
bulletin of
Duke University
2001 - 2002

School of Law



The Mission of Duke University

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

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

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

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The information in this bulletin applies to the academic year 2001-2002 and is accurate and current, to the extent possible, as of September 2001. The university reserves the right to change programs of study, academic requirements, teaching staff, the calendar, and other matters described herein without prior notice, in accordance with established procedures.

Duke University does not discriminate on the basis of race, color, national and ethnic origin, disability, sexual orientation or preference, gender, or age in the administration of educational policies, admission policies, financial aid, employment, or any other university program or activity. It admits qualified students to all the rights, privileges, programs, and activities generally accorded or made available to students. The university also does not tolerate harassment of any kind.

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

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

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

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

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

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Academic Calendar of the School of Law

2001-2002 Academic Year

Summer Term 2001

June 4-6	Orientation
Wednesday, June 6	First day of class
Saturday, June 23	Classes held
Friday, August 3	Last day of class
August 4 - August 11	Reading and examination period

Summer Programs in Geneva and Hong Kong 2001

Sunday, July 8	Registration and Orientation
Monday, July 9	First day of classes, first session
Friday, July 20	Last day of classes, first session
Monday, July 23	First day of classes, second session
Friday, August 3	Last day of classes, second session
August 5 - 7	Examinations

Fall Term 2001

Sunday, August 19	Law School Convocation
August 20, 21 & 22	Orientation
Thursday, August 23	First day of class for first-year courses
Monday, August 27	First day of classes for upper-level courses
October 15-19	Fall Break (first-year writing)
November 22-23	Thanksgiving Break
Monday, December 3	Thursday classes meet
Tuesday, December 4	Friday classes meet
Wednesday, December 5	Scheduled make-up day
December 6-21	Reading and examination period

Spring Term 2002

Monday, January 7	First day of classes for all courses
Monday, January 21	Martin Luther King, Jr. Holiday
March 11-15	Spring Break
Monday, April 15	Last day of classes for Upper-level Courses
Tuesday, April 16	Make-up Day for Upper-level courses; last day for First-Year Courses
Wednesday, April 17	Scheduled make-up day for First-Year Courses
April 17 - May 6	Reading and examination period
Saturday, May 11	Law School Hooding Ceremony
Sunday, May 12	University Commencement

The current Law School calendar is also available at the Law School's world wide web site at <http://www.law.duke.edu/guide/events.html>

University Administration

GENERAL ADMINISTRATION

Nannerl Overholser Keohane, Ph.D., *President*
Peter Lange, Ph.D., *Provost*
Ralph Snyderman, M.D., *Chancellor for Health Affairs and Executive Dean, School of Medicine*
Tallman Trask III, M.B.A., Ph.D., *Executive Vice-President*
John F. Burness, A.B., *Senior Vice-President for Public Affairs and Government Relations*
John J. Piva, Jr., B.A., *Senior Vice-President for Alumni Affairs and Development*
H. Clint Davidson, Jr., M.B.A., *Vice-President for Human Resources*
Sally M. Dickson, J.D., *Vice-President for Institutional Equity*
Michael J. Mandl, M.A., *Vice-President for Financial Services*
Larry Moneta, Ed.D., *Vice-President for Student Affairs*
Thruston B. Morton III, B.A., *President of Duke Management Company*
Robert S. Shepard, Ph.D., *Vice-President for University Development*
N. Allison Haltom, A.B., *Vice-President and University Secretary*
David B. Adcock, J.D., *University Counsel*
R. Sanders Williams, M.D., *Vice-Chancellor for Academic Affairs and Dean of the School of Medicine*
William J. Donelan, M.S., *Vice-Chancellor for Health Affairs and Executive Vice-President/Chief Operating Officer, Duke University Health System*
Michael Israel, M.P.H., *Vice-President and Chief of Hospitals and Clinical Facilities and Chief Executive Officer, Duke University Hospital*
Steven Rum, M.S., *Vice Chancellor for Development and Alumni Affairs*
Jean Gaillard Spaulding, M.D., *Vice-Chancellor for Health Affairs*
R.C. "Bucky" Waters, M.A., *Vice Chancellor for Special Projects*
Gordon D. Williams, B.A., *Vice Chancellor for Medical Center Operations and Vice-Dean for Administration and Finance, School of Medicine*
William H. Willimon, S.T.D., *Dean of the Chapel*
Joseph L. Alleva, M.B.A., *Director of Athletics*

Law School Administration, 2001-2002

Katharine T. Bartlett, *Dean and A. Kenneth Pye Professor of Law*
James E. Coleman, Jr., *Senior Associate Dean, Academic Affairs*
Richard A. Danner, *Senior Associate Dean, Information Technology*
Theresa A. Newman, *Associate Dean, Academic Affairs*
Judith A. Horowitz, *Associate Dean, International Studies*
Elizabeth A. Gustafson, *Associate Dean, Student Affairs*
E. Carol Spruill, *Associate Dean, Public Interest Activities and Special Projects*
Linda G. Steckley, *Associate Dean, External Affairs*
Gael Hallenbeck, *Assistant Dean, Finance and Administration*
Dennis J. Shields, *Assistant Dean, Admissions and Financial Aid*
Robert E. Smith, *Assistant Dean, Career Services*
Mark P. Bernstein, *Deputy Director, Law Library*



Altruism combined with realism; knowledge of fundamental principles and capacity to apply them; courage to insist on the right and patience to achieve it; understanding of the timidity of the weak; fearlessness of the domination of the powerful; sympathy for the mistakes of the indiscreet; caution of the craftiness of the unprincipled; enthusiasm for that which is fine and inspiring; reverence for that which is sacred; these are some of the attributes of great lawyers.

Justin Miller
Dean, 1930-34

The Distinction of Duke



Duke University

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

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

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

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

The Law School's Mission

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

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

Learning Environment

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

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

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

Second, the Duke law faculty is more accessible than most. In part, this accessibility reflects a curricular design that brings all first-year students into close contact with a member of the regular faculty through a small section of approximately 32 students in one course in their first semester. These small sections offer students the opportunity to get to know at least one professor well and to support each other in their introduction to the law school experience. Many students continue in upperclass years to find their close friends and study partners among those who were in their first-year small sections.

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

Another factor contributing to the somewhat less competitive atmosphere at Duke is the fact that Duke law graduates disperse more broadly upon graduation than do those of most law schools, to about 30 to 35 states. As a result, few Duke students are in direct competition for the same first job, except possibly for the most highly competitive judicial clerkships. In addition, placement rates of Duke law students are very high. Of the most recent graduating class, 97.8 percent of students had jobs by the date of graduation and 99.5 percent were employed within six months. Over 20 percent of students typically begin their careers in judicial clerkships.

Despite the school's small size, second- and third-year students have an unusually large number of opportunities to participate in significant shared professional activities. Over 230 students serve on staffs of the Law School's five print journals (*Law and Contemporary Problems*, *Duke Law Journal*, *Duke Journal of Comparative and International Law*, *Alaska Law Review*, *Duke Environmental Law and Policy Forum*) as well as on the staff of the *Duke Law and Technology Review*, a groundbreaking new eJournal which is published purely online. These six journals give Duke law students unusually extensive opportunities for scholarly writing and editing activities. Besides journal participation, students have many opportunities to engage in professionally related activities. The Pro Bono Office at the Law School annually places over 200 students in supervised activities in the public, private, and nonprofit sectors. Some represent abused children as guardians ad litem; some prosecute cases in a district attorney's office; others represent prisoners, advise victims of domestic violence, or prepare wills for AIDS patients. There are also over two dozen student organizations and special interest groups at the Law School, which are described in greater detail under the heading "Beyond the Curriculum" in this bulletin.

The Law School provides state-of-the-art technology in new classrooms and seminar rooms, and the recently renovated classrooms. These "smart" rooms have, at a minimum, overhead projection, a projector, screen, data-video projection, computer, VCR, audio cassette player, cable television, EdNet, removable lectern, wireless microphone, table microphones (available in most rooms) and power hookups at every seat.

For all these reasons, the environment of the Law School is distinctive. Duke law students compete vigorously but as friends and colleagues. While alienation and hostility are traits that may be found at Duke from time to time, they do seem less common and less intense than at most major national law schools.

Professionalization

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

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

Duke's approach to teaching writing is relatively new to legal education. It combines an emphasis on the integration of legal analysis, writing, and research with

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

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

In the upperclass curriculum, Duke has developed a distinctive clinical program that emphasizes clinical training primarily through simulation. This program covers a wide variety of fields of legal study. Over half of Duke's law students take courses in negotiation and mediation and in trial practice. Practical, hands-on clinical training is also provided in such courses as appellate practice, collective bargaining, death penalty litigation, entertainment law, estate planning, federal civil rights, international arbitration, professional malpractice, and professional responsibility. Some of these courses are taught by members of the regular faculty and some are taught by outstanding practitioners, several of whom come to us on an adjunct basis from leading law practices in Washington D.C. and New York City. A limited number of upperclass students enroll in a criminal practice clinic and participate in criminal litigation with local attorneys, and recently established clinics enable students to work under faculty supervision on the legal needs of AIDS patients and on representation of defendants in capital cases. Many students enroll in an appellate practice course, in which they receive one-on-one feedback on a written brief and oral argument from a distinguished federal appellate judge. Finally, law students benefit from the presence at Duke of the Private Adjudication Center (PAC). This center is a non-profit corporation that undertakes research and education and provides alternative dispute resolution services to clients wishing to avoid the delays and costs of traditional litigation; most recently it has undertaken the processing of claims from the Dalkon Shield litigation. The PAC offers opportunities for some students to obtain direct practical experience in alternative dispute resolution as well as participation in developing innovations in this important field.

Ethics and the Legal Profession. In response to widespread concern about ethical standards in the legal profession and changes in the structure of the practice of law, Duke has revised its curriculum in ethics and professional responsibility. With the support of the Keck Foundation, from 1993-97 Duke offered both an intensive one-week course in legal ethics in January for first-year students and an array of upperclass electives focused on ethical issues in specific areas of practice which students might choose to enter. These upperclass courses addressed ethical issues in representing corporations, the government, those needing estate planning and family law representation, and parties in civil and criminal litigation; courses have also been offered in the history of the legal profession, judicial ethics, and professional malpractice. Following its review of the experience under the Keck grant, in the spring of 1997 the Duke faculty committed itself to adding a required upperclass course in ethics and professionalism beginning in 1998-99.

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



The Law School's innovative approach to preparing its students for law practice in an increasingly international economic and political scene was evident when it became the first law school in the United States to offer American students the special opportunity to begin their legal studies in the summer to pursue a formal J.D./LL.M. joint-degree program in international and comparative law. This program attracts to Duke many students with a special interest in these fields, with close to one out of seven members of each entering class enrolled as joint J.D./LL.M. students. Students in this program devote a substantial part of their first year to the study of foreign and international law, thus materially broadening their perspective on the standard first-year law material. These same students go on to study in the Law School's four-week residential summer programs in Geneva or Hong Kong. The annual Institute in Transnational Law in Geneva, sponsored by Duke and the University of Geneva Faculty of Law, involves over 50 participants, about one-third of whom are from Duke with the remainder from more than 15 countries throughout the world. The faculty comes from Duke Law School and from several foreign and other American universities. This program provides its participants an opportunity to meet representatives of such Geneva-based international bodies as the World Intellectual Property Organization and various private international law firms. The program in Hong Kong, the Asia-America Institute in Transnational Law, has been developed in conjunction with the University of Hong Kong Faculty of Law along the same model as the Geneva program. It offers an alternative setting for joint-degree students with special interests in Asia and the Pacific Rim. No other law school offers summer international programs of better scope, quality, faculty, and student participation.

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

Because of the Law School's strengths in the international law area, the school has attracted foreign faculty visitors from many countries. Regular ties have now been established with professors who are recurring visitors from Brussels, Tokyo and Beijing. In addition, recent years have brought visitors from Aarhus, Alberta, Cape Town, Caracas, Copenhagen, Exeter, Geneva, Hamburg, Jerusalem, Kiev, Kyoto, Melbourne, Munich, Munster, New Delhi, Oxford, Osaka, Paris, Pusan, Seoul, Shanghai, Shenzhen, Sydney, Taipei, and Tokyo. With such visits often comes the enrichment of the curriculum by specialized course offerings in the international and comparative law fields.

In addition to this influx of international faculty, Duke also has an international student population that is usually about 10 percent of the student body. Besides international students admitted to the regular J.D. program, about 60 lawyers are admitted each year to the program leading to the LL.M. (Master of Laws) degree. They come from countries as disparate as Argentina, Belarus, Chile, the People's Republic of China, Denmark, England, Germany, Iceland, Indonesia, Japan, Kazakhstan, Korea, Malaysia, Mexico, Panama, Poland, Saudi Arabia, South Africa, Taiwan, Tanzania, and Thailand. A few LL.M. graduates remain for a doctorate. Duke is unusual in the degree to which these students are integrated into the community of American students. Many LL.M. candidates take one course from the first-year curriculum, often in one of the small sections where social and professional interaction is most likely to occur. Most of their other courses are taken with American students as well. LL.M. students also serve as staff members of the Duke Journal of Comparative and International Law and are represented on the Duke Bar Association Executive Committee.

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

More than 25 percent of Duke law students pursue a degree at Duke in addition to the J.D. Students pursuing an M.A. or M.S. degree participate with the joint J.D./LL.M. students in Duke's unique summer-entering program, through which students can begin their studies in June and complete two of the six major first-year courses by mid-August. These joint J.D./M.A. or J.D./M.S. students are then free to enrich their first-year Law School experience with courses in their other chosen field. For those seeking

the J.D. and M.A. degrees in English, history, philosophy, romance studies, humanities, economics, cultural anthropology, political science, psychology, environmental studies, or public policy studies, or the J.D. degree and M.S. degree in mechanical engineering, work toward both degrees can be completed within the remaining two academic years, with a slight overload during some semesters.

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

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

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

Library and Academic Computing. The Duke Law Library is among the very best in the country. Its book collection of over 550,000 volumes is extraordinary, especially for a law school of Duke's size. Even more important in this new age of academic computing, the level of its electronic information sources, its computing services, and the professionalism of its staff are virtually unparalleled.

Recent computer and network upgrades enable students and lawyers to engage in the most sophisticated and comprehensive legal research available. A 1995 physical expansion of the law library increased its size by 50 percent, greatly enlarging the study space and the number of computer workstations with network access available to students. (The pervasive importance of computers to modern law study-Duke's ability to support student computing-is reflected in the requirement (with appropriate financial aid allowances) that entering J.D. candidates own portable computers). Through the law library, access may be had to resources in other libraries at Duke and, through interlibrary loan requests, from other universities. Finally, the library staff is well-trained, easily accessible, and extremely helpful to students. Visitors from other law schools and institutions often note the extraordinary quality of the library services available from Duke's law library staff.

The Faculty

The Duke Law School faculty is unquestionably its greatest asset. About the same size as the law faculties at Chicago and Cornell, it is as wide-ranging and distinguished as any of its competitors. Duke law professors have been Rhodes, Marshall, and Fulbright Scholars, editors-in-chief of law journals, and clerks to federal appellate

judges and Supreme Court justices. They bring to their teaching not only a love of teaching but significant practical experience in both public and private sectors as partners in prestigious law firms, legal services lawyers, public defenders, and government attorneys. Gradual increases in total faculty size have enriched the core faculty while improving the student-faculty ratio.

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

Members of the current law faculty publish widely and with great distinction. Some have published award-winning books and treatises; many faculty members have published articles in the best national law journals that are among the most cited works in their fields. Over half of the faculty have published textbooks in their areas of interest, including texts that lead their fields in environmental law, securities regulation, sports law, fiduciary obligations, First Amendment, gender and law, and federal criminal law. Members of the faculty also lecture widely at other law schools, at national association meetings and conferences, and in international settings as diverse as Cape Town, Moscow, Budapest, Tokyo, London, Kuala Lumpur, Ottawa, Warsaw, Taipei, and Helsinki. In recognition of their distinguished scholarship, members of the faculty have received prestigious fellowships from such organizations as the Guggenheim Foundation, the Rockefeller Foundation, the Carnegie Foundation, the Council on Foreign Relations, and the National Humanities Center, and have been invited to membership in such organizations as the American Academy of Arts and Sciences and the National Academy of Science. They also serve on editorial boards of such journals as the *American Journal of Comparative Law*, the *Journal of British Studies*, the *Journal of Democracy*, *Law and History Review*, *Law & Philosophy*, *Law Library Journal*, *Law and Contemporary Problems*, and *Psychology, Crime, and Law*.

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

other ways in state and local law reform projects. Other faculty members advise private and public clients on issues of constitutional law, intellectual property, international human rights, environmental policy, sex and race discrimination, and sports law.

Complementing the strengths of the regular faculty are the members of the extended faculty network on which the Law School draws to enrich its curriculum. This extended faculty includes the joint-appointment faculty discussed above under Interdisciplinary Studies; adjunct faculty members who add critical expertise and experience in specific practice areas, especially trial practice and alternative dispute resolution, banking, estate planning, and securities practice; distinguished judges who help teach courses in professional responsibility, legal ethics, and appellate practice; and international visitors who teach courses in the international and comparative law fields. This network of ties makes Duke as thoroughly integrated in its intellectual life as any American law school.

Another important aspect of the law faculty's commitment to its students is the relationship it maintains with its alumni. Duke's law alumni are among the most dispersed of any law alumni body. The Law School uses this fact to its advantage, gaining the help of its alumni to recruit admissions candidates from throughout the country and the world and in providing placement counseling and assistance to its students. To maintain a sense of community and identity with the Law School and among its alumni, the Office of External Relations coordinates and supports the activities of local law alumni associations. More than 40 such associations now exist, including international groups in Europe, Latin America, and Asia. Alumni awareness of the progress and needs of the school is maintained through annual educational and social events attended by Law School representatives. These programs, in addition to regularly scheduled reunions at the Law School and career advising panels conducted by alumni for our students, foster lifelong engagement with the school through the decades despite the distance.

Law School Faculty



Presented here are faculty holding academic appointments in the Law School extending beyond one year.

Katharine Tiffany Bartlett, *Dean and A. Kenneth Pye Professor of Law*

B.A. 1968, Wheaton College; M.A. 1969, Harvard University; J.D. 1975, University of California, Berkeley. Professor Bartlett, formerly a secondary school teacher, commenced her legal career with a judicial clerkship in the Supreme Court of California. From 1976 to 1979, she worked as a staff attorney at the Legal Aid Society of Alameda County in Oakland, California. She began teaching at Duke in 1979. She has written extensively on various family law topics, and is co-author of a family law casebook. She also specializes in gender issues and has written several major articles in that area, as well as a casebook on gender and law and a reader in feminist legal theory. She has held visiting appointments at UCLA and at Boston University. From 1993 to 1995, she served as senior associate dean for academic affairs. In 1994, she was appointed a reporter for the American Law Institute's *Principles of Family Dissolution*, and in 1998 was named to an R. Ammi Cutter Chair for her work on this project. She was appointed Dean on January 1, 2000.



Sara Sun Beale, *Charles L. B. Lowndes Professor of Law*

B.A. 1971, J.D. 1974, University of Michigan. A native of Toledo, Ohio, Professor Beale's experience includes a judicial clerkship on the United States Court of Appeals, as well as a year in private practice in Detroit, Michigan. In 1976 she joined the United States Department of Justice, where she served one year in the Office of Legal Counsel, and two years in the Office of the Solicitor General. She began her teaching career at Duke in 1979, and she has also taught at the University of Michigan. She is the co-author of *Grand Jury Law and Practice* (1986) (2nd ed 1997) and *Federal Criminal Law* (3d ed. 2000), and *Federal Criminal Law and Related Actions* (1998). Her principal academic interests are in the federal government's role in the criminal justice system, and the factors that shape public attitudes regarding crime and how they translate into changes in criminal laws and procedures. She served as senior associate dean for academic affairs in 1997-98.





Francesca Bignami, *Assistant Professor of Law*

A.B. 1991, Harvard University; M.Sc. 1992, University of Oxford, Balliol College; J.D. 1996, Yale Law School; 1998, Fulbright Scholar, European University Institute. Professor Bignami was senior editor of the *Yale Law Journal* and clerked at the United States Court of Appeals, D.C. Circuit. She then served as a stagiare for the European Court of Justice in Luxembourg. From 1998 to 2000, she was an associate for a large Washington, D.C. law firm, practicing in the areas of administrative law and international trade. She teaches European Union law, administrative law, and comparative public law. Her research focuses on problems of legitimacy and accountability in the European Union and other systems of international governance as well as the role of non-state actors in such organizations.



James D. A. Boyle, *Professor of Law*

LL.B. 1980, Glasgow University, 1986 S.J.D., Harvard Law School; LL.M. 1981 Harvard Law School; LL.B. 1980 (Hons.) Glasgow University. Professor Boyle came to Duke in 2000 from Washington College of Law, American University, where he taught since 1982. He has also served as a visiting professor at Yale, Duke, Boston University, and Harvard. He is a recipient of the American University Faculty Award for Outstanding Scholarship. He is a board member of the Red Hat Center Foundation; on the Academic Advisory Board of EPIC (Electronic Privacy and Information Center), and a Senior Fellow, Yale Information Society Project. He has published numerous articles on legal and social theory, and on intellectual property, and two books, *Shamans, Software, and Spleens*; *Law and the Construction of the Information Society*, and *Critical Legal Studies: Selected Readings*. He teaches intellectual property, Constitution in cyberspace, jurisprudence, torts, and Constitutional law.

