immigration Law. This seminar in Adv. Legal Research will introduce students to specific sources and strategies for conducting successful research related to immigration law. This course will emphasize research process, strategies, and evaluation of print, and on-line sources in a changing information environment. Instructor: Collins. 1 unit.

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

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

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

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

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: E. Higginbotham. 2 units.

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

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.

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

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. Faculty: 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. Variable credit.

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

554. Deceit and Betrayal: Perspectives on Fraud and Judiciary Obligation. This seminar focuses on contemporary applications of the law of fraud and fiduciary obligation, including situations in which an actor deceives the beneficiary of a fiduciary obligations owed by the actor. Instructor: DeMott. 2 units.

555. International Environmental Law. 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 855

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.

558JS. Statutory and Constitutional Interpretation. This course will examine the interpretation of statutes and constitutions, both in theory and in practice. The first part of the course will focus on statutory interpretation. The second part of the course will focus on constitutional interpretation. Instructor: Siegel. 1 unit.

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: Turner. 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: Staff. 2 units.

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

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

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

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

571JS. The US Supreme Court and the Constitution. This seminar will examine important constitutional issues that have arisen in recent Supreme Court cases and will use those cases as a vehicle for considering broader questions of constitutional interpretation and Supreme Court practice, such as theories of interpretation and the role of Stare Decisis. Instructor: Alito. 0.5 units.

573. Criminal Law in The Armed Forces. Examines the practice of military justice in the U.S. and its sources of authority under the Constitution, the Uniform Code of Military Justice (UCMJ), and the Manual for Courts-Martial (MCM). Focus on the history of military justice in the U.S.; the UCMJ as enacted by Congress and as amended since 1951; types of crimes proscribed by Congress in the UCMJ; military jurisdiction; the Military Rules of Evidence (MREs); military trial practice and procedure; the organization, composition, and function of the service appellate courts and the U.S. Court of Appeals for the Armed Forces; the military lawyer and organization of the service Judge Advocate General departments in the Department of Defense. Instructors: Dunlap or 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: Tigard. 3 units.

577JS. Judicial History. This course will examine the question of what history has to teach us about law through a close reading of two short books, Grant Gilmore's The Ages of American Law and Judge John Noonan's Persons and Masks of the Law. Gilmore's approach is to sketch out broad tendencies in American legal thought and practice and relate them to the broader historical context; Noonan's is to focus on the individuals who were involved in specific legal disputes -- parties, advocates, judges -- and examine how the ways in which law shapes, and misshapes, our understanding of those disputes. Instructor: Powell. 1 unit.
578. Musical Composition, Borrowing and the Law: From Mahler to Mashups. This seminar will bring together law students with graduate-level composers and musicologists to investigate how copyright law shapes the conditions of creativity in music, and how changes in musical style in turn influence the limits that the law sets on musical creation. Instructors: Boyle, Jenkins, or Kelley. 3 units.

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

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

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

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

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

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

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

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

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

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

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

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.

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

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

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

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

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

597. **Racial and Ethnic Minorities in American Politics.** 3 units. C-L: see Political Science 703S; also C-L: Public Policy Studies 845S

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

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

700. **SJD Research.** Variable credit.

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: Lemos. 2 units.

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

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

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

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.

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

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

717. Comparative Constitutional Design. 2 units. C-L: see Political Science 719S

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.

722. Law and the Global Economy. The goal of this course is to provide students with a broad overview of how international rules shape global transactions. It will serve as a foundation in international law for students who never plan to take another international law course but also serve a roadmap of the possibilities for international law study (and careers) for students who want to do more with international law. One of the goals of the course is to demonstrate that international law is relevant to almost every area of practice today -- from divorce and adoptions to corporate mergers to securities law litigation. Instructor: Brewster. 3 units.

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

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

728. Topics in Employment Discrimination Law. This course explores foundational concepts in statutory law and doctrine with an emphasis on the critical roles that economic analysis and evidence play in litigation strategies. Main themes covered include: the evolution of disparate impact law and its future after Ricci v. DeStefano; the use of statistical evidence in employment discrimination litigation; the jurisprudence of the Americans with Disabilities Act and the Age Discrimination in Employment Act; and frontiers in workplace discrimination law. Instructor: Staff. 2 units.