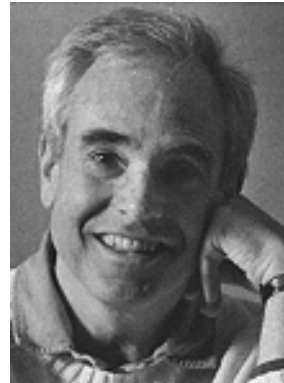


Michael H. Bradley, *F.M. Kirby Professor of Investment Banking and Professor of Law*

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

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

A.B. 1961, Princeton University; M.D. 1965, Columbia University. Dr. Brodie served at hospitals in New Orleans and New York City before becoming a clinical associate with the National Institute of Mental Health in 1968. In 1970, he joined the medical faculty of Stanford University. Dr. Brodie is a member of the Institute of Medicine of the National Academy of Sciences. He came to Duke in 1974 as professor and chairman of the Department of Psychiatry and director of Psychiatric Services at Duke University Medical Center. He has also served as president of the American Psychiatric Association. His book, *Modern Clinical Psychiatry*, published in 1982, has been translated into four languages. Recently, Dr. Brodie has served as chair of the Institute of Medicine Committee on Substance Abuse and Mental Health Issues in AIDS Research and co-editor of the committee's report, *AIDS and Behavior: An Integrated Approach*, 1994. He was first appointed to the law faculty in 1982. He served as president of Duke University from 1985 to 1993.



Michael Byers, *Associate Professor of Law*

B.A. 1988, University of Saskatchewan; LL.B. and B.C. L. 1992, McGill University Law School; Ph.D. 1996, Cambridge University; D.Phil 1996 (by incorporation), Oxford University. Professor Byers joined the Duke Law School faculty in 1999. From 1996 to 1999, Dr. Byers was a research fellow at Jesus College, Oxford University, and a visiting fellow at the Max Planck Institute for Comparative Public Law and International Law in Heidelberg, Germany. While at Oxford, Professor Byers served as an adviser to the coalition of human rights organizations, including Amnesty International, which intervened before the House of Lords in the Pinochet case. He now serves as the director of Duke's JD-LL.M. Program in International and Comparative Law. He teaches international law, international economic law, international dispute settlement, and co-teaches a seminar on international politics and international law. He is the author of *Custom, Power and the Power of Rules* (1999), the editor of *The Role of Law in International Politics* (2000), and the translator and editor of Wilhelm Grewe, *The Epochs of International Law* (2000). He is taking research leave 2001-2002.



Paul D. Carrington, *Harry R. Chadwick, Sr. Emeritus Professor of Law*

B.A. 1952, University of Texas; LL.B. 1955, Harvard University. Professor Carrington is a native of Dallas, Texas. His professional experience includes a brief stint in private practice in Dallas and in a military law office, as well as occasional work for the American Civil Liberties Union and the American Association of University Professors. Since his teaching career began in 1957, he has taught in nearly a score of law schools in the U.S. and abroad. He was the dean at Duke from 1978 to 1988. He has been active in judicial law reform efforts, and has published in the fields of civil procedure, education law, and legal education. From 1985 to 1992, he served as reporter for the Committee of the Judicial Conference of the United States. He is chair of the board of the Law School's Private Adjudication Center. He teaches civil procedure, international civil litigation, and lawyers in American history.





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

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



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

A.B. 1969, Duke University; Ph.D. 1974, Harvard University. Professor Clotfelter taught at the University of Maryland from 1974 to 1979, spending his last year there on leave at the U.S. Treasury's Office of Tax Analysis. In 1979, he came to Duke, joining both the Institute of Policy Sciences and Public Affairs, and the Economics department. While at Duke, he has served as vice-provost for academic policy and planning, as vice-chancellor, and as vice-provost for academic programs. He has also served as president of the Southern Economic Association. Professor Clotfelter is also the director of the Center for the Study of Philanthropy and Voluntarism at Duke and is a research associate of the National Bureau of Economic Research. His major research interests are in public finance, tax policy, the economics of education, and the nonprofit sector. He is the author of several books, the most recent of which is *Buying the Best: Cost Escalation in Elite Higher Education* (1996).



James E. Coleman, Jr., *Professor of the Practice*

A.B. 1970, Harvard University; J.D. 1974, Columbia University. A native of Charlotte, North Carolina, Professor Coleman's experience includes a judicial clerkship for the U.S. District Court for the Eastern District of Michigan, a year in private practice in New York, and 15 years in private practice in Washington, D.C., the last 12 as a partner in a large law firm. In private practice, he specialized in federal court and administrative litigation; and he represented criminal defendants in capital collateral proceedings. He also has had a range of government experience. He joined the faculty full-time in 1991 and taught ethics, criminal law, research and writing, and a seminar on capital punishment. He returned to private practice in 1993, but continued to teach a seminar on capital punishment as a senior visiting lecturer. He rejoined the faculty full-time in 1996. In addition to the courses previously noted, he also teaches negotiation and mediation. He became senior associate dean for academic affairs in July, 2001.

James D. Cox, *Brainerd Currie Professor of Law*

B.S. 1966, Arizona State University; J.D. 1969, University of California, Hastings College of the Law; LL.M. 1971, Harvard University. Professor Cox is a native of Ellinwood, Kansas. He entered law teaching as a teaching fellow at Boston University, and has since taught at the University of San Francisco, Stanford University, and the University of California, Hastings College of the Law, before coming to Duke in 1979. He has focused his writing and teaching in the areas of corporate and securities law. Professor Cox is the author of a book on the utilization of financial information in the regulation of public corporations, a 1995 multi-volume treatise on corporate law, and a widely-adopted casebook on securities regulations (2nd ed. 1997). He spent the spring semester of 1989 as a Senior Fulbright Research Fellow at the University of Sydney. A member of the New York Stock Exchange Legal Advisory Committee between 1995-1998, he currently is a member of the NASD Legal Advisory Board.



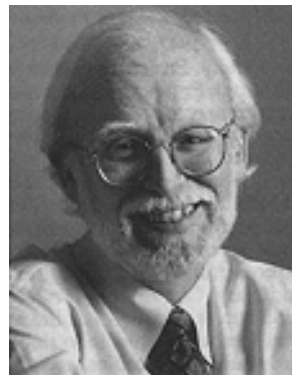
Jerome M. Culp, Jr., *Professor of Law*

A.B. 1972, University of Chicago; A.M. 1974, J.D. 1978, Harvard University. Professor Culp is a native of Clarksville, Pennsylvania. While in law school he served as senior editor of the Harvard *Civil Rights-Civil Liberties Law Review*. His experience includes a research fellowship with the Rockefeller Foundation and a judicial clerkship in the U.S. Court of Appeals. He came to Duke from Rutgers in 1985, and in 1987 was a distinguished scholar at the Joint Center for Political Studies in Washington, D.C. His principal work to date is in the area of employment discrimination and economic analysis of law. He teaches torts, labor law, employment discrimination, and a seminar on black legal scholarship. He also has been the John M. Olin Fellow in Law and Economics at the University of California at Berkeley, and in Spring 1999 was the Charles Hamilton Houston Visiting Professor of Law at North Carolina Central University. Professor Culp will be on sabbatical leave Spring 2002.



Richard A. Danner, *Research Professor of Law*

B.A. 1969, M.S. 1975, J.D. 1979, University of Wisconsin-Madison. Professor Danner is a native of Wisconsin, and served as environmental law librarian at the University of Wisconsin-Madison, prior to coming to Duke as associate law librarian in 1979. He later became director of the Law Library and now serves as senior associate dean for information technology. He teaches legislation. He has published articles in journals of law, law librarianship, and library science. He has published two books, *Legal Research in Wisconsin* (1980) and *Strategic Planning: A Law Library Management Tool* (2nd ed. 1997) and is the coeditor of *Introduction to Foreign Legal Systems* (1994). From 1984-94, he was editor of the American Association of Law Libraries' *Law Library Journal*. He is active in the affairs of AALL, the International Association of Law Libraries, the ABA Section on Legal Education and Admission to the Bar, AALS, and has served as president of the southeastern chapter of AALL (1985-86) and president of the AALL (1989-90).





Walter E. Dellinger, III, *Douglas Blount Maggs Professor of Law*

A.B. 1963, University of North Carolina; LL.B. 1966, Yale University. Professor Dellinger is a native of Charlotte, North Carolina. He taught political and civil rights at the University of Mississippi from 1966 to 1968. In 1968-1969, he served as a judicial clerk in the Supreme Court of the United States. He joined the Duke law faculty in 1969, serving as associate dean from 1974 to 1976 and as acting dean from 1976 to 1978. He teaches constitutional law and history, and in 1988-1989 was a fellow of the National Humanities Center. From 1993 to 1996 he was on leave of absence serving as assistant attorney general, Office of Legal Counsel, at the Department of Justice. He served as acting solicitor general of the United States from July 1996 to July 1997. He returned to faculty full-time in fall 1997. Since 1998, Professor Dellinger has split his time between teaching at Duke and practicing in the appellate group of a large Washington, D.C. law firm. Professor Dellinger will return to the Law School in Spring 2002.



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 2000, she accepted a secondary appointment as Centennial Professor in the Law Department of the London School of Economics. In 1989, she received the Duke Scholar/Teacher of the Year Award. In 1986 she was a Fulbright Senior Scholar at Sydney and Monash Universities in Australia. She has also taught as a visitor and lecturer at several other universities in the U.S., Canada, and New Zealand. She is the author of a treatise, *Shareholder Derivative Actions*, and a casebook, *Fiduciary Obligation, Agency and Partnership*. Her other writing concerns corporate law, takeovers and acquisitions, and fiduciary obligation. She serves as the reporter for the new Restatement of Agency, a project of

the American Law Institute.



Diane Dimond, *Clinical Professor of the Practice*

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

Robinson O. Everett, *Professor of Law*

A.B. 1947, J.D. 1950, Harvard University; LL.M. 1959, Duke University. Although Professor Everett's teaching at Duke began as early as 1950, he later served for several years as a legal officer in the Air Force and as a commissioner of the U.S. Court of Military Appeals. He returned to Durham to enter a general practice, which he continued until 1980 when he ascended to the bench of the U.S. Court of Military Appeals as chief judge. In 1990, he retired to become a senior judge of the court and resume full-time teaching. From 1961 to 1964, he served as counsel to the Subcommittee on Constitutional Rights of the U.S. Senate Judiciary Committee. He has long served as a commissioner on Uniform State Laws, is a life member of the American Law Institute, and has been active in various law reform efforts. He has published on many legal topics, most notably military justice and criminal procedure. In 1993, he founded the Center on Law, Ethics, and National Security at the Law School. In recent years he has participated actively as a plaintiff and attorney for the plaintiffs in North Carolina's redistricting litigation and in that capacity has argued four times before the Supreme Court.



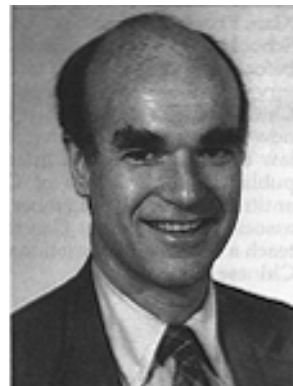
Peter G. Fish, *Professor of Political Science and Professor of Law*

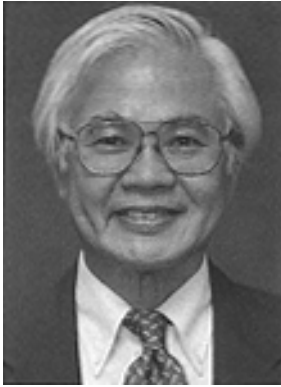
A.B. 1960, Princeton University; A.M. 1965, Ph.D. 1968, The Johns Hopkins University. Professor Fish served as guest scholar at the Brookings Institution and taught at Oberlin and Princeton before coming to Duke in 1969. He is author of *The Politics of Federal Judicial Administration* (1973) and *The Office of the Chief Justice* (1984). From 1977-79 Professor Fish served as a lay member of the U.S. Circuit Judge Nomination Commission Panel for the Fourth Circuit, and chaired the American Political Science Association's 2000 Edward S. Corwin Dissertation Prize in Public Law. He teaches a seminar on the development of the the Fourth Circuit: 1789-1958 and is completing *Federal Justice in the Mid-Atlantic South: United States Courts from Maryland to the Carolinas: Part I, The Early Republic's Third Branch; Part II, Courts, Law and Jeffersonian Ascendancy; Part III, National Unity, Seeds of Discord in the Age of Marshall*. Since 1998 he has served as a member of the Commission on Colleges of the Southern Association of Colleges and Schools.



Joel L. Fleishman, *Professor of Law and Public Policy Sciences*

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





Koichiro Fujikura, *Adjunct Professor of Law*

B.A. 1957, Doshisha University; B.A. 1961, Amherst College; LL.M. 1962, Northwestern University; LL.M. 1963, Harvard University. Professor Fujikura returned to Japan after his four years of study in the United States, where he joined the faculty of Doshisha, serving as dean of the law faculty there before moving to the University of Tokyo in 1981. He is currently professor of law at Waseda University in Tokyo. He has also taught at California, Harvard, and Michigan. Among his writings is a book published in English, *Environmental Law in Japan* (1981). He visits Duke in alternate years to teach Japanese environmental law and legal systems.



Xi-Qing Gao, *Adjunct Professor of Law*

B.A. 1978, LL.M. 1981, University of International Business and Economics; J.D. 1986, Duke University. Professor Gao is a native of Xian, People's Republic of China. After graduating from Duke Law School in 1986, he was an associate for a large New York City law firm, before returning to China in 1988 to develop a securities market. He served as the general counsel and director of public offerings of the China Securities Regulatory Commission from 1992 to 1995 and is now deputy chief executive of the Bank of China and a professor of law at the University of International Business and Economics. He publishes in the areas of Chinese securities law, banking, and anti-trust, and is a member of various international arbitration associations. Professor Gao returns to the Law School each year to teach a course on international business transactions with China and Chinese securities law.

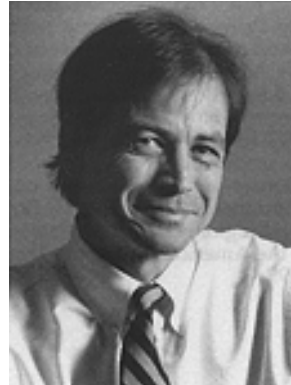


Martin P. Golding, *Professor of Philosophy and Professor of Law*

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

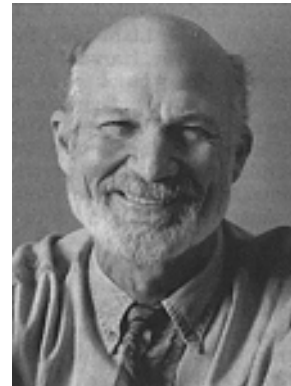
Paul H. Haagen, *Professor of Law*

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, where he also taught. In law school, he was an editor of *Yale Studies in World Public Order* and editor-in-chief of the *Yale Law and Policy Review*. After law school, he clerked on the United States Court of Appeals and then practiced law in Philadelphia for two years before coming to Duke in 1985. His principal academic interests are contracts, legal history, and sports law. He was senior associate dean for academic affairs from 1991 to 1993.



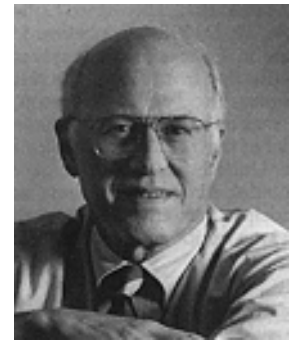
Stanley Hauerwas, *Gilbert T. Rowe Professor of Legal Ethics and Professor of Law*

B.A. 1962, Southwestern University; B.D. 1965, M.A., M.Phil., Ph.D. 1968, Yale University. Prior to coming to Duke Divinity School in 1984, Professor Hauerwas taught at Augustana College from 1968 to 1970 and at the University of Notre Dame from 1970 to 1984. While at Notre Dame he was a visiting professor at a number of other American universities. At Duke, Professor Hauerwas is a professor in the Divinity School. He began his association with the Law School in 1988. His primary research interests are in the field of ethics.



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

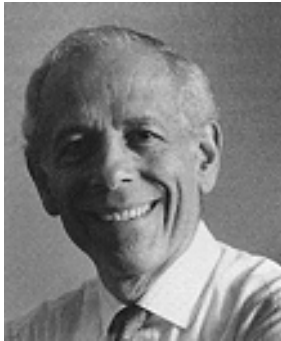
A.B. 1955, Princeton University; J.D. 1958, Northwestern University. Professor Havighurst is a native of Evanston, Illinois. He began his teaching career at Duke in 1964. In addition to teaching antitrust law, he has a special academic interest in the field of health care law and in national health policy.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





Cynthia B. Herrup, *Professor of History and Professor of Law*

B.S.J. 1972, Northwestern University; M.A. 1975, Loyola University (Chicago); Ph.D. 1982, Northwestern University. Professor Herrup is a native of Miami, Florida. She came to Duke in 1984. From 1985 to 1988, she had a concurrent appointment at Duke Law School as lecturer in legal history, teaching courses in the history of English criminal law. In 1988, Professor Herrup was appointed associate professor of history and law in the Law School. She has served twice on the Board of Directors of the American Society for Legal History, as well as on its program and publication committee, and on the editorial board of *Law & History Review*. Her principal research interests are in the area of criminal law in pre-industrial societies and the social and intellectual history of ideas of crime and punishment. She teaches history of English criminal law.



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

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

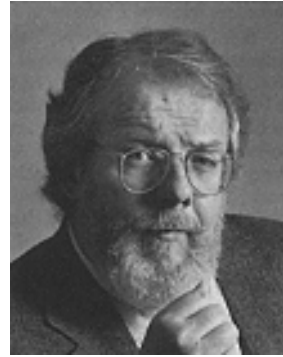


Trina Jones, *Professor of Law*

B.A. 1988, Cornell University; J.D. 1991, University of Michigan. Professor Jones is a native of Rock Hill, South Carolina. During law school, she served as articles editor for the *Michigan Law Review*. From 1991 to 1995, she was an associate in a large Washington, D.C. law firm, working in general litigation. Professor Jones joined the faculty in 1995 and teaches civil procedure, employment discrimination, race and the law, and advanced issues in employment discrimination law. Her academic interests also include legal ethics and race and gender issues. She founded and directs the Law School's Charting Courses program for minority students.

David L. Lange, *Professor of Law*

B.S. 1960, J.D. 1964, University of Illinois. Professor Lange practiced law with a Chicago firm that included media enterprises among its clients. He has also had substantial professional experience in radio, television, cable, and motion picture production, and served as a founding member of the Governing Committee of the ABA Forum on the Entertainment and Sports Industries. He joined the Duke law faculty in 1971. His principal academic interests lie in the areas of intellectual property, entertainment, and communications law. He has recently completed a term as a member of the Board of Trustees of the United States Copyright Society.



Carolyn McAllaster, *Clinical Professor of the Practice*

B.A. 1972, J.D. 1976, University of North Carolina at Chapel Hill. Professor McAllaster began her professional career in a private litigation practice from 1976 to 1988. From 1981-1987, served as an administrative hearing officer for the N. C. Department of Human Resources, and has been a state court arbitrator for the Fourteenth Judicial District since 1987. She joined the Duke law faculty in 1988, and is the founder and director of the AIDS Legal Assistance Project at Duke Law School. She was also a founder and first president of the North Carolina Association of Woman Attorneys and was appointed by the governor to serve on the North Carolina AIDS Advisory Council in 1996. She teaches AIDS law. She has also taught pretrial and trial practice, and child advocacy. She is the author of several books as well as several articles or chapters in books, including "Legal Issues for HIV-Infected Children" in *Handbook of Pediatric HIV Care* (1999) and co-author of "Issues in Family Law for People with HIV" in *AIDS and the Law* (2000 and 2001 Supplements).



Francis E. McGovern, *Professor of Law*

B.A. 1967, Yale University; J.D. 1973, University of Virginia. Professor McGovern is a native of Charlottesville, Virginia. He began his legal career in a large law firm, before joining the faculty at the Cumberland School of Law in Birmingham, Alabama. He joined the Duke law faculty in 1997. Professor McGovern is a pioneer in the field of alternative dispute resolution, and especially in the area of mass claim litigation. He has served as a court-appointed special master or neutral expert in dozens of cases, including DDT toxic exposure litigation, the Dalkon Shield controversy, and the silicone gel breast implant litigation. He has worked with the United Nations Compensation Commission to ensure that Iraq compensates for losses suffered in the Persian Gulf War. He teaches in the areas of torts, product liability, mass torts, alternative dispute resolution, and toxic substances litigation. Professor McGovern will be on sabbatical leave Spring 2002.





Thomas B. Metzloff, *Professor of Law*

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



Madeline Morris, *Professor of Law*

B.A. 1986, J.D., 1989, Yale University. Professor Morris is director of the Duke/Geneva Institute in Transnational Law. She provided consultation to the U.S. State Department, Office of War Crimes Issues in 1999-2000. She served as advisor on justice to the president of Rwanda, 1995-97. She served as special consultant to the secretary of the U.S. Army in 1997. She was co-convenor, in 1996-97, of the Inter-African Cooperation on Truth and Justice program, and served in 1997 as consultant and adjunct faculty member of the U.S. Naval Justice School. Professor Morris is a member of the Board of Advisors of the Center on Law, Ethics and National Security, Duke University. She was a law clerk to Judge John Minor Wisdom of the United States Court of Appeals for the Fifth Circuit. She teaches criminal law and international criminal law.



Robert P. Mosteller, *Harry R. Chadwick, Sr. Professor of Law*

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

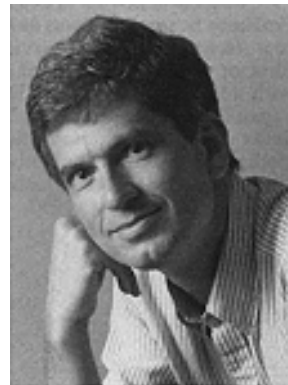
Jonathan K. Ocko, *Adjunct Professor of Legal History*

B.A. 1966, Trinity College; M.Phil. 1971, M.A. 1972, Ph.D. 1975, Yale University. A native of New York City, Professor Ocko taught at Clark University and Wellesley College before joining the faculty of North Carolina State University in 1977. He has been a fellow at Harvard Law School and the National Humanities Center and also held fellowships from the Rockefeller, Chiang Ching-kuo, and Luce Foundations. Since publishing *Bureaucratic Reform in Provincial China* in 1983, his research and publications have focused on Chinese legal history and contemporary Chinese civil law. His present work deals with traditional concepts of justice, mediation in Chinese culture, and the concept of contract in Chinese economic culture. In 1983, he was appointed to a part-time professorial position in the Law School.



H. Jefferson Powell, *Professor of Law and Divinity*

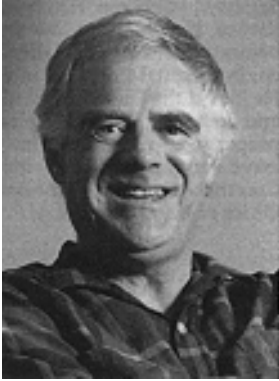
B.A. 1975, University of Wales; M.Div. 1979, J.D. 1982, Yale University; A.M. 1977, Ph.D. 1991, Duke University. A native of Reidsville, North Carolina, Professor Powell clerked for the Honorable Sam J. Ervin III of the Fourth Circuit. He began teaching at the University of Iowa in 1984 and returned to Duke in 1987 to complete his doctorate in theological ethics. In the fall of 1989, Professor Powell joined the permanent faculty of the Law and Divinity Schools. At the Law School, he teaches contracts and constitutional history. From 1991-93 he was special counsel to the attorney general of North Carolina and from 1993-94 and 1996, he served in the U.S. Department of Justice as a deputy assistant attorney general and later as deputy solicitor general.



Jerome H. Reichman, *Bunyon A. Womble Professor of Law*

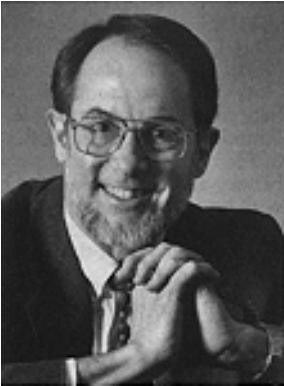
B. A. 1955, University of Chicago; J.D. 1979, Yale University. A native of Denver, Professor Reichman teaches in the fields of contracts and intellectual property. Prior to joining the Duke Law faculty in July 2000, he taught at Vanderbilt, Michigan, Florida, and Ohio State Universities. He has written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





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

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



Thomas D. Rowe, Jr., *Elvin R. Latty Professor of Law*

B.A. 1964, Yale University; M.Phil. 1967, Oxford University; J.D. 1970, Harvard University. A native of Ann Arbor, Michigan, Professor Rowe was a Rhodes Scholar, and commenced his professional career as a law clerk in the Supreme Court of the United States. He joined the Duke law faculty in 1975 and served as associate dean from 1981 to 1984. He has also taught at Georgetown, Michigan, and Virginia, and on leaves from Duke has served with the U.S. Department of Justice in Washington, worked as an attorney with a private firm in Los Angeles, and been a visiting scholar at the RAND Corporation's Institute for Civil Justice. He has written in the fields of civil procedure, complex litigation, judicial remedies, and constitutional law. In 1995-96, he served as senior associate dean for academic affairs, and from 1993 to 1999 he was a member of the U.S. Judicial Conference's Advisory Committee on Civil Rules.

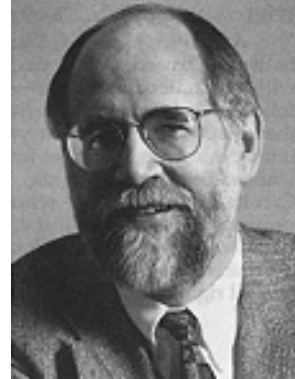


Richard L. Schmalbeck, *Professor of Law*

B.A. 1970, J.D. 1975, University of Chicago. A native of Chicago, Professor Schmalbeck was associate editor of the *University of Chicago Law Review*. After brief service as special assistant to the associate director of the Office of Management and Budget, he practiced law with a firm in Washington, D.C., specializing in federal tax law. He began his teaching career at Duke in 1980, where his focus is on the fields of federal taxation and law and economics. He has been a visiting professor at the University of Michigan and Northwestern University, and served as dean of the College of Law of the University of Illinois from 1990 to 1993.

Christopher H. Schroeder, *Charles S. Murphy Professor of Law and Professor of Public Policy Studies*

B.A. 1968, Princeton University; M.Div. 1971, Yale University; J.D. 1974, University of California. Professor Schroeder is a native of Saginaw, Michigan. He served as editor-in-chief of the *California Law Review*. He practiced law with a firm in San Francisco, and then organized a smaller firm in that city, where he engaged in a general litigation practice. He joined the Duke law faculty in 1979, and has also taught at UCLA and Boston University. He teaches in the fields of environmental law, property, administrative law, and the Congress. He has served as acting chief counsel of the U.S. Senate Judiciary Committee, and as acting assistant attorney general in the Office of Legal Counsel, U.S. Department of Justice. Professor Schroeder will be on research leave Fall 2001.



Steven L. Schwarcz, *Professor of Law*

B.S. 1971, New York University School of Engineering and Science; J.D. 1974, Columbia University. Professor Schwarcz was born and raised in the New York metropolitan area. Prior to joining Duke in 1996, he was a partner and practice group chairman at two major New York-based international law firms, specializing in structuring innovative capital market financing transactions, both domestic and foreign. While practicing law, he taught courses at Yale, Columbia, and Cardozo (Yeshiva University) law schools. He has been an adviser to the United Nations on international receivables financing, Visiting Professor at the University of Geneva Faculty of Law, a fellow of the American College of Commercial Finance Lawyers, and academic advisor to the University of Hong Kong Faculty of Law's Asian Institute of International Financial Law. In 1996, he was selected to give the Benjamin Weintraub Distinguished Professorship Lecture at Hofstra University School of Law, on the subject of debtor-creditor law. He also is a founder and faculty director of Duke University's interdisciplinary Global Capital Markets Center.



Martin J. Stone, *Professor of Law and Professor of Philosophy*

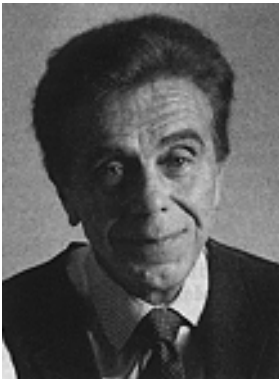
B.A. 1982, Brandeis University; J.D. 1985, Yale University; B.Phil. 1988, Oxford University; Ph.D. 1996, Harvard University. Following completion of his J.D. in 1985, Professor Stone was a Marshall Scholar at Balliol College, Oxford University where he completed the B.Phil. in philosophy in 1988. He completed the Ph.D. in philosophy at Harvard University in 1996. His research interests center on Wittgenstein, philosophical logic, and political philosophy. His teaching interests include tort law and philosophy of law. Professor Stone will be teaching at Cardozo School of Law for the academic year 2001-2002.





Laura S. Underkuffler, *Professor of Law*

B.A. 1974, Carleton College; J.D. 1978, William Mitchell College of Law; LL.M. 1987, J.S.D. 1994, Yale Law School. A native of New Jersey, Professor Underkuffler began her legal career with a clerkship in the Eighth Circuit Court of Appeals. She practiced law for six years with a large Minneapolis litigation firm, where she was head of the appellate department from 1983-85. In 1983, she was appointed to the Advisory Committee for the Eighth Circuit Court of Appeals where she served until 1986. She served as special counsel in the U.S. Senate in 1991-92, and was a fellow at the Woodrow Wilson International Center for Scholars in 1993. Her teaching interests include property, property theory, land use, federal courts, and the administration of criminal justice.



William W. Van Alstyne, *William R. Perkins and Thomas C. Perkins Professor of Law*

B.A. 1955, University of Southern California; J.D. 1958, Stanford University; LL.D. (Hon.) 1976, Wake Forest University; LL.D. (Hon.) 1979, College of William and Mary. A native of California, Professor Van Alstyne was professionally employed first by the California Department of Justice and then by the United States Department of Justice. He began his teaching career at Ohio State University in 1959, coming to Duke in 1965. He has been active in the American Association of University Professors, serving as president in 1975-76. He is known for his writing and his speaking on the subject of constitutional law, appearing regularly in House and Senate proceedings and in briefs for the U.S. Supreme Court. Professor Van Alstyne will be a visiting professor at the Marshall-Wythe School of Law at the College of William and Mary in Spring 2002.



Neil Vidmar, *Russell M. Robinson, II Professor of Law and Professor of Psychology: Social and Health Sciences*

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

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 was editor-in-chief of the *Duke Law Journal*. He served for a year as a judicial clerk on the Supreme Court of Illinois before joining the Duke law faculty in 1969. He served for three years as editor of *Law and Contemporary Problems* and as American editor of the *Journal of Business Law*, and is a member of the American Law Institute. He is known for his writing in the fields of commercial law, sports law, and has served as a consultant to the Federal Trade Commission and the Federal Reserve Board. He is also a frequent commentator on issues in the athletics industry.



Jonathan B. Wiener, *Professor of Law and Professor of Environmental Policy*

A.B. 1984, J.D. 1987, Harvard University. During law school, Professor Wiener was an editor of the *Harvard Law Review*. After law school, he clerked for the U.S. District Court, and then for the U.S. Court of Appeals. He served as special assistant to the assistant attorney general heading the Environment and Natural Resources Division, Department of Justice; as policy counsel at the Office of Science and Technology Policy, Executive Office of the President; as senior staff economist at the president's Council of Economic Advisors; and as an advisor to the new Americorps National Service Program. He came to Duke in 1994. His publications include the book *Risk vs Risk* (1995). In 1999 he was a visiting professor at Harvard Law School. He directs the annual colloquium on environmental law at Duke, and teaches in the areas of environmental law, risk regulation, mass torts, and property. He founded the Law School's "Dedicated to Durham" community service day, and directs the new Center for Environmental Solutions at Duke.



Visiting Faculty

Evelyn Brody, *Visiting Professor of Law (Chicago-Kent)*
Andrew Christie, *Visiting Professor of Law (University of Melbourne)*
John M. Conley, *Visiting Professor of Law (University of North Carolina at Chapel Hill)*
Garrett Epps, *Visiting Professor of Law (University of Oregon)*
Susan Fletcher French, *Visiting Professor of Law (University of California - Los Angeles)*
Ralf Michaels, *Visiting Professor of Law (Max-Planck Institute, Hamburg)*

Extended Faculty

Cynthia F. Adcock, *Senior Lecturing Fellow*
Catherine Admay, *Lecturing Fellow and Research Associate*
Robert A. Beason, *Senior Lecturing Fellow*
Jack Beatson, *Rouse Bell Professor of English Law, Director of Cambridge Centre for Public Law, Fellow of St. John's College, Cambridge University*
Charles L. Becton, *Senior Lecturing Fellow*
Brenda Berlin, *Lecturing Fellow*
Mark P. Bernstein, *Senior Lecturing Fellow*
Donald H. Beskind, *Senior Lecturing Fellow*
Joseph Bylinski, *Senior Lecturing Fellow*
Candace M. Carroll, *Senior Lecturing Fellow*
Paolo Cassinis, *Senior Lecturing Fellow*
Denise Chapin, *Senior Lecturing Fellow*
Jolynn Childers-Dellinger, *Lecturing Fellow*
Doriane Lambelet Coleman, *Senior Lecturing Fellow*
J. Donald Cowan, *Senior Lecturing Fellow*
Walter T. Cox, III, *Senior Lecturing Fellow*
Jeffrey C. Coyne, *Senior Lecturing Fellow*
Lauren A. Dame, *Senior Lecturing Fellow*
Melanie Dunshee, *Senior Lecturing Fellow*
Rene Stemple Ellis, *Senior Lecturing Fellow*
Christine Evans, *Lecturing Fellow*
John Hope Franklin, *Professor of History and Professor of Law (Emeritus)*
Kip Frey, *Senior Lecturing Fellow*
William Friedman, *Lecturing Fellow*
James Fuller, *Senior Lecturing Fellow*
David J. Gerber, *Senior Lecturing Fellow*
Scott D. Gilbert, *Senior Lecturing Fellow*
Robert B. Glenn, *Senior Lecturing Fellow*
George D. Gopen, *Senior Lecturing Fellow*
Donna Coleman Gregg, *Senior Lecturing Fellow*
Guy Haarscher, *Senior Lecturing Fellow*
Michael Hannon, *Senior Lecturing Fellow*
Ivan Hare, *University Lecturer; Director of Studies and Fellow of Trinity College; Assistant Director of the Centre for Public Law, Cambridge University*
Robert M. Hart, *Senior Lecturing Fellow*
Kenneth J. Hirsh, *Senior Lecturing Fellow*
Sally C. Johnson, *Senior Lecturing Fellow*
Sandra Johnson, *Senior Lecturing Fellow*
Edward E. Kaufman, *Senior Lecturing Fellow*
Daphne Keller, *Lecturing Fellow*
Elizabeth Kuniholm, *Senior Lecturing Fellow*
James Li, *Senior Lecturing Fellow*
Sarah H. Ludington, *Lecturing Fellow*
Martin E. Lybecker, *Senior Lecturing Fellow*
Joan Ames Magat, *Senior Lecturing Fellow*
Jennifer D'A. Maher, *Senior Lecturing Fellow*
Thomas K. Maher, *Senior Lecturing Fellow*

Richard C. Maxwell, *Harry R. Chadwick, Sr., Professor of Law (Emeritus)*
Alice N. Mine, *Senior Lecturing Fellow*
Theresa A. Newman, *Senior Lecturing Fellow*
Alejandro Posadas, *Lecturing Fellow*
Mark J. Prak, *Senior Lecturing Fellow*
Jo Ann Ragazzo, *Senior Lecturing Fellow*
Allison J. Rice, *Senior Lecturing Fellow*
Joseph F. Rice, *Senior Lecturing Fellow*
H. B. Robertson, Jr., *Professor of Law (Emeritus)*
Peter Sand, *Senior Lecturing Fellow*
David Scheffer, *Senior Lecturing Fellow*
Nancy Russell Shaw, *Senior Lecturing Fellow*
Melvin G. Shimm, *Professor of Law (Emeritus)*
Kenneth D. Sibley, *Senior Lecturing Fellow*
Allen G. Siegel, *Senior Lecturing Fellow*
Leonard B. Simon, *Senior Lecturing Fellow*
Scott L. Silliman, *Senior Lecturing Fellow*
E. Carol Spruill, *Senior Lecturing Fellow*
Katherine Topulos, *Senior Lecturing Fellow*
Charles Verrill, *Senior Lecturing Fellow*
Stephen Wallenstein, *Senior Lecturing Fellow*
Jane R. Wettach, *Senior Lecturing Fellow*
Douglas P. Wheeler, *Senior Lecturing Fellow*
M. Gordon Widenhouse, Jr., *Senior Lecturing Fellow*

Admissions



The Law School strives to treat each applicant fairly and with candor. The following description of the admissions process at Duke is presented with that objective in mind.

Admissions Standards

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

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

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

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

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

Admission Procedures: J.D. Program

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

1. Completed application form obtained from Admissions Office, Duke University School of Law, Box 90393, Durham, North Carolina 27708-0393. Telephone (919)613-7020. Email: admissions@law.duke.edu. Internet: <http://admissions.law.duke.edu>.
2. Three completed reference forms, one of which should be written by an appropriate academic dean at the undergraduate school last attended. It is suggested that the other reference forms be written by professors who have personal knowledge of the academic performance and potential of the applicant. References compiled and submitted by an established Career Planning and Placement Office at the applicant's undergraduate school will be accepted. Although academic references are preferred, applicants who have been out of school for some time may substitute letters from employers or others who are well acquainted with their personal traits and intellectual potential.
3. A non-refundable processing fee of \$65. This application fee is not waived except in cases of documented extreme personal hardship.
4. Scholarship assistance form. All applicants are required to return this form; those not wishing to be considered for scholarships may so indicate on the form.

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

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

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

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

Applicants who visit the Law School are encouraged to talk with currently enrolled students, and may attend a class and meet with an admissions representative if the visit is scheduled in advance.

Each applicant extended an offer of admission will be given a reasonable amount of time to respond. Written offers of admission will be sent to admitted candidates specifying the amount of deposit and other conditions required to hold a place in the class. A waiting list is established in late spring and held open until the registration

date. Offers are extended to applicants on the waiting list as withdrawals occur during the summer.

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

Admission Procedures: Summer Joint Degree Programs

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

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

Other Joint Degree Programs

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

Master of Legal Studies

Admission to this degree program is limited to persons who have achieved distinction in law-related professional work or who are pursuing law-related graduate degrees in other fields. Application to the program proceeds in exactly the same manner as for the J.D. program, with the single exception that the LSAT is not required of applicants who have taken the Graduate Record Examination in their primary field of study. Applicants who wish to substitute the GRE score should have an official report sent to the admissions office.

Reactivating Admissions Files

If an applicant has applied for admission in a previous year and was not extended an offer of admission or chose not to enter during that academic year, he or she may request that the file be reactivated for consideration by the Admissions Committee. The applicant should update his or her personal statement and resume at that time. A nonrefundable fee of \$65 is charged for processing the application, and a check or money order for this amount must accompany the request for reactivation of the file. The

applicant will not be required to re-register with the Law School Data Assembly Service (LSDAS) unless he or she retakes the LSAT after initially applying to the Law School. An updated transcript will be required to document academic work completed but not reflected on the last LSDAS report received by Duke. Application files are retained for three years.

Transfer Policy

In order to be considered for admission to Duke, a transfer applicant must present evidence of the satisfactory completion of one year of study at any law school that is a member of the Association of American Law Schools, and be eligible for readmission to that school. To be given serious consideration for admission, an applicant should rank at least in the top third of the class. Two academic years of law study must be completed at Duke.

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

1. A non-refundable processing fee of \$65;
2. Letter of certification from the dean of the law school attended;
3. References from two law professors who have personal knowledge of the academic performance and potential of the applicant;
4. Certified transcript of all grades earned in the first year of law school;
5. A copy of undergraduate transcript and LSDAS report.
6. Law school class rank.

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



Graduate Study in Law

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

University and Law School Rules

Students are subject to the rules and regulations of the university and the Law School that are currently in effect, or those that in the future may be promulgated by the appropriate authorities of the university. A copy of the Law School Rules is available for review in the Law School Library and on the Law School's World Wide Web site: <http://www.law.duke.edu>. Every student, in accepting admission, indicates a willingness to subscribe to and be governed by these rules and regulations. The student also acknowledges the right of the university to take such disciplinary action, including suspension and/or expulsion, as may be appropriate, for failure to abide by these rules and regulations of academic misconduct, or for other conduct adjudged unsatisfactory or detrimental to the university.

Duke University is a 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 World Wide Web site: <http://admissions.law.duke.edu/>.

Financial Information



The cost of providing a legal education of the quality offered by Duke is high and has been steadily increasing. An annual report of the Law School explains in moderate detail what those costs are, and how they are met; a copy is available on request. As the report reveals, the Law School is substantially subvented by the university from its endowment sources. In addition, the Law School has some resources of its own, including generous annual giving support from its alumni. Nevertheless, the bulk of the cost of the program must be borne by the students who receive it.

Tuition

J.D., LL.B., and M.L.S. Candidates. For the academic year 2001-2002 entering students in the J.D. program, transfer students, and candidates for the M.L.S. degree will pay a full year's tuition of \$28,250. Students pursuing the J.D./A.M. or the J.D./LL.M. in the summer entering program will pay an additional \$9,700 in tuition for the summer term. Entering students must pay their fall tuition by August 13, 2001. The tuition refund policy is set forth below.

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

Graduate Degree Candidates. Students pursuing the LL.M. degree will pay tuition of \$28,250 in 2001-2002 for their single year of instruction. S.J.D. candidates must enroll for two years; tuition for the S.J.D. program for 2001-2002 is set at \$28,250.

Other Fees

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

Student Health Fee. A mandatory student health fee of \$478 (\$239 per semester) is charged to all Duke University students. Hospital insurance is available. Cost for the academic year 2001-2002 is \$814 for a single student, \$1,747 for family coverage. The hospital insurance policy coverage is for one year.

Absentia Fee. Duke Law School students spending one semester or all of their final

year of law school at another law school shall be charged an in absentia fee for the semester or semesters "visiting" at another law school. The fee is the greater of (1) ten percent of Duke Law School tuition or (2) the amount that Duke Law School tuition exceeds the tuition at the "visited" school. The fee shall not exceed two-thirds of Duke Law School tuition. Students visiting at Duke will receive no scholarship assistance from Duke Law School.