730. Human Rights Advocacy. This practice-based seminar is designed around four intersecting aspects of human rights advocacy, to encourage critical reflection on the principles and practice, and the strategic objectives of human rights lawyering. Faculty: Hurwitz 4 credits. 4 units.

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

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

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

748. Strategies in Employment Discrimination Practice. Strategies in Employment Discrimination Practice. This seminar applies the legal principles studied in Employment Discrimination Law (Law 232) to a semester-long,
simulated practice problem. The goal of the seminar is to reinforce legal concepts studied in the basic course, and to
introduce through task-oriented exercises the real-world dimensions of an employment discrimination practice,
including decisions about which cases to take, what facts must be gathered, what steps must precede the filing of a
lawsuit, and what legal theory or theories should be pursued. Students will engage in interviews, negotiations and
strategy sessions, and will prepare various file memos, letters, and an agency complaint. The course is co-taught with
an experienced practitioner. Students must either have previously taken, or be concurrently enrolled in, Law 232.
Instructor: Miller and Scott. 2 units.

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

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

754. Intellectual Property Transactions. Patents, trademarks, 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.

756. 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.

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

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

772. 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.

773. 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.

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

775. 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.

776. Deal Skills for the Transactional Lawyer. Prepares students for transactional law practice, with emphasis on the "practical" skills required by the M&A lawyer at each stage of the deal-making process. Pre-requisites: Law 210 and Law 336. Instructor: Hynes. 3 units.

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

778. 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.

779. 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.

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

781. Deal Skills II: Negotiating and Documenting Joint Venture Arrangements. This course offers both "practical skills" training for students interested in transactional law practice, and an opportunity to explore a form of corporate transaction -- the "joint venture" -- that is widely used in the business world but is not covered in typical law
school M&A courses. Students will be assigned to lawyer teams and will represent their clients in connection with a
hypothetical joint venture arrangement, including drafting a joint venture agreement (and related documents) and

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

784. 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.

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

787. 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.

788. 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.

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

790. 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.

791. Readings in Federalism. This course will combine a traditional seminar on Federalism with a colloquium
series in which scholars from Duke and other Law Schools will present recent works or works in progress. Instructor:
Young. 3 units.

INDEPENDENT STUDIES AND TUTORIALS

600. Law in DC: Fed Policy Making Externship. This 9-credit integrated externship complements course LAW
601, Duke Law in DC Federal Policymaking. The semester-long Duke Law in DC externship provides an opportunity
for students to gain hands-on experience, with an emphasis on public policy creation and legislative advocacy. Students
secure full-time externship positions with policymaking entities and offices, including: Congressional members’
offices, House or Senate Committees, legislative affairs offices within government agencies, and DC-area not-for-profit organizations, among many other opportunities. This 9-credit externship is one of three components of the Duke Law in DC experience, which also includes a weekly seminar course and a substantial research paper. The program is open to second- and third-year students, by permission only. Instructor: Staff. 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: Staff. Variable credit.

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

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. 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. Instructor: Law Faculty. Variable credit.

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. This course is a year-long course. Instructors: N.Siegel and Young. 0.5 units.

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

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. Instructor: Law faculty. 14 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.


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

627. Domestic Externship Research Tutorial. The Research is to compliment the Domestic Externship, and Domestic Externship paper. 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.

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

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

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.

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

638. American Security Law. This course is designed to fill a need among the LLM students who have wished to participate in National Security Law. This course will make American security more accessible to those students and also give greater emphasis to American security law from an international and comparative perspective. The course will be open to LLM and JD students, however, there will be sufficient overlap between American Security law and National Security law that students will be precluded from taking both courses. Students will be graded on a 25-30 page research paper, written preparation for leading class discussion, and class participation. Instructor: Staff. 2 units.

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

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.

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. 3 units.

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

656. Business Associations Course Plus: Strategies in Business Transactions. This seminar takes selected legal issues from the course, Business Associations, and places them in a setting in which students make decisions that involve the weighing of legal, business, ethical and stakeholder considerations. The course will develop and analyze business transactions, in workshop settings, from the strategic perspective of a business lawyer in engineering transactions that minimize legal, tax and regulatory costs, address concerns of relevant stakeholders, and achieve the objectives of the client. The goal of the course is to demonstrate how, in practice, legal principles interact among themselves and with non-legal considerations in business transactions. 1 unit.


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

659. 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.

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


662. 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. 2 credits. Instructor: Law Faculty. 2 units.


666. 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. 3 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 or Schroeder. 9 units.

671. Duke Law in DC: Rethinking Federal Regulation. This 9-credit integrated externship complements course LAW 677, Duke Law in DC Rethinking Federal Regulation. The semester-long Duke Law in DC externship provides an opportunity for students to gain hands-on experience, with an emphasis on regulatory law practice. Students secure full-time externship positions with federal regulatory entities and offices. This 9-credit externship is one of three components of the Duke Law in DC experience, which also includes a weekly seminar course and a substantial research paper. The program is open to second- and third-year students, by permission only. Instructor: Siegel. 2 units.

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

674. Non-State Actors and the International Legal System. This seminar analyzes the evolving role of non-state actors in international law, focusing on transnational corporations (as defendants, plaintiffs, and objects of international law) and NGOs (as standard setters, norm entrepreneurs, and third-party participants). Topics covered include human rights cases in domestic courts, investor-state arbitration, corporate social responsibility and the International Criminal Courts. Discussions will focus on how and why non-state actors have become increasingly central in the international legal processes, the consequences of their expanded influence, and the normative and legal implications for the international legal system. Instructor: Staff. 2 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 Seminar & Paper. This course is open to students participating in the Duke in DC integrated externship program (LAW 671: Duke Law in DC, Federal Regulatory Reform Externship). This course will provide an educational focal point and substantive law context for students participating in Duke in DC externships. This course focuses on federal regulatory law, including an introduction to the regulatory state, the rulemaking process, the process of regulatory control and enforcement, and the role that lawyers play in advocating within the federal regulatory system. The 2-credit class meets weekly, and students also are required to complete a 1-3 credit research paper for the course. Instructors: Baxter and Cox. Variable credit.

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

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: Staff. Variable credit.

681. Translating Int'l Human Rights: Housing Issues in East Jerusalem. This seminar will consider international and comparative law issues surrounding the construction and demolition of housing in East Jerusalem. In addition to a weekly class session, students in the seminar will spend their spring break in Israel assessing the legal issues in context. 3 credits. Instructor: M. Bradley. 3 units.

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

692. Juvenile Courts and Delinquency Practicum. This practicum takes selected doctrinal and theoretical issues from the course, Juvenile Courts and Delinquency, and provides students with the opportunity to explore them in a practical context. Combining an experiential component with a skills component, the course has an objective that is twofold: to demonstrate the degree to which applicable doctrine and theory have shaped the modern juvenile court and to introduce students to the advocacy skills required to provide representation of children charged with criminal offenses. Through simulation exercises and critical reflection on juv. court proceedings, students will analyze the delinquency process. Co-requisite: Law 398, Juvenile Courts and Delinquency. Instructor: Staff. 1 unit.

694. Post 9/11 Immigration and Digital Surveillance Policy. This advanced seminar examines the current implications of post-9/11 immigration policy as it impacts digital surveillance policy and dataveillance, or data mining and database sorting and tracking technologies. Instructor: Faculty. 2 units.