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

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

Parking Fee. Students wishing to drive to the campus must register a car for the university's parking lots at an annual fee of \$85-\$190, depending on availability of spaces in various open or gated lots.

Academic Transcript Fee. The university will charge a one-time academic transcript fee of \$30.

General Expenses

Applicants should be aware that the following general expense estimate was compiled in the spring of 2000, and for future years appropriate revisions may be necessary to reflect inflationary increases. The best estimate of total living costs for a nine-month academic year excluding tuition and fees is approximately \$14,168 for a single student. Included in the above cost-of-living estimate are current expense levels for lodging, board, books (approximately \$1,200 if purchased new), supplies, transportation, and personal effects. First-year students are also required to own a computer, which can cost up to \$4,000 for a notebook computer. Financial aid awards in most cases cannot be based on proposed budgets in excess of these figures.

University Policies for Payment of Accounts

Payment of Accounts for Fall and Spring. The Office of the Bursar issues invoices for tuition, fees, and other charges approximately four to six weeks prior to the beginning of classes each semester. The total amount due on the invoice is payable by the invoice due date which is normally one or two weeks prior to the beginning of classes. If full payment is not received by the due date, a late payment charge as described below will be assessed on the next invoice and certain restrictions as stated below will be applied. Failure to receive an invoice does not warrant exemption from the payment of tuition and fees nor from the penalties and restrictions. Entering first year students are required to pay tuition, fees, and other charges by August 13, 2001. Students not receiving a bursar invoice should telephone the bursar's office at (919) 684-3531 to request an invoice.

Penalty Charge. If the total amount due on an invoice is not received by the invoice due date, a penalty charge will be assessed from the billing date to the due date of that invoice. The penalty will be assessed on the subsequent invoice at an annual rate of 16 percent applied to the past due balance on that invoice. The past due balance is defined as the previous balance less any credits received and any payments received on or before the due date. Students receiving loans and/or scholarships should submit in writing by the late payment date on the invoice to the bursar's office each semester the name and amount of each loan that will satisfy the bursar's invoice to avoid penalty charges. Penalty charges will be assessed students who do not provide loan information to the bur-

sar's office each semester— no exceptions. Mail payments to: Bursar, P.O. Box 651032, Charlotte, NC 28265-1032.

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

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

1. In the event of death or a call to active duty in the armed services, a full tuition refund is granted.
2. If a first-year student withdraws after the tuition due date for the summer or fall term, up to 50 percent of tuition may be nonrefundable, if the Law School is unable to enroll another qualified applicant because of the student's late withdrawal. First-year students who withdraw after the beginning of classes for the summer or fall term are ineligible for any tuition refund.
3. In all other cases of withdrawal, students or their parents may elect to have tuition charges refunded or carried forward as a credit for later study according to the following schedule:
 - a. withdrawal before the beginning of classes—full refund;
 - b. withdrawal during the first or second week—80 percent;
 - c. withdrawal during the third through fifth week—60 percent;
 - d. withdrawal during the sixth week—20 percent
 - e. withdrawal after the sixth week—no refund; but
 - f. tuition charges paid from grants or loans will be restored to those funds and will not be refunded or carried forward.

Scholarship Assistance

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

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

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

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

Merit Awards. The Law School competes for students with the top institutions in

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

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

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

Upperclass 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 upperclass students, except for the Estate Planning Conference Scholarship, which was endowed by the Estate Planning Council of Duke University and is awarded to a third-year law student with a particular interest in estate planning and the David H. Siegel Scholarships established by Allen G. Siegel of the Class of 1960, in memory of his father.

Title IV Loan Assistance

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

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

Satisfactory Status Policy

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

Non-Need Based Loan Assistance

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

your credit bureau. For more information about credit bureaus or resolving credit problems, write to: Public Reference, Federal Trade Commission, Washington, DC 20508.

Federal Work Study

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

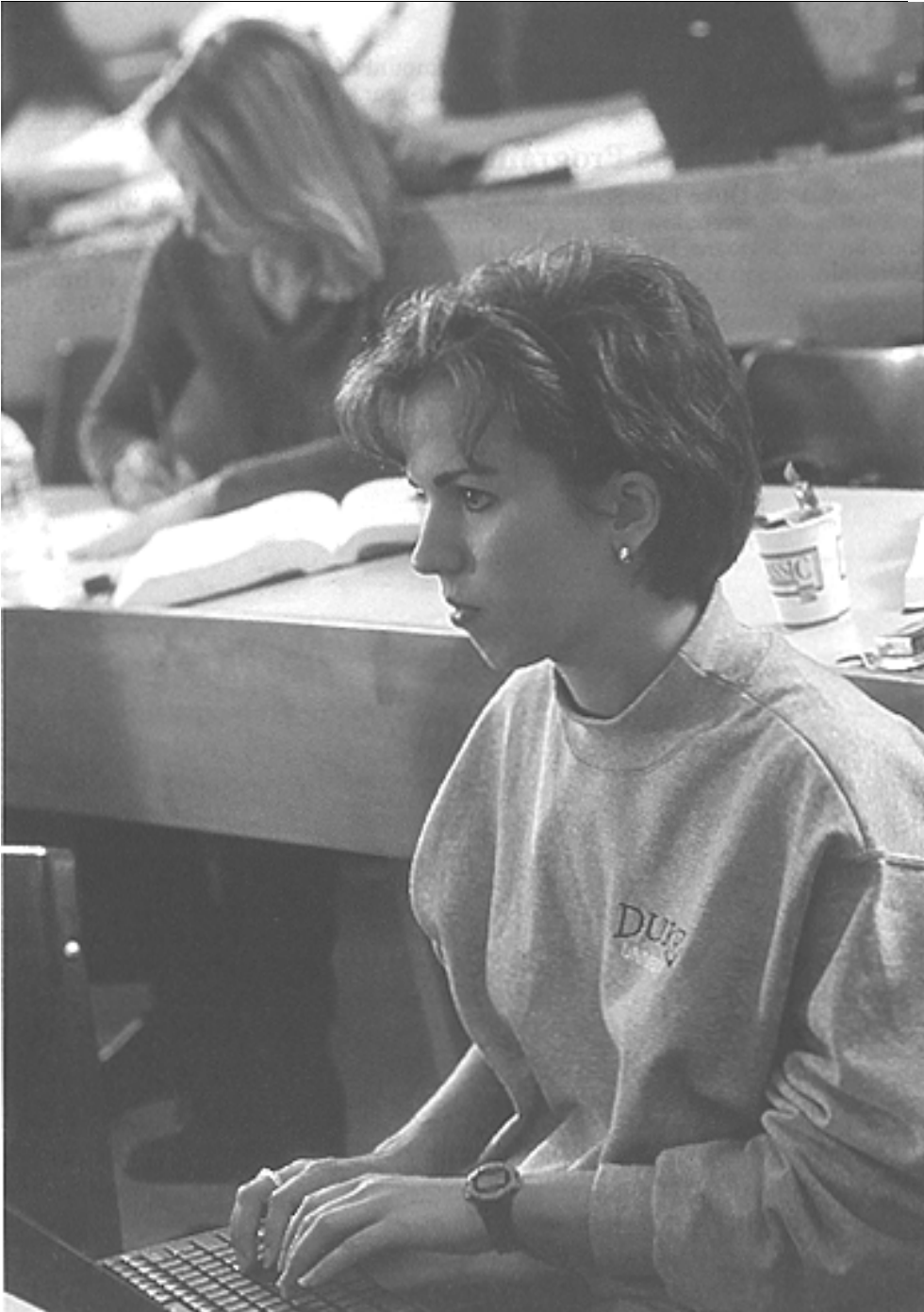
Loan Forgiveness Program

Since 1988, Duke Law School has had a loan forgiveness program which assists graduates who accept low-paying public interest or government employment to repay their law school loans. Funds disbursed through this program take the form of a grant. More information about the very generous terms of this program is available from the Office of Admissions and Financial Aid or through the Law School's World Wide Web site: <http://www.law.duke.edu/admis/financialaid.html>.

Visiting Students

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

Scholastic Standards



Grading

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

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

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

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

Good Standing

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

A student will be placed on probation if (1) in the first year, the student has attained a grade-point average of less than 2.3 but not less than 2.0 and who has received failure

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

Maximum and Minimum Course Loads

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

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

Attendance and Preparation

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

Auditing Courses

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

Examinations

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

Submission of Papers

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

Independent Study

A student may take no more than three semester-hours of independent research toward their Juris Doctor degrees. A J.D. student also enrolled in the LL.M. program may take for credit not more than four semester-hours of independent research. Students enrolled in the one-year LL.M. program may take for credit not more than

three semester-hours of independent research as described under Rule 2-3. All independent research that is taken for credit must be approved by a member of the faculty. The student shall submit as the end product of independent research a paper of the kind generally submitted in seminars (see Policy 3-5), which shall be graded by such member of the faculty on a credit/fail basis [cf. Rule 3-1(2)(c)]. Students may not satisfy core course requirements for any of the Law School's degrees through independent research. Any proposals for independent research supervised by faculty other than members of the governing faculty, which, for this purpose, includes full-time visiting faculty and emeritus faculty, must first be approved by the senior associate dean for Academic Affairs.

Ad Hoc Seminars.

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

Research Tutorials.

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

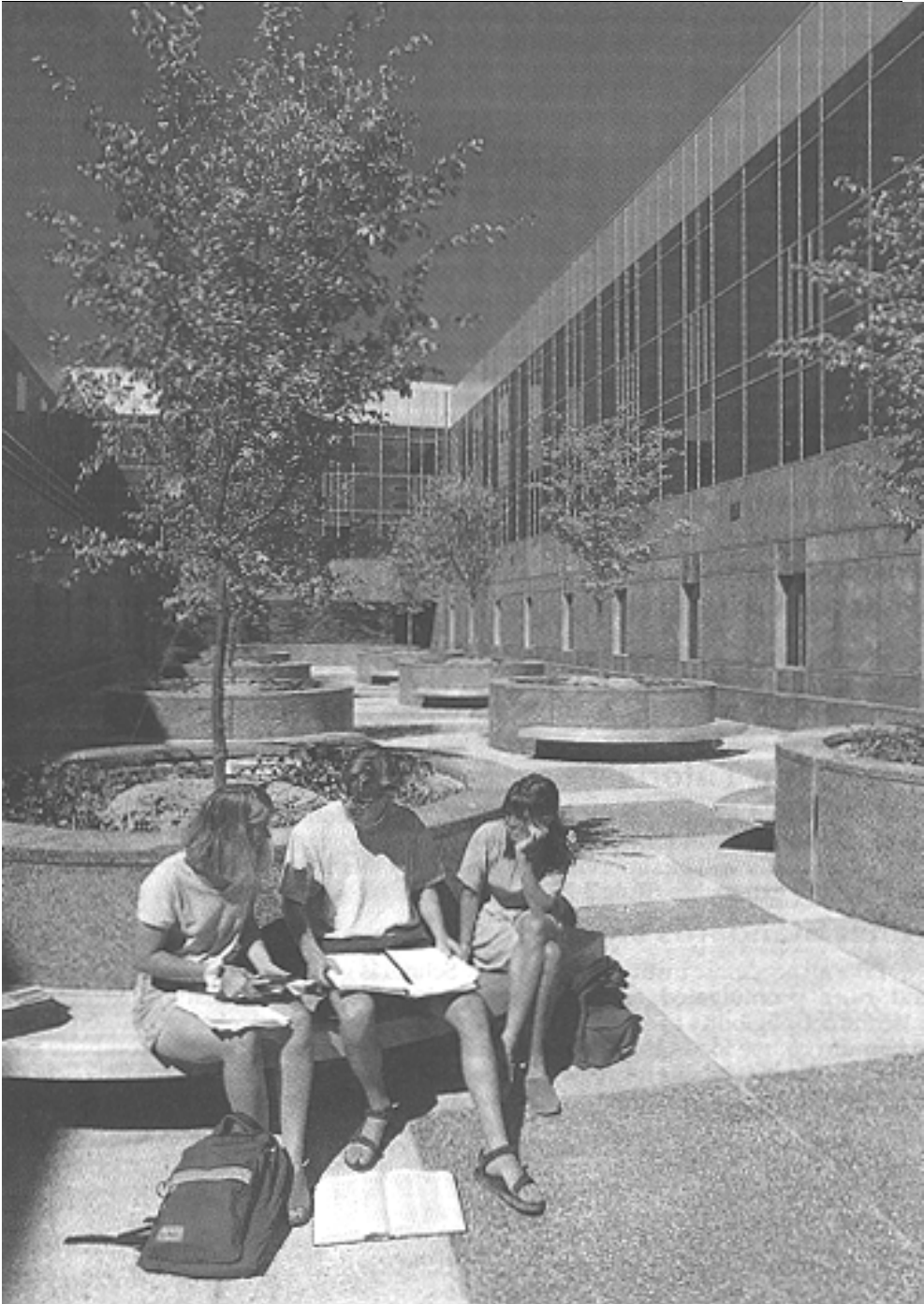
Externship Tutorials.

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

Other Standards and Rules

Like all academic institutions, the Law School is governed by scholastic standards and rules promulgated by the faculty, which cover such matters as academic misconduct, eligibility to continue the study of law, academic probation, minimum and maximum course loads, examinations, and registration procedures. A complete copy of these rules is available for review in the Law School library and on the Law School's World Wide Web site at <http://www.law.duke.edu/general/info/rules.html>.

Curriculum



Course Offerings

Duke Law School has an extensive curriculum site on the web. Go to www.law.duke.edu/curriculum for more information about courses, links to faculty profiles, registration information, and the schedule for the 2001-2002 academic year.

FIRST YEAR CURRICULUM

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

120. Constitutional Law. An examination of the distribution of and limitations upon governmental authority under the Constitution of the United States. Included are study of the doctrine of judicial review of legislative and executive action, the powers of Congress and the president, the limitations on state governmental powers resulting from the existence or exercise of congressional power, and judicial protection against the exercise of governmental power in violation of rights, liberties, privileges, or immunities conferred by the Constitution. Instructor: Epps or Van Alstyne. 4.5 units.

130. Contracts. The formation and legal operations of contracts, their assignment, their significance to third parties, and their relationship to restitution and commercial law developments; the variety, scope, and limitations on remedies; and the policies, jurisprudence, and historical development of promissory liability. Instructor: Bartlett, Haagen, Reichman, or Weistart. 4.5 units.

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

160. Legal Analysis, Research, and Writing. An introductory study of the various forms of legal writing and modes of legal research. Through an integrated approach to writing and research, the course begins by analyzing the components of judicial opinions and ends with the students independently researching and writing a sophisticated appellate brief. The principal goal of this course is the mastery of the basic tools of legal analysis, the principles of legal writing, and the techniques of legal research using both print and online resources. Instructor: Chapin, Dimond, Ludington, Magat, Ragazzo, or Rice. Year-long course— total 3 units; per semester. 1.5 units.

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

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

Upper-Class Curriculum

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

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

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

MASTER OF LAWS COURSES

190. Distinctive Aspects of United States Law. This course will introduce international students to several of the distinctive aspects of U. S. law in the context of international business disputes litigated in U. S. courts. The focus of the course will be

on civil litigation including the dual federal and state court system, the discovery process under the Federal Rules of Civil Procedure, the use of expert witnesses by parties, class actions, the civil jury, and punitive damages. Instructor: Metzloff. 2 units.

195. Legal Analysis, Research, and Writing for International Students. A research and writing tutorial designed to introduce international students to the techniques of case and statutory analysis as well as the tools and methods of legal research. Students are expected to complete written assignments and memoranda of law. Instructor: Evans or J. Maher. 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. Instructors: Bignami or Schroeder. 3 units.

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

207. Sports and the Law. Sports occupies a central place in modern society. It constitutes a significant sector in the economy and an important form of cultural expression. This course examines the legal relations among the various parties in sports at both the professional and amateur levels. Particular attention will be given to the importance given to the maintenance of competitive balance and its impact on traditional notions of competition that apply in other business settings. Contracts law, antitrust law, and labor law provide the essential core for the investigation of issues in this course. In addition, this course seeks to provide an informed perspective on the financial and business structures that define the industry. Instructor: Haagen. 3 units.

210. Business Associations. Surveys the law providing ground rules for the organization, financing, and internal governance of corporations and other forms of business associations such as partnerships and limited liability companies. Considers the relationships between the law and other institutions. In-depth study of fundamental changes in corporate structure such as mergers and takeovers. Given trends toward increasing globalization in capital markets, draws comparisons with the law of other countries (the United Kingdom, other members of the European Community, and Canada). Examines portions of the federal securities laws that most closely affect the organic law of the corporation: federal regulation of the system of proxy voting in public corporations and of tender offers, and federal restraints on insider trading. Instructor: Cox or DeMott. 4 units.

215. Commercial Transactions. A study of basic policy choices made in the structuring of the law governing commercial transactions. The course serves as an introduction to debt arrangements, bankruptcy, secured lending, and payment systems. Particular attention is given to the use of the law to allocate losses among commercial parties and to promote or disadvantage particular interests. An important objective of the course is developing student skills in dealing with highly integrated statutes, the Uniform Commercial Code, and the Bankruptcy Code. Law 215 and Law 287 (Principles of Commercial and Bankruptcy Law) have a substantial overlap, and enrollment in one

precludes enrollment in the other. The courses differ in their relative emphasis on bankruptcy law. Instructor: Weistart. 4 units.

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

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

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

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

232. Employment Discrimination. A study of the law of employment discrimination, focusing mainly on federal law prohibiting race, sex, age, and handicapped discrimination. This course provides a basic knowledge of statutory coverage, standards, procedures and proof, and avenues of relief. Class discussion emphasizes important issues arising in current cases: for example, reverse discrimination versus affirmative action, the controversial "comparable worth" concept in equal pay litigation, and the "bottom line" defense to test invalidation. Instructor: Jones. 3 units.

235. Environmental Law. Examination of rapidly growing body of law concerned with interrelationships between human activities and the larger environment. Focus on rationales for environmental protection; risk assessment and priorities; attributes of markets and of government policies; choice of policy instruments for environmental protection; roles of different branches and levels of government, and nongovernmental actors; interplay of scientific, economic, social, and other factors in development and consequences of environmental law. Topics analyzed in the contexts of common and statutory law regimes for air, water, hazardous waste and toxics, resource use, and biodiversity and ecosystems. Focus on U. S. legal system; some foreign and global contexts. Instructors: Schroeder or Wiener. 3 units.

236. International Human Rights: the Fundamentals. Addresses questions concerning the basis for an international human rights system that would pose limits to states' treatment of their own nationals, including fundamental rights of individuals throughout the world in relation to governments, and who may legitimately articulate and enforce such rights, and through what mechanisms. Instructor: Morris. 1 unit.

238. Ethics and the Law of Lawyering. Examination in detail of the "law of lawyering" relating to such issues as the formation of the attorney-client relationship, conflicts of interest, confidentiality, communications with clients, and areas where specific rules and regulations controlling lawyer behavior are in effect. Professional responsibility issues must be examined in light of applicable court decisions, statutory rules, and administrative regulations. Beyond the legal dimension, this course also seeks to address the more aspirational concerns relating to a lawyer's role in American society. This is a required course. Instructors: J. Coleman, Conley, Metzloff, or Newman. 3 units.

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

245. Evidence. A study of the theory and rules governing presentation of evidence to a judicial tribunal, including the concept of relevancy; character evidence; judicial notice; real and demonstrative evidence; expert testimony; authentication of writings; the best evidence rule; competency, impeachment and rehabilitation of witnesses; hearsay and the exceptions to its exclusion; and privileged communications. Instructors: Beskind or Mosteller. 3 units.

250. Family Law. A study of legal and policy issues relating to the family, including marriage and divorce. Topics include requirements to marriage, unmarried cohabitation, marital contracts, equitable distribution at divorce, spousal support, child custody, and child support. In addition to a three-hour final examination, all students must negotiate a separation agreement. Instructor: Childers-Dellinger. 3 units.

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

260. Financial Information. Many attorneys are required to evaluate financial data, notably financial statements from corporations, on a regular basis. The need is not limited to corporate attorneys; indeed litigators in securities, antitrust, malpractice, or general commercial litigation frequently must analyze financial information. This course serves to both introduce basic accounting principles and practices and their relationship to the law, as well as to study a number of contemporary accounting problems relating to financial disclosure and the accountant's professional responsibility. Students with accounting degrees, MBAs, or who have taken more than a couple of accounting courses are not permitted to enroll. Instructor: Bylinski. 3 units.

264. Special Topics— Lectures. Instructor: Law faculty. 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: Epps or Van Alstyne. 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: McGovern and Gilbert. 2 units.

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

274. Law of the Sea. Public international law of the sea, focusing on the divisions of the sea (internal waters, territorial sea, contiguous zone, exclusive economic zone, high seas, deep seabed) and the legal regimes applicable to them. Addresses drawing baselines, determination of maritime boundaries, navigation on, above and under the sea, fisheries, and exploitation of the mineral resources of the ocean and its seabed. Instructor: Robertson. 1 unit.

275. International Law. Introduction to public international law including: the nature and sources of international law; its place in national and international decision

making, and its impact on United States law; the positions of international organizations, States, and persons in the international legal system; principles concerning State sovereignty, territory, and jurisdiction; foreign sovereign immunity and the act of State doctrine; the law of treaties; State responsibility; international dispute settlement; the use of force; the roles of the United Nations. Provides a survey of the field and a platform for more specialized international courses. Students with strong international interests are advised to take this course as early as possible. Instructor: Byers. 3 units.