WINTER SESSION COURSES

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

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

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

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

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

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

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

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

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

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

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

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

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

824. Doing Business in China. Students will engage the many legal issues, particularly regulatory and intellectual property-based, presented by business opportunities in China. Cultural differences, business formalities, conflicting laws, and enforcement issues will all be addressed. Instructor: Staff. 0.5 units.
825. Practice and Strategic Development of International Transactions. This course explores the fundamental issues, strategic considerations, and principles inherent in transnational business transactions and the role of the international attorney in structuring and implementing such transactions. Class time is devoted to a case study of a merger and acquisition transaction involving the purchase of a Brazilian entity by a US multinational corporation. The process of constructing an "international deal" is analyzed step by step, exploring all phases of the venture. Focus is given to recognizing and anticipating potential areas of conflict and evaluating the appropriate and legally viable measures available to address these issues. Instructor: Staff. 1 unit.

826. Constitutional Law in Latin America: Organization of Government and Comparison of Judiciaries. Students will learn about the organization of the Executive, Legislative, and Judicial Branches of the Government, with an emphasis on the judiciary, showing that it is the government branch that has sustained the most important transformation in the last 40 years and the analysis of the transformation causes. Instructor: Li Rosi. 0.5 units.

828. Drafting Discovery Requests and Motions. Students will learn to plan and draft interrogatories, requests for documents, and requests for admission, as well as typical discovery motions to quash involving privilege, work product, undue expense, etc. Students will write and turn in draft motions and requests and receive feedback from the professor and peers. Instructor: Staff. 0.5 units.

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

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

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

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

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

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

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

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

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

**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.

206G. **Comparative Regulation of Lawyers.** This course will examine differences in how the legal profession is regulated in the United States and Europe. Comparisons to be made are differences in the training required for admission to the professions, different procedures and standards for certification, and differing approaches for creating and enforcing ethical norms, ( though disciplinary systems or tort liability). The course will examine how different systems define the practice of law and how constraints are imposed on the performance of services by non-lawyers. Special attention will be given to the rules associated with multi-national practice. This course may be used to meet the ethic "rules" requirement for those seeking the J. D. degree at Duke. Faculty Metzloff. Credits variable. 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.

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

215G. **Corporate Criminal Law.** This course will cover the treatment in criminal justice systems of behavior in the corporate and business context. Topics focus on the U. S. criminal system, in which most cases are pursued in federal court and under U.S. federal law. It will deal with the procedure by which the U.S. government brings criminal cases.
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.

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

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

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

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

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.

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

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.

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: J. Coleman, Haagen, Metzloff, or N. Siegel. 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 differences 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: Vidman. Variable credit.

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

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

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

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

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

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.

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

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

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/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.
Degree Programs

The Juris Doctor: The First Professional Degree in Law

Duke Law School offers a JD program that is rigorous, relevant, innovative, and interdisciplinary. First-year students begin their study of law through the traditional core courses of civil procedure, constitutional law, contracts, criminal law, property, and torts, and Legal Analysis, Research and Writing. At least one core first-year course is a small section between 30 and 35 students and rarely does any first-year class exceed 75 students. The first-year writing course is taught in sections of fewer than 30 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/LLM in International and Comparative Law

The JD/LLM in International and Comparative Law allows students to earn both the JD and LLM degrees in three years, with two summers of additional coursework. Courses for the LLM degree focus on international and comparative law and prepare students for careers in international law practice. Students in the JD/LLM program commence their studies in the summer before the first year of law school, undertaking part of the regular first-year curriculum with other dual-degree students. During the remaining six semesters of law study and in a four-week period at one of Duke's summer programs, JD/LLM students participate in 20 credit hours of approved classes specifically for the LLM degree in addition to 84 credits required for the JD degree. Courses for the LLM include International Law, Comparative Law, Research Methodology in International, Foreign, and Comparative Law, and course work or an independent study for which a significant piece of writing is required.

JD/LLM students may also earn up to six hours taken in the Graduate School or in an upper-level undergraduate class, including advanced language courses. The Duke University Area Studies Program is particularly rich in courses dealing with Canada, China, Germany, and Japan, and the Political Science Department provides one of the world's strongest programs in international relations. Candidates for the JD/LLM in International and Comparative Law must...
maintain a minimum grade point average of 2.5 in these courses and must also show competency in at least one foreign language.

**JD/LLM in Law and Entrepreneurship**

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

JD/LLMLE candidates begin their course of study in the summer before the 1L fall semester in order to complete all academic requirements within three academic years: JD/LLMLE students also participate in a summer “Entrepreneurship Boot Camp” following the first year of courses. Students must complete 84 credits for the JD degree and an additional 20 credits in entrepreneurship, business law, and IP courses for the LLM degree, for a total of 104 credits. Upper level courses for JD/LLMLE students include Advising the Entrepreneurial Client, Law and Entrepreneurship, Analytical Methods, Business Strategy, Venture Capital Financing, Innovation, and the Start-Up Ventures Clinic.

**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 40-45 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 waive 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://law.duke.edu/admis/degreeprograms/jd-mba](http://law.duke.edu/admis/degreeprograms/jd-mba).
JD/MA DEGREES
- Art History
- Cultural Anthropology
- East Asian Studies
- Economics
- Engineering Management; JD/MEMP
- English
- Environmental Science and Policy
- History
- Philosophy
- Political Science
- Psychology

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://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. These students are also well-positioned to graduate earlier than those starting in the fall semester.

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

LLM in Law and Entrepreneurship

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

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

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

LLM for International Law Graduates

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

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

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

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

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

Master's Degree in Judicial Studies

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

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

SJD for International Law Graduates

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

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

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

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

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 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. 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, http://law.duke.edu/students/, provides more information about the Blueprint, as well as other helpful student links.

**Duke Law Student Organizations**

Student organizations at Duke Law School represent a wide variety of cultural, intellectual, social, political, athletic, religious, and artistic interests, and their activities are an important complement to the curriculum. Students participate in more than 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 Civil Liberties Union.** The Duke Law ACLU seeks to contribute to the academic dialogue of the Duke community by fostering intelligent and meaningful discussion of civil and individual liberties.

**American Constitution Society.** The American Constitution Society for Law and Policy is one of the nation’s leading progressive legal organizations. Founded in 2001, ACS is 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 for Social Entrepreneurship & Innovation.** The Duke Law Association for Social Entrepreneurship & Innovation (ASEI) promotes entrepreneurial legal leadership in the service of society by: supporting students interested in applying legal expertise to advance positive social change; developing social entrepreneurship-related career resources and networking opportunities; increasing awareness of social entrepreneurship and innovation at Duke Law; collaborating with social entrepreneurship organizations throughout the Duke community; and facilitating opportunities for student involvement in community projects at the intersection of law and social enterprise.

**Association of Law Students and Significant Others.** ALSSEO provides instant community and support to all couples in which at least one partner is a student at Duke Law School. Its main goals are to provide a forum for social interaction and exchange of information regarding the balance of married life and law school; to offer emotional support for both students and life partners by sharing experiences, discussing what to expect, and creating a supportive, social
community; to involve spouses/significant others in school events, and to host social events within the group; to understand and share all the benefits Duke University offers to spouses, as well as to explore the community beyond Duke while settling into the Triangle area; to help newcomers find information on local job/career placement; and to help the Law School attract potential law students by presenting the opportunity for involvement in this community to those whose law school choice affects another person.

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

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

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

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

**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.

**Design and Trade Law Society.** The Design and Trade Law Society (DTLS) is an organization dedicated to bridging the gap between international trade, the design industry, and legal knowledge. The Society provides a forum for scholars, practitioners, and law students to share ideas and experiences through guest lectures, panel discussions, networking events, and pro bono activities. Within the core areas of intellectual property, trade regulation, and business and finance, the society will explore topics including trade dress protection, licensing, selling and marketing luxury and fashion goods domestically and abroad, sumptuary laws and issues relating to labor rights, human rights, and sustainable production. The society aims to prepare Duke Law School graduates to become leaders in the emerging field of design and trade law.

**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.

**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 International Moot Court Society. The Duke International Moot Court Society (IMCS) supports Duke Law's numerous international moot court teams. Every year, Duke Law sends teams around the world to participate in advocacy competitions with international subject matter, including the international law of trade (WTO), human rights (ECHR / IACHR), international crimes (ICC/ICTY/ICTR), foreign investment (ICSID/UNCITRAL), and private commercial arbitration (CISG/UNIDROIT). Past years' teams have competed in Taiwan, Geneva, Vienna, Ottawa, the Dominican Republic, and Washington DC. IMCS helps to sponsor Duke Law's international moot court teams and facilitates cooperation among them. IMCS is supervised by an executive board. Membership is open to the entire student body.