276. Constitutional Design. This tutorial will focus on the aptness of particular institutional configurations for the problems of particular countries, or on issues of adoptability, or on intended and unintended consequences of adopting specific institutions. Emphasis on institutions appropriate to societies severely divided by ethnic or other cleavages, but other topics are possible. Instructor: Horowitz. Variable credit.

277. Introduction to International Development. Study of international development from a normative point of view. Probes the goals of international development viewed in the context of the technical methods used to advance them; includes views and perspectives on the issues presented by foreign assistance. Focus on international and bilateral aid regimes, use of participatory and grassroots development versus centralized planning, application of appropriate technology, and the relationship between development and health and population; the environment, women's rights, indigenous peoples, and the interaction of development and human rights. Examines transplanting legal institutions and law from developed and developing countries to developing countries. Instructor: Admay. 3 units.

278. Legal Responses to War Crimes, Genocide, & Crimes Against Humanity. The course will examine the developments of the last decade at both the international and national levels regarding the investigation and prosecution of war crimes, genocide and crimes against humanity. Case studies will include the establishment and work of the International Criminal Tribunals for the former Yugoslavia and Rwanda, the Extraordinary Chambers in Cambodia, and the Independent Special Court in Sierra Leone, domestic prosecutions in the Balkans and Rwanda, the courts of East Timor, the Pinochet precedent, and the negotiations for the permanent International Criminal Court. Instructor: Sheffer. 1 unit.

280. Jurisprudence. A historical examination of the development of legal philosophy from ancient times to contemporary period. Detailed examination of Aristotle's work on justice, his concept of political life in the ideal state. Study of various schools of natural law and areas in which natural philosophy enters contemporary legal thought. Time devoted to development of modern legal positivism and various types of legal philosophy derived from it, such as legal realism and contemporary work exploring basic analytical structure of the legal system. The course will give students the historical and philosophical background to engage in discussions of contemporary jurisprudential issues. Instructors: Christie or Stone. 3 units.

283. Current Issues In International and Comparative Law, I. This tutorial is designed primarily for students enrolled in the JD/LLM program. The topics will be drawn from current events as well as from the ongoing cases and controversies in the international and comparative fields. Offered in Fall only. Instructor: Morris. 1 unit.

284. Current Issues In International and Comparative Law, II. This tutorial is designed primarily for students enrolled in the JD/LLM program. The topics will be drawn from current events as well as from the ongoing cases and controversies in the international and comparative fields. Offered in Spring only. Instructor: Morris. 1 unit.

285. Labor Relations Law. A study of the law of labor-management relations, centering upon the National Labor Relations Act, as amended. This course investigates

problems involved in the regulation of industrial conflict (strikes, picketing, boycotts, and unfair labor practices), the establishment of the collective bargaining relationship, the negotiation and enforcement of the collective agreement, the arbitration of disputes under the agreement, the relationship between the union and its members, and the protection of individual and minority rights. Since the course concerns a field regulated by statute, it provides an excellent opportunity to hone statutory interpretation skills. Instructor: Culp. 3 units.

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

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: Rowe. 2 units.

295. Trusts and Estates. An examination of noncommercial property dispositions, both testamentary and inter vivos, including the following topics: intestate succession, wills and will substitutes; creation and characteristics of trusts; powers of appointment; problems in trust and estate administration. Instructor: Shaw. 3 units.

ADVANCED COURSES

301. AIDS Law. Covers issues raised by clients with HIV/AIDS. Recommended for those intending to enroll in Law 400 (AIDS Legal Assistance Project); also open to students who do not intend to take Law 400; may be taken concurrently with Law 400. A multidisciplinary approach including collaboration with medical and marketing specialists, social workers, and clients. Topics include estate planning, AIDS pharmaceuticals, public benefits, health care, permanency planning for children and other family law issues, insurance and employee benefits, public health, employment, housing and employment discrimination, torts, private lawsuits, criminal law. Paper required in lieu of exam. Instructor: McAllaster. 2 units.

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

304. American Legal Profession in Historical Perspective. Evaluates the moral and professional judgment of diverse American lawyers who have played prominent roles in our national life since 1776. The development of the American legal profession. Its courts and its schools will be portrayed as a response to a political environment that was in turn a consequence of unusual social and economic conditions. Much of the work is material drawn from biographies of American lawyers who played notable roles in

diverse causes, public controversies, and institutions. Covers the period 1776 to 1950. Instructor: Carrington. 3 units.

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

307. Business Torts. The focus of many tort cases has shifted from personal injury to economic losses caused by fraud, misrepresentation, and interference with contractual relations and prospective advantage. This course will consider a wide range of business related tort causes of action, the procedures by which they are litigated, and the strategies and tactics used by attorneys primarily in the interest of the health care industry. Instructors: McGovern. 3 units.

309. Children and the Law. Survey of laws concerning children, including responsibilities of state and family of the child; legal treatment of abused and neglected children; medical treatment of children; adoption; treatment of children accused of crimes; child labor laws. Focus on U. S. laws and policies, as well as international and comparative analysis. Comparison of the role of government in the care of children in the U. S. and other nations' courts to determine eligibility for adoption and treatment of children accused of crimes. The course will address the International Convention on the Rights of the Child. Instructor: D. Coleman. 3 units.

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

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

315. Complex Civil Litigation. An advanced civil procedure class with a focus on the problems of large multiparty and multiforum civil cases and how courts and litigants deal with them. Includes joinder devices, especially (but not only) class actions; federal multidistrict transfer and consolidation; big-case discovery problems; judicial case management techniques and issues; and ways of accelerating or terminating potentially or actually protracted cases including settlement, alternative dispute resolution, representative trials, and claims processing facilities. May include such matters as attorney fee awards; preclusion; and possible reforms. Instructor: Rowe. 3 units.

316. Wrongful Convictions: Causes and Remedies. An interdisciplinary examination of both the principal problems that lead to the conviction of the innocent and leading proposals for reform. A collaborative venture led by Cardozo Law School, the home of the nation's first Innocence Project; schools throughout the United States meet via video-conferencing technology. Topics include mistaken eyewitness

identification; false confessions; junk forensic science; the role of forensic DNA testing; post-conviction remedies for innocence claims; the use of "jailhouse snitches" and cooperating witnesses; incompetent defense counsel; police and prosecutorial misconduct; the problem of innocence and the death penalty; and the legal, practical, and ethical issues that arise between journalists and lawyers investigating claims of wrongful conviction. Instructors: J. Coleman and Newman. 2 units.

322. Copyright Law. Instruction in advanced copyright law with particular emphasis on contemporary practice, theory, and current literature in the field. Substantial attention will be paid to issues in the Internet environment (for example, copyright protection and infringement liability in cyberspace). Instructor: Reichman. 3 units.

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

324. Corporate Restructuring. This course will focus on some of the important managerial problems associated with corporate restructuring, for example, business ventures that are strategically important, particularly projects related to new expansion, acquisitions, management buyouts, leveraged buyouts, divestments, and recapitalization. Both financial and strategic tools and techniques will be emphasized. Specific financial topics included will be alternative economic criteria, interpretation of study results and their use in decision making, and strategic valuation. The point of the course is that strategically important decisions must be based on sound analyses of both the financial and the strategic implications of the decision. Instructors: Bradley and Viswanathan. 3 units.

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

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

329. Education Law. This course will introduce students to the law and policy relating to public education (K-12) in the United States. It will examine the authority of the state to compel school attendance, regulate the content of the curriculum and control the behavior of students and their teachers. Issues of equal education opportunity will be covered. Including school desegregation, school financing, and special education for the handicapped. Students will be exposed to the interplay of local, state and federal law in the governance of public schools. Instructor: Wettach. 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. A paper and participation in two simulated appeals are required, and enrollment is limited to 24 students. Instructor: Beale. 3 units.

331. Law and Science: Legal Perspectives on Scientific Evidence. Acquaints nonspecialists with some of the scientific principles playing an increasingly important role in the resolution of legal disputes. Uses discussion, lecture, problems and simulations to introduce broadly applicable scientific principles, such as hypothesis building and testing, probability, statistical inference, and the experimental method. Examples from diverse disciplines, including medicine, epidemiology, biotechnology, economics, statistics, engineering, and the social sciences. Considerable emphasis on problems with scientific expert testimony in light of recent U. S. Supreme Court cases and federal and state rule changes. No scientific background required. Instructor: Conley. 3 units

334. Partnership Taxation. Tax treatment of two common forms of business enterprise that are essentially treated as "conduits," resulting in only one level of tax paid by partners and S corporation shareholders. Tax consequences of organizing, operating, and liquidating partnerships and S corporation. Instructors: Brody. 2 units.

335. Economic Analysis of the Law. The course begins with a brief overview of elementary microeconomic theory, using examples drawn from various legal fields. It then explores the theory that the development of the common law can best be explained as a pursuit of efficient legal rules. Finally, application of economic theory to selected special topics in the law is examined. Instructor: Culp. 3 units.

336. Economic Regulation in Japan. Examination of the economic regulations of Japan in comparison with the United States, (primary focus on Japan) by exploring some basic assumptions and differences of their regulatory approaches. Characteristics of regulatory styles discussed in the context of deregulation and privatization, centralized versus decentralized control, consensus-based versus rule-oriented regulations. Students contribute by choosing topics of individual interest such as telecommunications, distribution, financial institutions, land use and housing, employment and labor, and medical care and welfare. Instructor: Fujikura. 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. Various criminal law issues and constitutional law questions are also examined. Consideration of such issues as the definition of "animal" as applicable to anti-cruelty statutes, the doctrines of strict liability and negligence related to injuries caused by animals, the collection of damages for harm to animals, establishing standing for animal suits, first amendment protections, and the nuances of various federal laws. Instructor: Reppy. 3 units.

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

341. Food and Drug Law. Introduction to basic principles of food and drug laws and examination of how significant doctrines of constitutional, administrative, and criminal law have been elaborated and applied in the food and drug context. The United States Food and Drug Administration has a pervasive role in American society: it is often said that the agency regulates products accounting for twenty-five cents of every dollar spent by consumers. Exploration of the complex interplay of legal, ethical, policy,

scientific, and political considerations that underlie the FDA's regulatory authority, its policy-making, and its enforcement activity. Instructors: Shapiro and Zoffer. 3 units.

342. Federal Courts. Ways in which federalism and the separation of powers affect federal courts and relations with other branches and the states. The jurisdiction of the federal courts, original and appellate: justiciability, Congressional authority to define and limit, diversity and federal question jurisdiction, removal, and supplemental jurisdiction; some aspects of the law applicable in federal court: *Erie*, federal common law, implied rights of action, civil rights actions and immunities of officials and governments; statutory and decisional abstention requirements; and judgments: direct review of state and federal decisions, federal-state resjudicata, and collateral attack via habeas corpus. Instructor: Rowe. 4 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. Instructor: Bartlett. 3 units.

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

348. Intellectual Property and Software Protection. This is a course in the intellectual property law primarily applicable to computer program and software protection and related technological subjects. The course includes instruction in relevant doctrines from copyright, patent and trade secret law, and trademark and unfair competition law. There is no prerequisite, though prior instruction in basic intellectual property will be helpful. Instructor: Lange. 2 units.

352. International Business Transactions. A case-study approach to drafting and negotiating documentation for complex, multi jurisdictional international business transaction. Primary focus on the legal and practical aspects of multinational transactions, particularly in emerging markets; secondary focus on the broader political, social, and normative implications of such transactions. Topics include: international licensing, joint ventures, international securities offerings, concessions, debt swaps, and privatization. Instructor: Verrill. 2 units.

354. International Human Rights. Topics include protection of human rights in the framework of the UN; legal and historical analysis of the 1948 Covenants including Optional Protocol; the system of the European Convention on Human Rights; reasoning and deciding of the Commission and the Court, and a comparison with American courts. Discussion of some problems including "generations of human rights" and possible conflicts between them; possible tensions between protection of minorities; meaning of the international criminal tribunals; relationships between civil rights, citizenship and globalization; compatibility between affirmative action

procedures and individual rights; philosophical foundation of human rights. Instructor: Law faculty. 2 units.

355. Land Use Planning. This course will explore ways in which legal and non-legal means are used to resolve conflicting land use claims. Topics will include common law controls; local, regional, and state planning devices; zoning; environmental controls; growth management strategies; aesthetic controls, and more. Attention will be given to legal, political, and economic factors in decision making about who should control the use of land and how it should be done. Instructor: Underkuffler, L. 3 units.

356. Transnational Dispute Resolution in United States Courts. An account of international litigants who frequent American courts. A study of the recognition and enforcement of arbitration agreements and awards. Emphasis is on procedure. The course is directed at problems, calling for interpretation of federal jurisdictional statutes and rules of court, and laws including the Federal Arbitration Act and the Foreign Sovereign Immunities act. Enforcement of custody decrees, service of documents abroad, taking evidence abroad, letters of credit. Instructor: Carrington. 3 units.

358. International Organizations. An examination of the legal issues involved in the structure, functions, and operations of the United Nations and other international organizations within the international systems. Special attention will be given to International Organizations in Europe. Instructor: Law faculty. 2 units.

360. International Taxation. An examination of the federal income tax imposed on income earned in foreign countries either by citizens and residents of the United States or by foreign corporations that are controlled by citizens and residents of the United States. This course also includes a study of the federal income tax imposed on nonresident aliens and foreign corporations on their income derived from United States sources. Prerequisite: Law 255 or consent of instructor. Instructor: Shaw. 2 units.

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

362. Law in Emerging Issues: Russia and the Former Soviet Union. Analysis of legal aspects of business, trade, and investment in emerging market companies. Focus on the experience in Russia and other nations of the former Soviet Union. A concentrated and practical understanding of the problems associated with business, trade, and investment, as well as policies and conditions that determine specific issues. Topics covered include legal environment; company law and securities regulation; regulation of foreign investment; currency and foreign exchange; taxation; intellectual property protection; corruption and its implications; judicial reform and dispute resolution. Instructor: Newcity. 3 units.

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

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

371. Products Liability. A general survey of the substantive law of products liability including tort law with an emphasis on strict liability in tort, contract law with an

emphasis on warranty, and legislation and administrative law. A review of federal and state rules of civil procedure, particularly regarding discovery, as they apply in the products liability context. Finally, a focus on a limited number of specialized product areas to consider theoretical and practical aspects of handling products liability litigation. Instructors: McGovern and Rice. 3 units.

372. Professional Liability. The past fifteen years have seen a significant increase in the number, as well as the complexity, of claims asserted against professionals. The potential liability of attorneys, accountants, doctors, architects, and other "professionals" is a matter of great importance given the significant resources expended in providing professional services in the United States. This course will analyze the contours of liability principles in professional malpractice cases in the context of the legal, medical, and accounting professions. In addition, this course will study the interaction of malpractice cases with professional ethics and the theory of self-regulation. Instructor: Law faculty. 3 units.

373. Origins of Environmental Legislation. Examines philosophical and historical origins of modern environmental movement. Topics include conservationism, preservationism, transcendentalism, the views of several religions toward the environment, deep ecology, and the rights of or obligations toward animals and future generations. Includes interest group theories of legislation, public choice theory, theories that relate legislation to sectional rivalries, or to one group of firms raising competitors' costs, and civic republican explanations of environmentalism. Focus on the origins—political, intellectual, cultural—of specific environmental laws, concentrating on those enacted in the period 1969 to 1980. Instructor: Schroeder. 3 units.

374. Constitution in Cyberspace. Covers ways in which cyberspace makes a series of constitutional problems more difficult, easier, or just more interesting. Class reviews some of the utopian and dystopian literature about the Net's likely effects on issues ranging from property and community, to the news media and popular sovereignty. Focus on the First Amendment, and privacy, in addition to equal protection and procedural due process. Instructor: Boyle. 3 units.

375. International Intellectual Property. Survey of international intellectual property law as reconfigured by the new universal standards of protection embodied in the TRIPS agreement, which is a component of the Agreement Establishing the World Trade Organization of 1994. Focus on the legal and economic implications of the new international intellectual property standards in the light of prior Conventions, with particular regard to such topics as patents: copyrights and related rights, trademarks, integrated circuit designs, trade secrets, and industrial designs. Prerequisite: Law 270. Instructor: Reichman. 3 units.

380. Research Methods in International, Foreign, and Comparative Law. A survey of methods, techniques, and strategies for international, foreign, and comparative legal research, including the efficient use of LEXIS, WESTLAW, and the Internet. Examination of treaty law, the law of international organizations, European Union law, civil law and other foreign legal systems, and international litigation and business transactions. Students complete several research projects, including an annotated bibliography, on topics 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: Topulos. 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; subjects dealt with include the functions of the Securities and Exchange Commissions, registration and disclosure requirements and related civil liabilities, "blue-sky" laws, proxy solicitation and reporting requirements, broker-dealer regulation, the self-regulatory functions of the exchanges, and the regulation of investment companies. Instructor: Cox. 3 units.

385. Securities Regulation II. This class will focus on selected current issues in securities regulation and financial institution regulation. The selected issues will be explored in fact-specific settings from a client-oriented, hands-on perspective. One of the fact settings will involve a complete review of a major corporate transaction, such as an acquisition, recapitalization, or leveraged buyout. Emphasis will be placed on identifying the specific legal issues involved and evaluating the range of alternatives available to the client to achieve its business objective. Instructor: Hart. 2 units.

388. Social Science Evidence and Law. Social science evidence has come to play an increasingly important role in civil and criminal cases at all levels of American courts. It is used, for example, in cases involving issues of trademark infringement, obscenity, discrimination, identification of criminal offenders, potential jury prejudice, misleading advertising, eyewitness reliability, sexual assault, self defense, dangerousness, and the fashioning of remedies. 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. In exciting and innovative areas of legal practice, companies have been raising money through structures intended to separate assets from risks associated with the company. Assets are then dedicated to repayment of capital market securities. Structured finance or asset securitization brings together fundamental legal disciplines, including bankruptcy, securities law, corporation law, secured transactions, finance, and tax. Topics include commercial financing techniques and concepts, guarantees, loan agreements, letters of credit, interest rate, and currency swaps; how capital markets work, rating agencies, cross-border and transnational considerations. Development and analysis of finance transactions. Consideration of ethics. Instructor: Schwarcz. 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. If enrollment allows, practical drafting assignments will partially replace the final examination. Prerequisite: Law 270. Instructor: Lange. 2 units.

396. GENomics and the Law. This course will address the principal U. S. and international legal implications of the new genetics and of modern genetic technology. In particular, we will examine how these scientific developments challenge the law and policy that governs intellectual property, privacy, discrimination, criminal prosecutions, reproductive rights issues, family structures, and human manipulation of the environment, including the subject of genetically modified crops. Instructor: D. Coleman. 3 units.

CLINICAL COURSES

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

405. Appellate Practice (Clinical Course). Primarily taught by members of the federal judiciary. Covers the appellate process and the proper techniques involved in brief writing and oral advocacy. Each student is required to write an appellate brief with another student. In November, students may argue their briefs before members of the Moot Court Board before arguing for a grade before a visiting federal judge. Recommended for students who plan to participate in the Dean's Cup Moot Court

Competition in the spring. The problem assigned will be the same one used in the competition second semester. Although the course is helpful for Dean's Cup, it is not a prerequisite for participating in the competition. Students who cannot take the course are eligible for Dean's Cup. Instructor: Reppy. 2 units.

420. Civil/Criminal Trial Practice (Clinical Course). An introduction to the civil and criminal litigation process and attendant skills. Emphasis on the interactions between attorneys and witnesses and between lawyers and juries by use of simulation and videotape pedagogy. Areas of inquiry include opening statements, closing arguments, direct- and cross-examination of lay and expert witnesses, objections, introduction of evidence, and trial preparation. Each student completes the course requirements by participating as counsel in a full jury trial. In the spring semester, instruction is concentrated in the first half of the semester. It begins with an intensive weekend of instruction in January. Prerequisite: Law 245. Instructor: Becton, Beskind, Cowan, Fuller, Sandra Johnson, Kuniholm, or T. Maher. 3 units.

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

426. Dispute Resolution Clinic. This course will rely extensively on actual observation of alternative dispute resolution events such as court-ordered arbitrations and mediations, as well as a series of simulated ADR programs. The course will include detailed readings relating to specific ADR processes, including emphasis on empirical studies. Simulations will involve complex civil disputes, including some focus on mass tort cases. Instructors: Metzloff and McGovern. 2 units.

430. Criminal Litigation (Clinical Course). An examination of the lawyering process in criminal cases from the point of view of the criminal justice practitioner. Using videotape simulation, students will participate as attorneys in simulations of various stages of the criminal justice process from initial interview through trial, with special emphasis on pretrial proceedings. The clinical phase of the seminar requires each student to practice with criminal justice practitioners pursuant to the North Carolina Rules Governing Practical Training of Law Students. Placements include district attorneys, the public defender, and private defense counsel. Prerequisites: Law 226, 245, and 420. Instructors: T. Maher and Widenhouse. 4 units.

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

440. Advanced Issues in Estate Planning and Taxation (Clinical Course). An examination of the problems and techniques of estate planning and administration, including the income taxation of trusts and estates. Students prepare planning recommendations and draft related documents for hypothetical clients. Prerequisites: Law 255, 295, 326 (may be taken concurrently), and 340. Instructor: Shaw. 3 units.

445. Forensic Psychiatry (Clinical Course). This course is designed to provide the student with a working knowledge of the major areas of interface between psychiatry and law. Basic concepts of clinical psychiatry and psychopathology will be highlighted. Attorney and psychiatrist roles in the commitment process, right to treatment and right to refuse treatment, competency to stand trial, and criminal responsibility will be explored. Discussion of assigned readings, short lectures, interviews and observation of patients involved in legal proceedings, films, guest speakers, and field trips will form the basis of the course. Instructor: Sally Johnson. 3 units.

448. International Development (Clinical Course). This clinic is primarily concerned with assisting developing countries with legal research related to designing and implementing the framework legislation and regulation necessary for development. Where the courts make use of foreign and international law in interpreting constitutional and statutory law, the clinic will provide research support. Students and particular ministries of South Africa will have responsibility for legal issues facing the new nation as it seeks to promote development and overcome a history of inequitable legal arrangements and policies. Prerequisite: Law 277. Instructor: Admay. 4 units.

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

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

470. Poverty Law (Clinical Course). Study of poverty, poverty programs, and the United States civil justice system. Topics include history of access to justice, demographics of poverty, a skills workshop on client-centered interviewing, food and income programs, health law, economic development, family law, employment, housing, and education. The class meets two hours per week. There is a twenty-hour field requirement and assignments to post on web discussion board. The course grade is based on a twenty-thirty page paper. Instructor: Spruill. 3 units.

SEMINARS

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

503. Athletics and Antitrust (Seminar). An examination of the economic structure of professional and college sports and the antitrust implications of centralized control through leagues and associations. Among the matters to be considered are the antitrust issues raised by rules controlling player movement, league control of franchise relocation, limitations on ownership rights, NCAA control of broadcast arrangements, and restrictive definitions of amateurism. Prerequisite: prior or concurrent enrollment in Law 285. Instructor: Weistart. 2 units.

505. Biotechnology and Chemical Patent Practice and Policy (Seminar). Explores the doctrines and issues that arise with respect to the patenting of biotechnological and chemical inventions. Focus on the patenting of pharmaceuticals, life forms, DNA sequences, cell lines, and similar technologies as well as the interaction of the patent system on other aspects of our society. The biotechnology revolution and the corresponding commercialization of biotechnological discoveries impact the search for and dissemination of knowledge, the academic environment, the implications for taxpayer funded research, medical research and the public good, the economics of food production and farming, and the lesser developed countries that provide raw materials for pharmaceutical inventions. Prerequisites: recommended but not required: Law 270 and a scientific and technical background. Instructor: Magri. 2 units.

506. Critical Race Theory (Seminar). The legal scholarship of black and other legal scholars on the relationship between race and the law. The influence of race on the interpretation and formation of law in constitutional and statutory settings. Examination of materials including cases, law review articles, books, and nonlegal material. Purpose: to permit participants to answer whether there can be a black perspective on the law, and what such a perspective has to say about substantive areas of the law including constitutional law, torts, property, and criminal law. Also, how black legal scholarship fits in with extensive feminist legal scholarship and other "parochial" concerns in this age. The concern that "black" is used to mean only black men, not black women. Instructor: Culp. 2 units.

507. Chinese Company and Security Law (Seminar). An intensive seminar on Chinese securities law. Instructor: Law faculty. 1 unit.

508. Chinese Law and Society (Seminar). Survey of Chinese legal thought and practice in the People's Republic of China. Focus on the relation of law to social ideals, to social change, and to politics. Consideration of socialist theories of law, conventional criminal and civil processes, informal and extrajudicial institutions, international law, and trade law. Prior familiarity with Chinese history or politics is unnecessary. Instructors: Gao and Ocko. 3 units.

509. Chinese Legal History (Seminar). A survey of Chinese legal history that focuses on late imperial law in the Qing dynasty (1644-1911). Attention given to the legal transformations in the twentieth century. Examination of the way in which a legal system creates and reflects a society's structures and values in a mutually interactive process that constructs a particular "legal sensibility." Readings drawn from Chinese codes, cases, and "detective novels" as well as, for comparative purposes, from European and American legal history. No previous background in Chinese history is required or expected. Instructor: Ocko. 3 units.

512. Comparative Public Law and Policy: Ethnic Group Relations (Seminar). An interdisciplinary seminar to appraise various approaches to the reduction of conflict in deeply-divided societies, primarily in Asia and Africa. Substantial attention will be paid to the nature of ethnic identity, the sources of group conflict, and the forms and patterns it takes. Consideration will be given to methods of analyzing social science materials and utilizing them for the design of policies, laws, and institutions. Approaches include federalism, regional autonomy, electoral law, parliamentary and presidential arrangements, programs to prefer under-represented ethnic groups in education,

employment, other spheres of economic activity. Emphasis on forecasting and evaluating the impact of alternative approaches. Instructor: Horowitz. 3 units.

513. Campaign and Election Law (Seminar). Examination of the legal issues that arise during the course of local, state, and federal political campaigns and on election day, plus related areas. Subject matter areas addressed in the general order faced by, and from the perspective of, a typical campaign. Topics include precandidacy activities, campaign finance laws, Federal Elections Commission and state boards of election, regulation of paid political advertisements, defamation, interaction with other political interest groups (for example, parties, PACs, and independent expenditures), enfranchisement and registration, election day issues, challenging voting results, and redistricting. Instructor: H. Dellinger. 2 units.

515A. Government, Business, and Public Policy in the Global Economy. Course will study the evolving relationship between business and government at all levels, with emphasis on the federal level. The first half of the course will focus on the U. S. Congress. How does Congress make decisions on issues of primary concern to business? How is it affected by outside influences, such as the media, campaigns, other branches of government, public perceptions, and interest groups? How has its interaction with that environment changed over time? The course will then apply principles derived from this study to other levels of government. Final section of the course will probe the existing relationship between multinational corporations and nation-states, and how the relationship is changing in the "global economy." Instructor: Kaufman. 3 units.

515B. The Congress (Seminar). Examination of the institution of the Congress, concentrating on the operation of the Congress within our constitutional system, and forces and constraints influencing the decisions of members. The role of constituents, interest groups, the media, staff, the congressional leadership, and the administration are examined. Topics critically examined include: campaign finance reform and congressional ethics, the budget process, committee structure and the role of committees, and the processes of legislating, conducting oversight, and approving nominations and treaties. A major component of most classes is a case study, researched and presented by student teams. Also taught as Public Policy Studies 264S. Instructors: Kaufman and Schroeder. 3 units.

516. Access to Civil Justice (Seminar). This seminar deals with several policy areas affecting access to civil justice in the United States, selected other nations of English legal heritage, and various civil-law jurisdictions. Topics include restrictions on "unauthorized practice of law"; liability or nonliability of losers for winning parties' attorneys' fees; attorney advertising; antitrust restrictions on anticompetitive conduct by lawyers' organizations; legal-expense insurance; class actions and entrepreneurial lawyering; and legal aid. Instructor: Rowe. 2 units.

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

520. Theory of Constitutional Adjudication (Seminar). Examination of the role of the Supreme Court and problems of method in deciding constitutional issues. Topics include uses of constitutional text, history and "original intent," structure, precedent, and moral or philosophical values. Coverage of mainstream and critical perspectives

on constitutional theory— liberal, conservative, Critical Legal Studies, feminist, and Critical Race Theory. Seminar concludes with illustrative application of theoretical approaches to recent or current major cases or controversies. Prerequisite: Law 120. Instructor: Rowe. 3 units.

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

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

523. Contracting Around (Seminar). Contracting around explores the scholarly debate surrounding and judicial treatment of agreements designed to modify statutory and common law rights and duties. The course will focus on agreements that attempt to control access to the courts, and to alter obligations relating to tort, employment, medical care, land use, marriage, and bankruptcy. Instructor: Haagen. 2 units.

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

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

527. Employment Discrimination: Advanced Topics (Seminar). Focus on the problems of complex employment discrimination litigation. Topics include psychological and behavioral aspects of discrimination, systemic discrimination, class actions involving pattern and practice claims, remedies, and settlements. Consideration of hostile work environment claims and the overlap between race and gender as a case

study, using materials developed in actual cases. Exploration of mediation as a means of resolving employment discrimination claims prior to litigation. Prerequisite: Law 232. Instructor: Jones. 2 units.

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

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

532. Advanced Issues in Agency Law (Seminar). Seminar focuses on current issues in the common law of agency, the body of law applicable to consensual relationships in which one person consents to act on behalf of another person and subject to that person's control. Agency is a common law subject of wide scope that cuts across a number of doctrinal boundaries. Prototypical examples of agency relationships include those between real estate and other specialized agents and their clients, between employees and employers, and between officers and corporations. Instructor: DeMott. 2 units.

535. Financial Holding Companies Law (Seminar). A survey of the statutory, administrative, and litigation background behind the development of insurance agency, securities brokerage, and securities underwriting powers for the banking and thrift industries, and the development of deposit-taking activities for the insurance and securities industries, culminating with an in-depth focus on the provisions in the Gramm-Leach-Bliley Act respecting 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.

539. Ethics in Action (Seminar). The class will function as an ethics committee considering current issues and ethics inquiries based upon actual disputes. The participants, working in small groups, will draft detailed ethics opinions that the full class will consider, revise, and the like. Instructors: Metzloff and Mine (Director of the NC Ethics Committee). 3 units.

541. The Nonprofit Sector (Seminar). The subject of the course is the vast and diverse sector of the economy composed of not-for-profit organizations. The topics to be covered include their economic function, the tax laws covering them, abuses of their special status, and policy issues regarding them. Instructors: Shaw. 2 units.

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

bank regulatory system; and the treatment of common problems for financial institutions managing assets under multiple regulatory formats. Instructor: Lybecker. 2 units.

543. Federal Practice of Civil Rights and Civil Liberties (Seminar). A study of advanced constitutional law and federal practice, working through a series of problems to provide: (a) familiarity with the principal federal statutes (procedural, substantive, and remedial) used in civil rights litigation; (b) their judicial interpretation and application; and (c) a consideration of frontier constitutional issues. Instructor: Van Alstyne. 3 units.

544. International Politics and International Law (Seminar). Exploration of the interface between international politics and international law as discussed in the academic literature of both international relations and international law. Consideration of a series of case studies of situations in which international politics and international law have interacted— and continue to interact— in interesting ways. Case studies will include the customary international law of the sea, the Pinochet Case, and the standard of compensation for the expropriation of foreign-owned property. The goal of the course is to link the theory of international relations and international law to real life examples, in the hope that further insights will thus be gained into the complex relationship between international politics and international law. Prerequisite: Law 275. Instructors: Byers and Keohane. 3 units.

546. Advanced Constitutional Law (Seminar). This seminar meets two hours each week. Students are permitted to enroll either in the fall for 2 credit hours or in the spring for 2 credit hours. The subject matter for the fall seminar will be the major cases of the term of the Supreme Court that ends in July 1999. The subject matter of the spring semester will essentially be the major cases the Court will be considering for the 1999-2000 term. The reading material for the seminar is substantial. For pending cases, and for some prior cases, we read material drawn from both of the parties' briefs, major amicus briefs, the opinions below, and transcripts of oral arguments before the Court. Papers are required. Instructor: W. Dellinger. 2 units.

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

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

549. Governance, Responsibility, and Crime in the Public Corporation (Seminar). This seminar will examine three related but distant themes common to discussing the misbehavior of the public corporation. Misbehavior is defined broadly to include poor

financial performance, the manufacture of unsafe products, the pollution of the environment, and criminal misconduct. The first theme is how the current structure of the corporation contributes to its malfunctioning. To this end, we will examine the experiences of other countries that have different ownership structures. The second theme is how we define responsible behavior and the costs and benefits of asking corporations to be responsible citizens. The final theme is the mechanisms within the criminal justice system for imposing misconduct of others. Instructor: Cox. 2 units.

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

551. Independent Feature Film Production, Finance, and Distribution (Seminar). Focus on the business and legal issues faced by independent feature film producers in today's marketplace including traditional and new sources of financing; the producer's relationships with authors, writers, publishers, composers, actors, directors, cinematographers, editors, and the production crew; and conventional acquisition, development, production, release, distribution, and exhibition agreements. Basic working knowledge of the motion picture industry is presupposed. Intended primarily for students who are seriously interested in becoming independent feature film producers. Course requirements include extensive research and drafting, some negotiations, and a video production. Prerequisite: Law 270. Instructor: Lange. 2 units.

552. The Romance of American Law: Lawyers in American History (Seminar). Evaluates the moral and professional judgment of diverse American lawyers who have played prominent roles in our national life since 1776. Explains why it has so commonly been said that American law is a jealous mistress. Its purpose is to encourage Duke law students to invest some part of their careers in public life at the local, state, or national levels. The theme is that the legal profession has a collective duty to the Republic that must be performed by those individuals who sense it, and that ought to be nurtured in university law schools. That responsibility was widely recognized in the eighteenth and nineteenth centuries and is the historic justification for university legal education in America. Instructor: Carrington. 3 units.

554. International Criminal Law (Seminar). Examination of the law of crimes criminalized by international treaty or custom, including war crimes, genocide, crimes against humanity, piracy, slave trade, certain forms of terrorism. Study of historical background since World War I, current developments including proceedings of the International Crime Tribunals for the former Yugoslavia and Rwanda, future prospects including apparently imminent establishment of a permanent International Criminal Court. Also includes topics of intergovernmental cooperation in criminal matters (extradition, collection of evidence) relevant to the enforcement of criminal law. Instructor: Law faculty. 2 units.

555. International Environmental Law (Seminar). 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: Sand. 2 units.

556. Advanced Issues in Gender and Law (Seminar). This seminar provides the opportunity to conduct an in-depth research project in a structured setting, on a topic relating to gender and law. Seminar participants read and edit each other's work, and make class presentations on their own work. Assigned readings for the class are designed to identify and elaborate common themes and connections between the different student projects. 2 to 3 units. Prerequisite: Law 345 (may be taken concurrently). Instructor: Bartlett. 3 units.

558. International Sports Law (Seminar). Coverage of issues regarding governing bodies and individual athletes. Topics include: International Olympic Committee, structures not operating under the Olympic umbrella; link between Olympic and non-Olympic sports; sources of revenue; dispute resolution; individual athlete eligibility issues, drug use and testing; contractual opportunities; the role of politics in international sports. Instructor: Law faculty. 2 units.

562. International Dispute Settlement (Seminar). Considers a range of international dispute settlement mechanisms from a comparative and practical perspective including negotiation, fact finding, mediation, conciliation, arbitration, and adjudication. Focus on the International Court of Justice and the Law of the Sea Tribunal, the World Trade Organization and the dispute settlement mechanisms of the North American Free Trade Agreement, the European Court of Human Rights and other human rights treaty-based mechanisms, and mixed arbitration. Guest speakers include a number of practitioners with experience before these various dispute settlement bodies. Instructor: Byers. 2 units.

563. Jewish Law (Seminar). 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.

564. Judicial Perspectives on Complex Litigation (Seminar). Seminar explores the judiciary's role in managing complex litigation. This role is at times controversial, as our adversarial system adjusts to having judges who do more than simply respond to issues and concerns raised by the advocates. Despite these concerns, judges have become increasingly active in managing such litigation. Focus on how judges should meet their responsibilities for ensuring the "just, speedy, and inexpensive" resolution of cases. Attention given to specific grants of authority, such as Rule 16 and the class action rules, as well as the inherent authority of courts to control the proceedings before them. Visiting judges address issues of importance in judicial handling of complex litigation. Instructors: McGovern and Metzloff. 2 units.

565. International Law on Foreign Investment (Seminar). Explores in detail the international foreign investment law regime. Examines the standard of treatment of foreign investment under international law and the existing mechanisms to settle investment disputes. Review of the latest efforts to develop a Multilateral Agreement on Investment. Emphasis on the evolving nature of the regime and its impact on U. S. foreign investment, including novel questions such as the relationship between investment and the environment, labor, and corruption. Discussion of problems pertaining to the challenges of globalization, privatization efforts, the role of multinational corporations and domestic regulation. Instructor: Posadas. 2 units.

567. Global Capital Markets (Seminar). Integrates macroeconomic policy, events, and announcements with asset market movement, asset valuation, and volatility in a variety of financial markets/instruments in the modern context of globalized capital markets. Explores the standard topics of equity and fixed-income investing as well as venture capital, derivative products, commodities and currency trading, country risk analysis, and multinational costs of capital. Involves much topical reading as well as

summer reading in preparation for the start of class in fall. Eight to ten outside speakers will discuss the topics covered in order to ground the class in practical applications and strategy. Instructors: Leachman and Wallenstein. 3 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: Cornell. 3 units.

569. Legal Dynamics of the Start-Up Environment (Seminar). Course is designed to provide first-hand experience with the legal and business issues faced by venture-backed enterprises. Each student enrolled in class will be assigned to a company and mentor. Students will commit to spending at least six hours per week with the organization. Students will be invited to participate in a series of workshops hosted by the Council for Entrepreneurial Development. Instructors: Frey and Lange. 2 units.

571. Law Firm Practice (Seminar). Seminar explores the reality of legal practice in a variety of contemporary settings and organizations. Examines practice organizations including large and small private law firms, government agencies, prosecutorial offices, in-house counsel groups, and courts. Issues include the economics of law practice; the demands of professional and personal life; the goals, values, and ethics of lawyers in different practice settings; the ability to serve clients; the professional acculturation and training of young lawyers; and the responses of various practice organizations to issues of gender and race. Readings include ethnographic, sociological, and economic analyses of contemporary law practice. Instructor: Conley. 2 units.

573. Military Justice (Seminar). 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: W. Cox or Everett. 2 units.

576. Law and Anthropology (Seminar). This seminar introduces anthropological and other social science theories about the nature of law and disputing, explores the role of social science in studying the contemporary legal system, and considers the uses of anthropology and other social sciences as evidence. The seminar includes a review of the writing of anthropologists on comparative law and dispute resolution, discussion of a number of ways in which contemporary social theory is influencing our legal system, and analysis of recent studies of the workings of the jury and the dynamics of courtroom communication. Instructor: Conley. 2 units.

579. Mass Torts in Manifold Perspective (Seminar). 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 or Wiener. 2 units.

581. Psychology of Litigation (Seminar). The litigation process inherently involves psychological perceptions and evaluations. What causes people to pursue legal rights in the first place? Why does settlement of disputes occur? What causes litigants to prefer

different types of resolution forums? How do jurors respond to witnesses and other types of evidence? The seminar addresses these and other questions by reference to empirical social science literature. Instructor: Law faculty. 3 units.

582. National Security Law (Seminar). A study of the separation of powers in national security matters; presidential war powers; the War Powers Resolution; the role of the judiciary in national security matters; congressional and presidential emergency powers; operational Law and the Law of War; internal and personnel security; the Freedom of Information and Privacy Acts; access to national security information in the federal courts; and restraints on disclosing and publishing national security information. Instructors: Everett and Silliman. 3 units.

583. Philosophy of Law (Seminar). This seminar introduces students to philosophical thinking about law through a selective study of some of the main concepts that structure legal analysis in two substantive areas of the law: tort and crime. Our overall concern will be with the nature of liability for tortious injury and criminal wrongdoing: How is liability in these two areas to be justified? Does either form of liability express a coherent notion of responsibility or fairness? Or are these forms of liability perhaps better understood as instruments for achieving social utility or welfare? Are these exclusive options? Readings focus on such concepts as intention and motive, negligence, strict liability, causation, insanity and other excuses, punishment, and nuisance. 2 to 3 units. Instructor: Stone. 3 units.

584. Political Philosophy and Law (Seminar). Examination of theories of community in classical and contemporary philosophical sources. Also, readings in some anthropologists and sociologists as well as legal theorists (principally Lon Fuller). Special attention paid to the relationship between theories of community and theories of rights and to the role of rights discourse in various kinds of dispute-settlement processes. Short weekly reports and a term paper will be required. Instructor: Stone. 3 units.

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

586. Advanced Topics in Property Theory (Seminar). Seminar explores the idea of property, what it means, and its usefulness in resolving issues of current social conflict. A general consideration on the concept of rights will be examined by investigating philosophical readings on rights theories and critiques of those theories. Also the class will look at the particular right to property protection and examine the extent to which property can be usefully employed to resolve an array of current social issues. Instructor: Law faculty. 3 units.

587. Race and the Law (Seminar). Are we a colorblind society? Is English-only the way to go? Is there a model minority? Are Native American children better off with Native American parents? Should affirmative action be abolished? Are all women white and all blacks men? Was *Brown* right? Exploration of historical and contemporary treatment of race by courts and legislature. Examination of social and political forces that contribute to development of legal doctrine of education, employment, health care, interracial sex and marriage, public accommodations. Exploration of the definition of race, intersection of race and gender, interplay of race and class, juxtaposition of various ethnic groups, utility of biracial dichotomy in multiracial society. Instructor: Jones. 2 units.

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

590. Risk Regulation (Seminar). Pursues an integrated analysis of society's efforts to deal with risks of harm to humans and other life. Study of the science, economics, and policy of risk leading to an examination of specific reforms of the laws and institutions of risk assessment and risk management that are currently being debated in the Congress. Prerequisite: Law 235 or consent of instructor. Instructor: Wiener. 2 units.

592. Telecommunications Law (Seminar). This seminar explores contemporary issues in international telecommunications regulation, especially in the United States; emphasis will be on the future: the information highway; new technologies; and new legislative and market strategies in America and elsewhere in the world. Frequent guest lecturers. Prerequisite: Law 270. Instructor: Lange. 3 units.

593. Sexuality and the Law (Seminar). This is a course about how sexuality affects the structure and enforcement of legal rules and regimes, and how sexual orientation influences the application of legal rules to individuals in our society. Much of this course will center around discussions of gay, lesbian, and bisexuality, but the course will end with a section on heterosexuality. Instructor: Culp. 2 units.