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 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.

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.

Government and Public Service Society. The GPS Society is a support group for students interested in pursuing a public interest career. We hold social events for like-minded law students, help organize the annual GPS Symposium, and schedule speakers from the public interest field to talk to 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.

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, MIGENTE, which sponsors salsa parties and other social events. HLSA endeavors to enhance Duke Law School’s environment by sharing the richness of the Hispanic culture with the school.

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 U.S. 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.

Iraqi Refugee Assistance Project. The Iraqi Refugee Assistance Project provides legal representation and policy advocacy on behalf of Iraqi refugees in the Middle East seeking resettlement and those in America who have been resettled. IRAP matches law students with pro bono supervising attorneys to help refugee applicants successfully navigate the rules and processes for resettlement in a safe third country. IRAP offers students the opportunity to do substantive legal work while helping those in dire need.

J. Reuben Clark Society. This organization is based on its members desire to affirm the strength brought to the law by a lawyer’s personal religious conviction. It strives through public service and professional excellence to promote
fairness and virtue founded upon the rule of law. The organization also represents the contingent of Latter-day Saint law students at Duke Law School, but is open to all students.

**Jewish Law Students Association.** JLSA is an organization of students and faculty, primarily from 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.

**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.

**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’s goal is to both educate and become involved with the Law School and surrounding community regarding legal and social issues relevant to Lesbian, Gay, Bi-sexual, and Transgender (LGBT) people, as well as to provide a fun and comfortable social network for LGBT students at Duke.

**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 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.

**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.

**The SJD Association.** The SJD Association aims to represent the interests of the Doctor of Juridical Science (SJD) students and candidates at Duke Law School. We also welcome participation from students who are interested in pursuing careers in academia.

**South Asian Law Students Association.** SALSA is committed to being a forum for interaction through social and cultural events relating to South Asian Americans. SALSA works closely with Duke Diya, one of the university’s largest student organizations, 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.

Veterans Disability Assistance Project. Started in 2006, the Veterans Disability Assistance Project helps local veterans receive the benefits they deserve. Students undergo extensive training, meet and screen prospective clients during intake sessions, and prepare initial disabilities claims and appeals under the supervision of volunteer attorneys accredited by the Veterans’ Administration. The Project also participates in community veteran events and holds fundraisers for groups that assist injured veterans. This group allows students to both hone their legal skills and help those who have served our country.

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 help women thrive in our law school and to ease the transition between the academic and the work environments. WLSA strives to create a community that will raise awareness of women's issues and move toward the betterment of women in the legal profession. We also seek to provide a forum for students to enhance their Duke University School of Law experience. All law students, male and female, may join WLSA. Additionally, our events are open to the entire Duke community.

Entertainment and Recreation

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

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

Duke is a member of the Atlantic Coast Conference, and the University’s sports teams compete on campus during the school year. In particular, Duke’s legendary men’s and women’s basketball teams 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

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 http://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: Coalition Against Gendered Violence; Guardian ad Litem; Environmental Law Project; Immigration Education Project; Innocence Project; Iraqi Asylum Support Project (IRAP); Justice Matters (a Christian Legal Society pro bono project); Legal Aid of North Carolina (LANC) Intake Project; Mediation Project; NC Wills Project; Refugee Asylum Support Project (RASP); Social Enterprise Law Project; Southern Justice Spring Break Trip; Street Law; Teen Court; Veteran's Disability Assistance Project; and Volunteer Income Tax Assistance Project (VITA).

Public Interest Retreat. The Public Interest Retreat, started in 1998, is an annual weekend retreat for members of the Duke Law community who are interested in 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.