595. Seminar Special Topics. Instructor: Law faculty. 4.5 units.

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

710. Advance Evidence: Children as Victims and Witnesses in Trial Process (Seminar). A decade ago, the "Day Care" cases in California, Minnesota, New Jersey, and North Carolina brought public attention to the area of child sexual abuse, which almost all agree damages an appalling number of children in our nation each year, and today a vigorous debate rages among social scientists about the degree to which false charges may be suggested to children by interviewers with preconceived views that abuse occurred. This seminar examines some of the legal issues involved in prosecutions where children are victims and witnesses, and in particular, child sexual abuse prosecutions. Instructor: Mosteller. 2 units.

714. Common Interest Communities and the Community. A substantial part of the American population has moved into condominiums, gated communities, and subdivisions that require membership in a homeowners association. This seminar will explore legal and social aspects of these communities along with the emerging co-housing movement. Instructor: French. 2 units.

715. Comparative Constitutional Law (Seminar). Compare the organizational structures of government in the United States, the United Kingdom, and the European Union. Topics covered include: constitutionalism, the separation of powers, delegation and review of administrative discretion, due process, the relationship between vertical layers of government, and the role of treaties and international agreements in domestic law. The purpose of comparison will be to introduce different approaches to legal control of government and to analyze the extent to which such approaches guarantee just, effective, stable, and accountable systems of government. Instructors: Beatson, Bignami, Hare, and Schroeder. 2 units.

716. Comparative Intellectual Property in the Digital Era. This course compares the law in the United States with law within the European Union and in other common law countries such as Canada and Australia, as it applies to: copyright protection for databases and computer-created works; copyright infringement on the internet, and by private copying; the circumvention of technological copy protection measures; the validity and infringement of patents for computer software, mathematical algorithms,

and automated business methods; the infringement of trademarks on the internet; and cyber squatting. Instructor: A. Christie. 2 units.

720. Digital Technologies (Seminar). An advanced copyright course which explores the legal and policy issues surrounding the protection and use of copyrighted works in a digital, networked world. Topics include the applications and circumvention of technological protection measures, Internet service provide 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: Law 322 or Law 270. Instructor: Southwick. 2 units.

722. Protection of Ethnic Minorities. Critical and comparative analysis of the notion of ethnic minority rights. International protection in a historical perspective: from the beginnings of toleration in the sixteenth century, through the sophisticated international system under the League of Nations to the present United Nations legal instruments. The 1995 Framework Convention for the Protection of National Minorities (Council of Europe) analyzed in context. Legal, philosophical, anthropological and political aspects addressed using various examples in international, regional and domestic law. Instructor: Haarscher. 2 units.

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

INDEPENDENT STUDIES AND TUTORIALS

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

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: Yang. 2 units.

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

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

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

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

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



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

640. Independent Research. Law students in their second and third year of the J. D. or LL. B. programs may undertake up to four semester hours of independent research in any academic year if the research is approved by a faculty member. Research will be graded on a credit/fail basis. Students undertaking independent research will meet regularly with the faculty member supervising the research in order to ensure contemporaneous discussion, review, and evaluation of the research experience. Instructor: Law faculty. 4 units.

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

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

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

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

SUMMER COURSES

Summer Curriculum for the Duke-Geneva Institute in Transnational Law

202G. Comparative Products Liability. Examines American and European products liability laws and the policies underlying these laws. Compares American products liability law and policy with that of various European countries and with the provisions of the EC Directive on products liability. Discusses the historical origins of modern products law and identifies the domain of products law, distinguishing those fact patterns that give rise to contract claims, ordinary tort claims, and products liability claims. Considers the prerequisites for a product liability claim beginning with the standard of liability in products cases. Considers damages issues including special American and European statutory limits on compensatory and punitive damages in products cases. Instructor: Law faculty. 2 units.

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

207G. Comparative Intellectual Property. This course will provide a practical introduction to the basic principles of intellectual property law, together with an

advanced exploration of particular issues in intellectual property, from multiple national and international perspectives. A solid grounding will be provided in each of the following topics: copyright, patent, and trademark law. This will be supplemented with a consideration of current issues in those and other areas of intellectual property such as copyright in the digital age, patent protection for biotechnology inventions, sound, shape, and smell trademarks, and protection for designs. Instructors: Christie and Dworkin. 2 units.

211H. Comparative Criminal Law. This course compares the common law and civil law legal systems of Hong Kong and the PRC. First, it examines international and domestic legal responses to financial crime with special reference to Hong Kong. Topics include corporate and organized crime, money laundering, confiscation and forfeiture proceedings, corruption, and the Independent Commission Against Corruption. Second, it introduces students to the criminal law and procedure of the PRC including the structure and sources of criminal law, classification and structure of offenses, criminal procedures, handling of cases within and outside the framework of criminal procedures, and issues of corporate liability and commercial crime. Instructor: Law faculty. 2 units.

213G. Constitutionalism and Social Change. This course will begin by examining the role of "constitutionalism" as an important feature in the design of modern, democratic states with a diverse population. What ideals and practices are suggested by this concept? To assess many of the pertinent issues, students in this part of the course will study the Canadian experience, including the achievements and stresses of a federal system of government; the adoption and application of the Canadian constitutional guarantees; and the scope for further constitutional reform. In particular, we will discuss the future of Quebec within or outside Canada. Can "constitutionalism" provide a principled solution to the contentious issue of Quebec secession? The course will also examine constitutional developments in South Africa. Among the topics raised will be: key constitutional documents and provisions; basic structures and institutions of federalism and human rights protection; constitutional amending processes; powers and methods of judicial review, illustrative cases in regard to freedom of expression and equality rights; the use of comparative constitutional law and "constitutional borrowing" by the South African Constitutional Court. A primary focus will be the extent to which foreign models of constitution-making and interpretation have influenced the dramatic constitutional changes in South Africa. 2 units.

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

225G. International Criminal Law. An examination of the ways in which states cooperate in the enforcement of their respective penal codes and of the enforcement of international criminal law. Topics include: extradition, transfer of prosecutions, international arrest procedures, and securing evidence abroad. Analysis of the Nuremberg and Tokyo Tribunals, International Criminal Tribunals for the former Yugoslavia and Rwanda, and the prospects for a permanent International Criminal Court. Instructor: Law faculty. 2 units.

238G. Human Rights, War Crimes, and Crimes Against Humanity. This course will focus on the enforcement of international criminal law, including the criminal provisions governing genocide, war crimes and crimes against humanity. The first part of the course will cover the historical and theoretical underpinnings of this field of law, with discussion of the Nuremberg and Tokyo tribunals, the International Criminal Tribunals for the former Yugoslavia and Rwanda, the national prosecutions for genocide and war crimes in Rwanda and Ethiopia, the truth commission in South Africa

and the prospects for a permanent International Criminal Court. The second part of the course will consist of an in depth consideration of the law and politics of the International Criminal Tribunals for the former Yugoslavia and Rwanda. 2 units.

255G. Comparative Secured Transactions. The course examines current and prospective developments in the law governing security interests in personal and real property. The comparative study illuminates the extent to which different legal approaches produce different rules and the effects of such differences on actual financing practices and the availability and cost of credit. The course gives students both a solid grounding in UCC Article 9 and an exposure to comparative law. Instructor: Law faculty. 2 units.

265G. European and Comparative Employment Law. The first term covers sources of European employment law and examines comparative aspects of the contract of employment, the law of dismissal, and the transfer of undertakings. The second term concentrates on European collective bargaining and the social dialogue. Course examines collective bargaining and social dialogue by focusing on developments in Great Britain's 1999-2000 partnership agreements. Instructor: Law faculty. 2 units.

290G. Introduction to American Law. The first term of this course offers an overview of how the American legal system came into being and came to have the form that it has. The second term will concentrate on the impact of American federalism on the civil litigation system. For non-U. S. students only. Instructors: Christie and Haagen. 2 units.

Asian-American Institute in Transnational Law

207H. Comparative Intellectual Property. An introduction to basic intellectual property doctrines from multiple national and international perspectives. The focus of the instruction will deal with computer program and data protection as well as certain issues arising from the development of a global information highway. Instructor: Law faculty. 2 units.

214H. New Frontiers in Securities Regulations: Derivatives and the Internet. The first term of this course covers the historical and market development of swaps and other derivatives. Topics covered include types and uses of derivatives, documentation issues, regulatory and supervisory concerns and selective case studies of regulatory and litigation issues respecting derivative instruments, transactions and implications. This portion of the course will emphasize market aspects and U. S. and English private law, as well as international regulatory efforts. An overview of financial markets and instruments will be provided on the first day, so prior exposure to financial law and/or transactions is not necessary. The second term of this course focuses on challenges to traditional models of securities regulation posed by the Internet and electronic communications. Topics covered include the development and regulation of alternative trading systems known as Electronic Communications Networks (ECNs), after-hours trading, public offerings through the Internet and the use of the Internet to bring buyers and sellers together in exempt offerings. This portion of the course will emphasize U. S. regulation. An overview of the regulatory framework will be provided on the first day, so prior exposure to the subject of securities regulation is not necessary. Instructors: Arner/Hillman. 1 unit.

218H. The World Trade Organization: The Adjudication of International Trade Disputes. This course provides students with an understanding of the WTO system as it applies generally and as it affects Asian countries in particular. The first term provides an overview of the WTO system. The Dispute Settlement Understanding is examined in terms of its structure. The course concludes with a review of the current status of the negotiations in the WTO Millennium Round, and of how those negotiations involve and affect Asian countries. Instructor: Law faculty. 2 units.

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

235H. Comparative Securities Law: China and Japan. The first term involves an analysis of the scheme of securities regulation in the PRC. The second term provides an overview of securities regulation from a comparative perspective, focusing on United States and Japanese laws. Instructor: Law faculty. 2 units.

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

242H. Health Care Regulation: Asian and Western Perspectives. The first term concentrates on three main themes. First, the patient's "right to know" in light of the "doctor's know best" attitude. Second, examines the regulation of the health care profession. Third, highlights the problems of integrating Chinese medicine with Western regulatory regimes. The second term covers American cases and statutory law on informed consent to treatment. The final week is devoted to studying current issues surrounding "managed care." Instructor: Law faculty. 2 units.

245H. Privatization in Emerging Markets. This course will offer a comparative examination of privatization in the developing world, from a legal, economic, and normative perspective. Case studies will be used from Latin America and Southeast Asia. The first term of the course will begin with a general introduction to privatization. The second term of the course will examine how Thailand, a developing country with a civil law background, designs its legal system to cope with an ever-changing market and economic environment. Instructors: Chua and Yoonaidharma. 2 units.

250H. South East Asian Law and the Impact of the Economic Crisis. This course begins with an exploration of the evolution of contemporary legal systems in South East Asia and the influences which have shaped them. The second half provides an in-depth country study of Thailand with a focus on Thai law and policy as it relates, for example, to the treatment of foreign investors and workers, foreign shareholding, and ownership of land before and after the crisis. Instructor: Law faculty. 2 units.

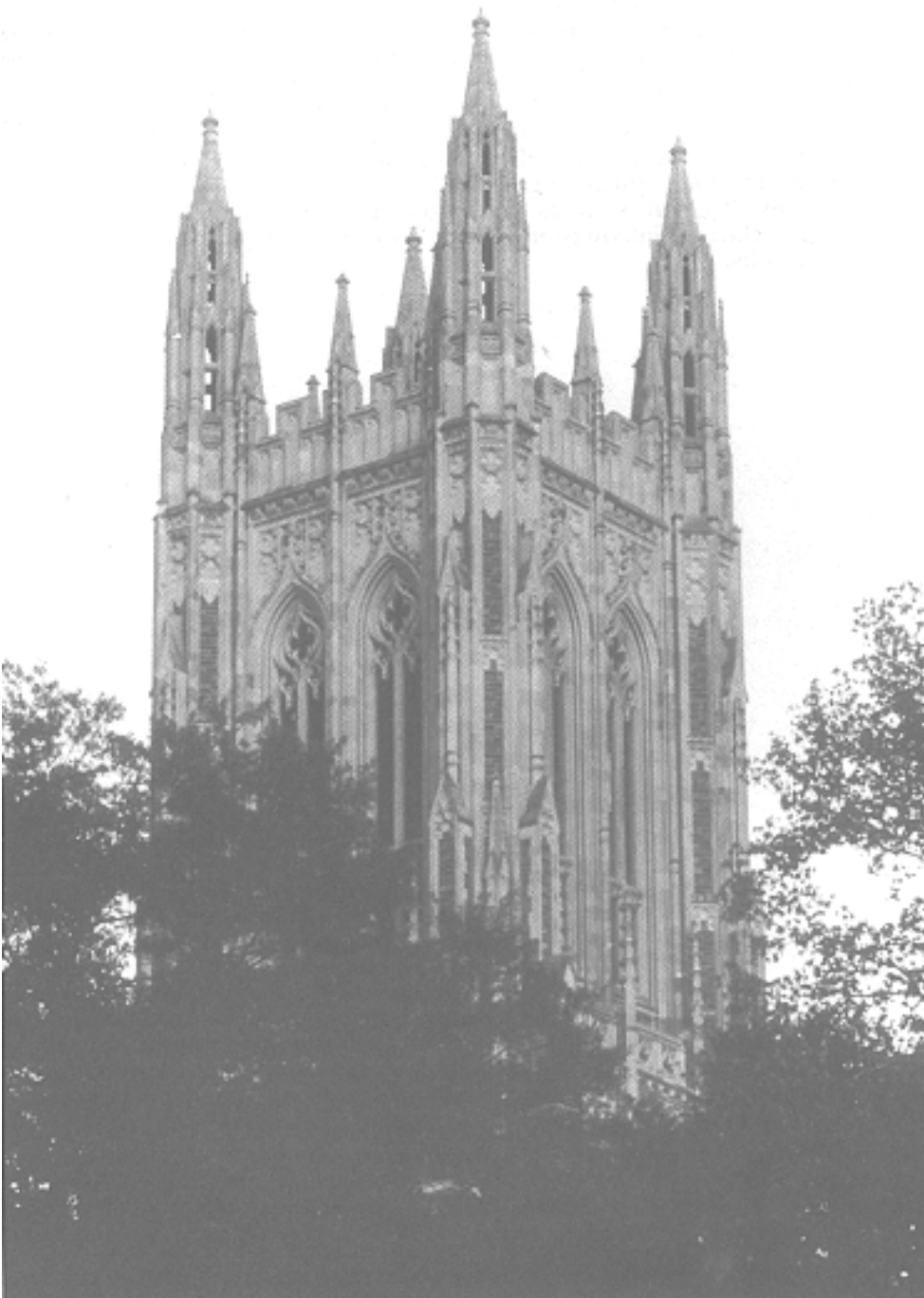
260H. Mergers and Acquisitions in China and Korea. The first term of this course will examine the development, current practice, and main issues of mergers and acquisitions (M & A) in China. The second term of the course will discuss various legal issues related to mergers and acquisitions in Korea.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

270H. Foreign Direct Investment in China. This course will examine key legal, administrative, and regulatory dimensions of foreign direct investment in China at two levels. The first term will approach foreign investment in China from a microeconomic perspective, while the second term will concentrate on the macroeconomic regulation

of inbound direct investment. The first term will consider foreign direct investment from both an organizational and contractual perspective. The second term will examine major features of the PRC legal, administrative, and regulatory environment for foreign direct investment. Instructors: Lam and Lewis. 2 units.

290H. Introduction to American Law. This course will provide a broad introduction to key elements of American law. A portion of the course will focus on recent United States Supreme Court cases that reveal important issues and concerns within the American legal system. In particular, the course will cover constitutional rights such as Due Process, Equal Protection, and First Amendment "freedom of speech" protection. The course will also provide an introduction to various aspects of the American litigation system, including the reliance on the jury; the growth of alternatives to litigation such as mediation and arbitration; and "discovery" procedures, including interrogatories and depositions. Instructors: Reppy and Rubinfeld. 2 units.

Degree Programs



The First Professional Degree in Law

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

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

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

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

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

Joint Degrees for Enrichment: Summer-Entering Programs

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

Students enter the joint J.D./M.A. (or J.D./M.S.) program in the summer before the first year of law school, undertaking part of the first-year law curriculum. Throughout their remaining six semesters in residence, students will combine their legal studies

with courses selected from the Graduate School curriculum, generally taking one or two Graduate School courses per semester during the first year and five more in the final four semesters, for a total of eight Graduate School courses.

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

Accelerated J.D. Program

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

Advanced Professional Degrees in Law

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

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

which offers instruction and practice in the kinds of written tasks facing American law practitioners.

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

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

Other Professional Degrees for Lawyers

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

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

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

Master of Environmental Management. The School of Law and Duke's Nicholas School of the Environment and Earth Sciences have established a combined four-year program of studies in law and graduate-level environmental management. The program gives students the opportunity to acquire knowledge about natural resources and environmental science which is critical in identifying and resolving legal issues with implications for the environment. Upon successful completion of the program, candidates

receive both the M.E.M. and J.D. degrees. Students in the J.D./M.E.M. program typically spend the first full year in the Law School and the following year in the Nicholas School. During the remaining two years, candidates can structure an elective program of combined study that meets the requirements of both programs. Students are required to complete 36 credits and a master's project in the Nicholas School. The J.D. degree requires 84 units of credit, 12 of which may be satisfied through work in the Nicholas School.

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

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

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

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

Ph.D. in Political Science. The Law School and the Department of Political Science offer a joint degree program combining a J.D. and a Ph.D. in political science. The coordinated course of study permits some reduction in the required course work for each degree. The program is intended to integrate in a comprehensive, rigorous manner the subject matter and methodology of both disciplines. Study may be undertaken in areas such as American government, political theory, comparative government, and international relations.

The joint program is extremely selective and demanding, requiring about seven years to complete. Only students strongly committed to careers for which holding professional degrees in both disciplines is very important should apply. Graduates of the joint program would be well-positioned to conduct research and to teach either in law schools or departments of political science or to pursue careers in government, international institutions, or the private sector.

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

hoc basis.

The Secondary Degree in Law

MASTER OF LEGAL STUDIES

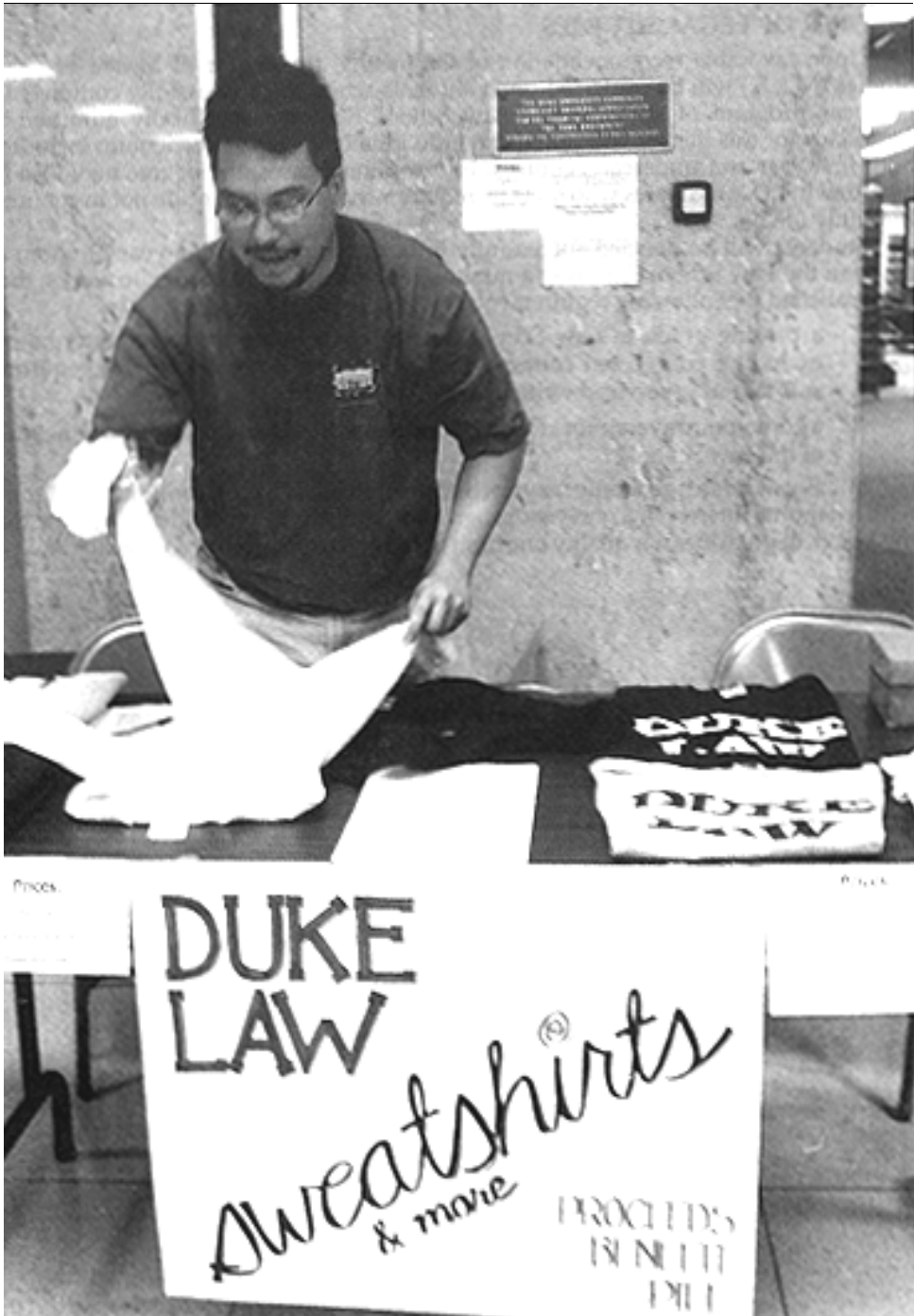
Upon favorable recommendation of the faculty, the degree of Master of Legal Studies (M.L.S.) will be conferred upon students who have successfully completed a one-year program of study in the Law School. Students specifically admitted to candidacy for this degree will pursue an individually designed curriculum including both first-year and upperclass courses. In exceptional cases, the degree may also be awarded to J.D. candidates who meet its requirements and who decide not to continue the study of law.