Government and Public Interest Career Speaker Series. The Office of Public Interest and Pro Bono, along with the Career Center, sponsors a speaker series featuring panels of alumni and locally-practicing attorneys who work in various areas of public interest law practice. Students who are thinking about pursuing a career in government or public interest lawyering have an opportunity to learn more about being a government attorney or practicing in the areas of health law, education law, environmental law or international human rights, for example. The series wraps-up with an alumni panel program in Washington DC as part of “Duke Weekend in DC,” where students can meet and hear from alumni practicing in regulatory law, legislative lawyering, and federal prosecution.

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.
The Office of Public Interest and Pro Bono works closely with students who are pursuing post-grad public interest fellowships such as the Equal Justice Works and Skadden Fellowships, which are highly-competitive programs that help launch careers in public interest law.

**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. Funding comes through a number of Endowments set up to provide Summer Public Interest Fellowships, which are offered on a competitive basis to 1L and 2L students. The Dean's Summer Service Grant provides guaranteed funding to any 2L student who secures summer public interest or government employment, and also completes 10 hours of pro bono service during the school year. Another large source of funding for summer fellowship grants for Duke Law students is raised by the students themselves through the Public Interest Law Foundation (PILF).

**Externship Program.** The Office of Public Interest and Pro Bono also administers the Externship Program, through which students may engage in unpaid work for credit with a non-profit organization, government office, or judicial organization. The Externship Program includes the Duke in DC, and Federal Public Defender integrated externship course experiences.
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.

J. Michael Goodson Law Library

Law is a research-oriented profession, and the published sources of law, in print and electronic formats, are the basic working materials for both the practicing attorney and the legal scholar. Recognizing its place at the center of the Law School community, the Goodson Law Library was fully renovated in 2008. The project expands the strengths of the library in providing a mix of spaces for study, research and reflection encouraging both collaborative projects and individual quiet study, and integrating technology and library services. At Duke, law students have ready access to the materials of legal research through the resources of outstanding collections of print and electronic information sources and the support of highly trained librarians to help them develop research skills to last throughout their professional careers. The library offers more than 500 seats in individual study carrels, at tables, and in reservable study rooms, as well as soft seating. More information about the library can be found at http://law.duke.edu/lib. Keep up with current news and announcements by following the Goodson Blogson at: http://dukelawref.blogspot.com/.

SERVICES

The success of a law school library depends as much on the quality of the services it provides as on the strengths of its 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. An Empirical Research Analyst is available to assist individual faculty members with statistical projects, and is also available for consultation with students and journals. The Digital Initiatives Librarian provides digital applications support and programming for faculty scholarship, teaching and learning.

COLLECTIONS

The Goodson Law Library, serves as a resource for legal materials for both the law school and the university community. The law library increasingly prefers electronic sources of legal information while continuing to develop and maintain in house collections of print and other resources to support research and scholarship at all levels and time periods. With over 520,000 volumes, 43,000 e-books and 40 databases it is a major research collection of legal literature that includes the primary sources of law from courts, legislatures and administrative agencies, along with treatises, journals, and other materials that explain, analyze, and provide commentary on all legal topics. The collection is especially strong in areas of concentration in the law school curriculum, including business and finance law, constitutional and public law, environmental law, and intellectual property and international law. In addition to its U.S.
holdings, the library has substantial research collections in foreign and international law as nearly every area of legal study is enhanced by consideration of comparative or international perspectives. 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 use digital resources, and borrow materials from other libraries in the Duke system and libraries at other local universities. Cooperative programs with other libraries, both on and off campus, ensure that materials needed are available for the Law School community.

**Academic Technologies**

The Academic Technologies department was founded on the principle of convergence - the convergence of technologies that create, store, manipulate and present digital data of all kinds, from plain text emails to rich multimedia. Academic Technologies provides desktop, laptop and mobile device support, and collaborates with Duke's other IT organizations, especially the Office of Information Technology, to assure a full range of IT services is available to the school. The law school provides dedicated computers and printers in the library for student use. We are responsible for the Web presence of the law school and for audio-visual technologies in all classrooms. The department provides training and support directly to faculty and students who wish to use technology in all aspects of the educational experience. Services are outlined at: [http://law.duke.edu/actech/](http://law.duke.edu/actech/).

The law school Web has sites for departments and most programs. All the school's journals have been available online, in full text and searchable, since 1997; conferences and major addresses at the law school are usually live webcast and archived on the Web. The majority of courses have Sakai course sites that provide access for students to course email lists, syllabi, e-reserves and other materials.

The law school classrooms are fully networked and have built-in capabilities to project images from computers, DVDs and Blu-Ray discs, as well as hard copy. The classrooms have power at nearly every student seat, and network access for all laptops through ubiquitous wifi and ethernet cable connections available at most seats. All standard classrooms but one can be used for videoconferencing, and class sessions can be recorded either centrally or in the room. All A/V equipment can be used by students for classes, or by student groups at other times.

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

The school is a member of the Computer Assisted Legal Instruction consortium (CALI), and makes CALI exercises freely available to students to support the Law School curriculum.

The law school strongly recommends that all entering students own notebook computers. Academic Technologies staff members can offer advice to students about computer purchases and assist law students in making productive use of computers as an integral part of their law school experience. Student computer recommendations and orientation materials can be viewed at [http://law.duke.edu/actech/orientation/](http://law.duke.edu/actech/orientation/).

The senior staff of Information Services are:

Richard A. Danner, B.A., M.S., J.D., Senior Associate Dean for Information Services and Rufty 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://law.duke.edu/international/.

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://law.duke.edu/admis/.

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://law.duke.edu/admis/.

Master of Laws (LL.M.). The Duke LL.M. degree program is designed for foreign law graduates. The LL.M.
program typically enrolls approximately 95 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 provisional candidacy in the S.J.D. program will be asked to complete one to two semesters of course work at Duke before taking a qualifying exam and developing a proposal for the thesis component of the degree. The student's research and thesis will be supervised by a faculty member highly qualified in that area of law and by two additional faculty members in the same or related fields. The successful S.J.D. candidate must then receive formal admission to the S.J.D. program. The S.J.D. normally involves a minimum of three to four years. It should be noted that very few students gain admission to this program of study. For additional information, contact the International Studies Office.

**Admission of International Students to 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. Jennifer Maher, 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 rage 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://law.duke.edu/internat/institutes.
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’ Videconference Series and numerous other speakers. Equally important are programs where upper level students describe their experiences to newer students.

In the summer following the first year of law school, Duke students engage in a diverse array of jobs. Many choose to work with public interest organizations such as those involved in children’s rights advocacy, Native American Rights or the development of legal systems in developing countries around the globe. Students also experience government legal work, with entities like the Securities & Exchange Commission, a 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 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 of summer jobs, although typically a large number are interested in law firm work. Whatever one’s goals, we encourage students to work closely with us. Every student needs to pursue opportunities through multiple channels, including networking, research and letter writing to employers, contacting alumni and on-campus interviewing. We help students identify employers to contact, while they are readily able to meet the employers that they are interested in interviewing 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, 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. The law school also organizes career fairs in a number of cities around the country to provide students with additional opportunities to meet employers. Beyond these, there are literally thousands of professional opportunities available to Duke Law students, so we strongly encourage our students to investigate the world beyond on-campus interviewing and Duke organized events. As a point of reference, students working in law firms for the summer typically earn between $1,500 to $3,000 per week, depending on the firm and city. Students who work for public interest organizations during the summer are eligible to apply for summer public interest fellowships sponsored by the Law School and other organizations. In addition, the Public Interest Law Foundation, which is 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.

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

Duke Law School graduates are among the most geographically dispersed of any of our peer law schools. Our alumni can be found across the country and around the world, yet their relationship with Duke Law School remains close. Every graduate of Duke Law School is a member of the Law Alumni Association. The Alumni & Development Office, working with the Duke Law Alumni Association, connect the school’s alumni with the Law School and with each other. Information about alumni programs sponsored by the Law School is also available at our website: http://law.duke.edu/alumni/?q=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 É-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 life members; international members; and parent members.

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 LLM 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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