Students will be deemed successfully to have completed a one-year program of study in the Law School if, during a minimum of twenty-eight academic weeks, they have satisfied the following requirements:

1. a passing grade in Law School courses aggregating thirty semester-hours, excluding cross-listed courses, and including at least one course requiring substantial supervised writing, and
2. a grade-point average of at least 2.3 and status in good standing under the rules of the Law School.

M.L.S. candidates generally may not transfer into the J.D. program. Only applicants with a genuine interest in a one-year program of legal studies should apply. Note that the M.L.S. degree does not qualify one to sit for a bar examination or to practice law.

Beyond the Curriculum



Publications

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

Law and Contemporary Problems. Since 1933, the Law School has published the quarterly, *Law and Contemporary Problems*. The journal is distinctive among professional legal publications in both format and content. Each issue is devoted to papers on a particular topic of contemporary interest. These topics often reflect an interdisciplinary perspective with contributions by lawyers, economists, social scientists, scholars in other disciplines, and public officials. The journal also publishes student notes related to past symposia.

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

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

Duke Law Journal. The Law School publishes the *Duke Law Journal* six times a year. Edited by students, the journal is among the most prestigious and influential legal publications in the country. Approximately one-third of the contents of each issue consists of student notes dealing with current legal developments; the rest of the issue is devoted to articles and comments by professors and practitioners. Full responsibility for the selection and editing of material is vested in the journal's student editorial board and its

elected officers. The journal hosts an annual Administrative Law Conference each spring.

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

Alaska Law Review. Since 1983, Duke Law School has published the *Alaska Law Review*. As Alaska has no law school but has the highest number of lawyers per capita of any American state, the Alaska Bar Association contracted with the Law School to provide a professional law journal responsive to the needs of Alaska's diverse legal community. Alaska has a range of cutting edge legal issues in the areas of natural resources law, environmental law, land use planning, economic development, state-federal relations, and Native American rights. Each spring, the journal sends members to Alaska for one-on-one meetings with legislators and legal professionals to garner insight into the state's unique laws.

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

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

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

Duke Environmental Law and Policy Forum. The Law School began publishing the *Duke Environmental Law & Policy Forum* in 1991. The Forum is an interdisciplinary annual magazine managed through the Law School but with a strong connection to Duke University's 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 forty or so staff members are joint degree students from the Law School, the Terry Sanford Institute of Public Policy, and the Nicholas School of the Environment and Earth Sciences.

Recent topics covered in the Forum include international environmental norms and assessment requirements, corporate responsibility to reduce solid waste, review of wetlands classifications, an analysis of the Clean Air Act Amendments of 1990, and extraterritorial enforcement under NEPA.

Duke Law and Technology Review. *Duke Law and Technology Review* is a groundbreaking eJournal featuring student-written essays called issue briefs or iBriefs. Each iBrief is a readable 7-12 page legal analysis of a timely issue that mixes the readability of a journalistic article with scholarly analysis. New iBriefs appear in the journal on a weekly basis.

Keeping pace with the evolving intersection of law and technology, *Duke Law and Technology Review* focuses on issues including intellectual property; business law; free speech and privacy; telecommunications; and criminal law.

Office of Student Affairs

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

Duke Law Student Organizations

Student organizations at Duke Law represent a wide variety of cultural, intellectual, social, political, athletic, religious, and artistic interests, and their activities are an important complement to the curriculum. The students of Duke Law participate in over 30 different organizations under the umbrella of the Duke Bar Association (D.B.A.), the Law School's student government. The D.B.A. funds student groups, organizes community service events, and acts as a liaison between students and the administration. Any Duke Law student interested in starting a new organization may submit a charter to the D.B.A.

***Alibi* magazine, Duke Law's only law and literature publication.** *Alibi* showcases the literary and artistic talent of Duke Law students, faculty, staff, and alumni. Submissions include poetry, prose, photography, paintings, and other forms of popular art. *Alibi* is published every spring and distributed throughout the Law School and selectively within the Durham community.

American Bar Association's 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 serves 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.

Asian Law Students Association. The ALSA provides a forum in which members of the Law School community can explore issues and engage in activities of interest to American students of Asian descent, foreign students from Asia, and other students and alumni interested in Asia and law. ALSA currently belongs to the National Asian Pacific American Law Students Association (NAPALSA). In attending the national conferences of NAPALSA, group members engage in a dialogue with other law schools and maintain contact with the National Pacific Bar Association (NAPABA). Furthermore, ALSA fosters social interaction of its members within the Law School and among the graduate and professional schools by hosting events such as a welcome dinner and a Lunar New Year dumpling party celebration. Finally, ALSA is creating a Distinguished Alumni series to draw upon alumni as speakers and panelists.

Black Law Students Association. The purpose of BLSA is to address the unique needs and concerns of black law students. BLSA serves this purpose through its network of support and school-wide programming. By providing academic, social, and political support, BLSA fosters academic achievement and the development of future black leadership. Through its programming and recruitment efforts, BLSA helps to keep the lines of communication between black law students and the community open and promotes diversity.

Christian Legal Society. The Duke University chapter of the Christian Legal

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

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

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

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

Duke Law 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 court room, many lawyers are thespians at heart. If you like to work behind the scenes or shine in the spotlight, there's a place for you in the Duke Law Drama Society. The society welcomes all potential directors, actors, playwrights, comics, musicians, dancers, and enthusiastic folk. Indulge your dramatic flair by participating in student-produced works and joining the Drama Society.

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

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

Federalist Society. The Duke chapter of the Federalist Society is a group of conservative and libertarian students interested in the current state of the legal order. The society is founded on the principles that the state exists to preserve freedom, that the separation of governmental powers is central to our Constitution, and that it is the province and duty of the judiciary to say what the law is, not what it should be. The society seeks both to promote an awareness of these principles and to further their application through its activities.

Graduate and Professional Student Council. The GPSC includes representatives elected from the business, divinity, environment, graduate, law, medical and nursing schools. These schools make up almost half of Duke's student body. GPSC appoints representatives to many university and trustee committees and responds to proposals and reports. GPSC also plans interdepartmental and interschool social events and publishes a monthly newsletter.

Health Law Society. The Duke Health Law Society is an interdisciplinary organization of students and faculty with interests in exploring professional and academic aspects of health care. The group works to introduce this important field to the Law School community by sponsoring lectures and seminars and initiating broad-based dialogue.

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

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

Intellectual Property Law Society. The Intellectual Property Law Society brings together law students and scientists who are 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.

International Law Society. The goal of ILS is to promote student awareness of the international legal community by facilitating multicultural exchanges through speakers, language tables, interaction with foreign LL.M. students, and social events with an international twist. Members of the ILS have recently given outstanding performances in moot court competitions dealing with international law, such as the Jessup International Law Moot Court Competition and the Rousseau International Law Moot Court Competition.

Jewish Law Students Association. JLSA is an organization of students and faculty, primarily but not exclusively from the Law School, who share an interest in Jewish legal issues and sociopolitical concerns. JLSA offers a wide variety of educational events, such as lectures and seminars; religious programming, such as the Graduate Student Shabbat; and social events, such as wine tastings and student mixers. Additionally, JLSA sponsors at least one Jewish philanthropy activity each semester.

Latino Students Association. The goal of the LSA is to unite Latino law students and provide a support network to connect students with students, the community, and alumni around the world. The organization assists in Latino student recruitment, helps new students make the transition into law school, and endeavors to share the richness of Latino culture with the school. LSA is actively involved in community service activities benefiting Latinos in the Raleigh-Durham area.

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

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

Moot Court Board. The Moot Court Board is composed of second- and third-year students who represent the highest level of oral and appellate advocacy at Duke Law School. Members are selected from the top finishers in intramural moot court competitions and represent Duke at interscholastic tournaments around the country. Board members also direct the annual Hardt Cup and Dean's Cup intramural competitions, as well as the Rabbi Seymour Siegel Moot Court Competition, an intercollegiate competition focusing on legal and medical ethics.

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

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

Public Hearing— A Cappella Choir. Public Hearing is dedicated to bringing a welcome diversion to the lives of busy law students and alumni by performing entertaining concerts here and at Law School-sponsored functions.

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

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

Volunteer Income Tax Assistance. The VITA Program offers free tax-preparation assistance to people who cannot afford professional assistance. This includes elderly, handicapped, and non-English speaking taxpayers.

Women Law Students Association. WLSA provides a forum for members of the Law School community to examine issues of gender in the legal profession. WLSA also serves as an organization through which women at the law school can connect. WLSA focuses on the concerns of women in the legal profession by sponsoring speakers on a variety of topics ranging from the history of women in the law to current cases impacting women. WLSA fosters a community of women at the law school through potluck dinners with women faculty and staff and a number of panels for first-year students, addressing topics such as studying for finals and finding the right summer job.

Pro Bono Project

The Pro Bono Project began at the Law School in 1991. Since then well over 200 students each year contribute thousands of hours to organizations in the surrounding community (as well as internationally) through the project. Currently, there are over 100 supervised projects available in more than 30 subject matter areas. Past examples of placements have included criminal prosecution and defense; environmental issues; health access; mental health; economic development; consumer protection; child abuse and neglect; child support; migrant law; land loss; education; civil liberties; occupational safety and health; wage and hour enforcement; civil rights; legislative bill drafting; prisoners legal services; dispute resolution; death penalty; family law; domestic violence; social security and government benefits.

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

Public Interest Programs

Programs that supplement and enrich the curricular learning of students are sponsored by many departments at the Law School, including the Office of Public Interest and Pro Bono. Some of the public interest programs and events sponsored by the Office of Public Interest and Pro Bono are:

The Public Interest Book Club and Speaker Series. Each fall, a committee made up of the faculty and students and led by the Associate Dean for Public Interest, Pro Bono and Special Projects selects books to be discussed during the coming year. During the year, students and faculty come together to discuss the book and related topic, with the book authors featured as speakers whenever possible.

Public Interest Retreats. In the fall the Public Interest Law Foundation and the Office of Public Interest and Pro Bono co-sponsor an evening retreat for faculty and

students committed to public service to come together to discuss their interests and learn about community service opportunities available at the Law School and in its surrounding community. In the Spring, an overnight retreat is held at a rustic setting for approximately 50 students, faculty and outside speakers to get together and reflect on their public service aspirations.

First Monday Celebration. Every fall, the Office of Public Interest and Pro Bono sponsors a series of events built around the Alliance for Justice's national celebration of public interest law, A First Monday.

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

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

Entertainment and Recreation

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

Duke is ideally situated to provide sports and recreation opportunities, both on and off campus. Law students are entitled to use the new Wilson Recreation Center, as well as the University's tennis courts, swimming pools, fitness trail, and golf course. Near campus, students can enjoy woodland hiking, horseback riding, trail biking, and sailing. Law student teams participate in intramural sports, such as softball and basketball. North Carolina's mild climate makes outdoor activities possible during most of the school year. Weekend excursions to other parts of the state can be very rewarding; several Appalachian ski slopes are about three and a half hours to the West, the Outer Banks the same distance to the east.

Duke is a member of the Atlantic Coast Conference, and the university's sports teams compete on campus during the school year. In particular, Duke's legendary basketball teams have made the sport a passion for many Dukies. Many law students join the annual campout and lottery for basketball tickets.

Academic Year Employment/Work-Study

The study of law is demanding. It is designed to occupy the full time of the student and calls for the highest level of concentration. It is unwise for students to dilute their efforts with outside work, especially during the critical first year of study. Accordingly, employment during the first year is strongly discouraged.

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

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

Law student spouses who seek employment will find opportunities as good here as in most other areas of the country. Laboratory and technical workers, computer programmers, secretaries, technicians, and medical personnel are the workers most in demand in this area. The university personnel office and the Medical Center personnel office can assist interested persons in locating suitable employment on campus.

Law Library and Computing Services



The published sources of law, in print and electronic forms, are the basic working materials for both the practicing attorney and the legal scholar. At Duke, law students have ready access to the materials of legal research through the resources of an excellent library collection, networked electronic information sources, and the skills of highly trained library and computing services staff to help them develop research skills to last throughout their professional careers.

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

The library collection of over 550,000 volumes is a major research collection featuring comprehensive coverage of basic Anglo-American primary source materials, including nearly all reported decisions of federal and state courts, as well as current and retrospective collections of federal and state codes and session laws. Digests, legal encyclopedias, and other indexing devices provide access to the primary documents. Materials subject to heavy student use are available in multiple copies in the library and electronically. Extensive collections of records and briefs from the United States Supreme Court, the Fourth Circuit Court of Appeals, and the North Carolina Supreme Court and Court of Appeals are maintained in microform and hard copy. The extensive and continuously expanding collection of legal treatises is organized in the familiar Library of Congress classification system and is indexed in the Duke University public on-line catalogue, which is accessible through the campus network, the World Wide Web, and through dial-in from outside the campus. Special treatise collections are maintained in several areas, including the George C. Christie collection in jurisprudence and the Floyd S. Riddick collection of autographed senatorial material.

The periodical collection includes extensive runs of all major legal research journals, bar association publications, institute proceedings, and newsletters. The library is a depository for United States government publications, with concentration

on congressional and administrative law materials. Hard copy document holdings are supplemented by an extensive microform collection, which includes complete runs of the Congressional Record and the Federal Register, all post-1970 congressional materials, congressional committee prints dating back to the mid-nineteenth century, and a number of special subject collections. In addition, law students have access to the documents collection of the main campus library. Important state government documents are collected in multiple formats.

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

The Duke University Libraries (Perkins, Law, Business, and Medical) together contain one of the major research collections in the country, holding over 4,000,000 volumes. Law students have access and borrowing privileges at other libraries in the Duke system and those at local universities. To obtain materials not available locally, the law library staff uses a variety of electronic networks to retrieve information from libraries and other sources throughout the country. Cooperation with other libraries, both on and off campus, ensures that materials are available when needed for the Law School community.

The success of a law school library depends as much on the quality of the services it provides as on the strengths of its collection. At Duke, the library staff includes ten librarians with graduate degrees, six of whom hold additional degrees in law. The director of computing services also holds a degree in law and library science. The 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. Along with the computing staff, they also provide instruction in effective use of the school's computer network and applications. The staff produces a series of research guides, a newsletter, and various current-awareness services, including bibliographies of books and articles by Law School faculty members. The library publications have been honored with the American Association of Law Libraries' Law Library Publications Award. Information about library services is also published on the library's World Wide Web home page <http://library.law.duke.edu>.

The library features nearly 300 individual study carrels, nearly all of which are wired for connections to the Student Research Network. Sixty carrels are equipped with networked computer terminals and an additional twenty terminals are available for students in group study rooms and in the computer instruction room. The Student Research Network is designed to provide a workstation environment where law students can access and work with electronic and print information sources, create legal writing documents, and print them. The network provides shared access to word-processing software (WordPerfect and MS Word), legal research and other commercial on-line databases (e.g., Lexis, Westlaw), electronic mail, the World Wide Web and other resources of the Internet, the university on-line catalog, and locally mounted databases. Duke faculty use the network to distribute information to students and for course-related e-mail discussion groups, and are actively engaged in developing other productive uses of network technologies to supplement in-class instruction. The library is a member of the Computer Assisted Legal Instruction consortium (CALI), and makes CALI exercises freely available to students in support of the Law School curriculum.

Because of the growing reliance on computing and network technologies, all entering students in the JD program are required to own portable computers capable of accessing the Law School network via dial-in from their residences or through direct connections throughout the Law School building. Wireless technology is employed, as

well. Computing Services staff offer advice to students about computer purchases and assist law students in making productive use of computers an integral part of their law school experience.

The staff of the Law Library in 2001-2002 includes:

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

Mark P. Bernstein, B.A., J.D., M.L.S., *Deputy Director of the Law Library and Senior Lecturing Fellow*

Hope E. Breeze, B.A., M.L.S., *Head of Technical Services*

Janeen J. Denson, A.B., M.S.L.S., *Head of Collection Services*

Melanie J. Dunshee, B.A., J.D., A.M.L.S., *Head of Information Services and Senior Lecturing Fellow*

Michael J. Hannon, B.A., J.D., M.L.S., *Reference Librarian and Lecturing Fellow*

Doris M. Hinson, B.A., M.L.S., *Cataloger*

Katherine Topulos, B.A., M.A., M.S., J.D., *Foreign and International Law Librarian and Lecturing Fellow*

Gretchen Wolf, B.S., M.S., *Acquisitions Librarian*

The Computing Services staff includes:

Kenneth J. Hirsh, B.A., J.D., M.L.S., *Director of Computing Services and Senior Lecturing Fellow*

Elizabeth Barry, B.S., J.D., *Help Desk Supervisor*

Nicholas Drury, B.S., *Web Site Developer*

Alonzo A. Felder, B.S., *Faculty Support Data Processing Specialist*

Becky A. Mangum, B.S., *Assistant LAN Manager*

International Students



Duke Law School warmly welcomes international students from countries throughout the world to all its programs of study. The presence of students from a wide variety of cultures and legal systems greatly enhances the education of all Duke Law School students. Highly qualified foreign law university graduates who seek exposure to the American legal system and the legal profession are encouraged to apply to one of the following degree programs. Information about graduate programs for international students at Duke University School of Law and study abroad opportunities is also available at the Law School's World Wide Web site: <http://international.law.duke.edu>.

Degree Programs for International Students

Juris Doctor (J.D.). International students with excellent academic qualifications and English proficiency may seek admission to pursue the J.D. and joint degree programs. Applicants should recognize that they will enter a program designed for extremely capable professional students who already possess a substantial background in American culture and familiarity with the American educational system. The burdens of a new educational system in a wholly new environment are especially demanding for students who have not previously studied in the United States.

International applicants whose first language is not English must present a high score on the Test of English as a Foreign Language (TOEFL). Applicants who already hold a university-level degree from an English medium institution may, however, inquire about exemption from this requirement. All J.D. applicants are required to take the Law School Admission Test (LSAT). Candidates who have earned professional law degrees in countries with a legal system not dissimilar to that found in the United States may be able to receive credit for as much as one-third of the course work required for the completion of the J.D. degree. Students who have completed the LL.M. degree in the United States may also apply to the J.D. program. All inquiries about the J.D. program should be directed to the Law School Office of Admissions, which oversees admissions to this program. For further information, consult the following web site: <http://admissions.law.duke.edu>.

Master of Laws (LL.M.). The Duke LL.M. degree program is designed for foreign law graduates. The LL.M. program typically enrolls sixty students from more than twenty-five different countries. Participants in the LL.M. program will include practicing lawyers; judges; academicians; prosecutors; staff members from ministries, banks and corporations; and a small number of outstanding recent law graduates.

The LL.M. degree requires two semesters of study in residence at Duke and a

minimum of twenty-one semester hours of course work. 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 Distinctive Aspects of American Law course. The course is taught by a Law School faculty member and provides insight into distinctive aspects of American law. The course also provides the opportunity to visit North Carolina and Durham courts as well as the Supreme Court of the United States. A two-credit legal research and writing course is required of LL.M. students who do not have a strong common law background. The course prepares students for the kinds of writing responsibilities expected of qualified American law practitioners. All LL.M. students will receive orientation to the Law Library and the computer system. Additional courses are individually selected by the student with the guidance of a faculty advisor. LL.M. students participate in classes with J.D. students and the same grading scale is applied. International students whose first language is not English receive extra time on final examinations, however. Students are expected to complete the degree in one year unless special alternative arrangements are made.

Doctor of Juridical Science (S.J.D.). International students who have already earned a degree in American law or in a common law country at the master's level may apply for admission to the S.J.D. program. Admission is extremely selective, and students should apply only if they have achieved exceptional academic records at both their home and their American institutions. S.J.D. candidates are expected to be able to demonstrate that they have the capacity to conduct original research and to produce a thesis which will be a significant contribution to legal scholarship. Applicants should submit transcripts from all previous academic institutions at which they have studied; references from at least two faculty members very familiar with the applicant's credentials, including one from a faculty member acquainted with the applicant's studies in the United States; a sample of written work; and a preliminary thesis proposal. Students admitted to the S.J.D. program will usually be asked to complete one to two semesters of course work at Duke before undertaking the thesis component of the degree. The student's research and thesis will be supervised by a faculty member highly qualified in that area of law and by two additional faculty members in the same or related fields. Prior to the thesis project, the candidate will sit for an examination in his or her area of study and fulfill requirements recommended by faculty sitting on the Graduate Studies Committee. The S.J.D. normally involves a minimum of two to three years. It should be noted that very few students gain admission to this program of study. For additional information, contact the International Studies Office.

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

An admissions process separate from the J.D. admissions is maintained for foreign students applying to the LL.M. or S.J.D. programs. Prospective applicants should write for forms and information to Ms. Judith Horowitz, Associate Dean for International Studies. An application fee of \$65 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

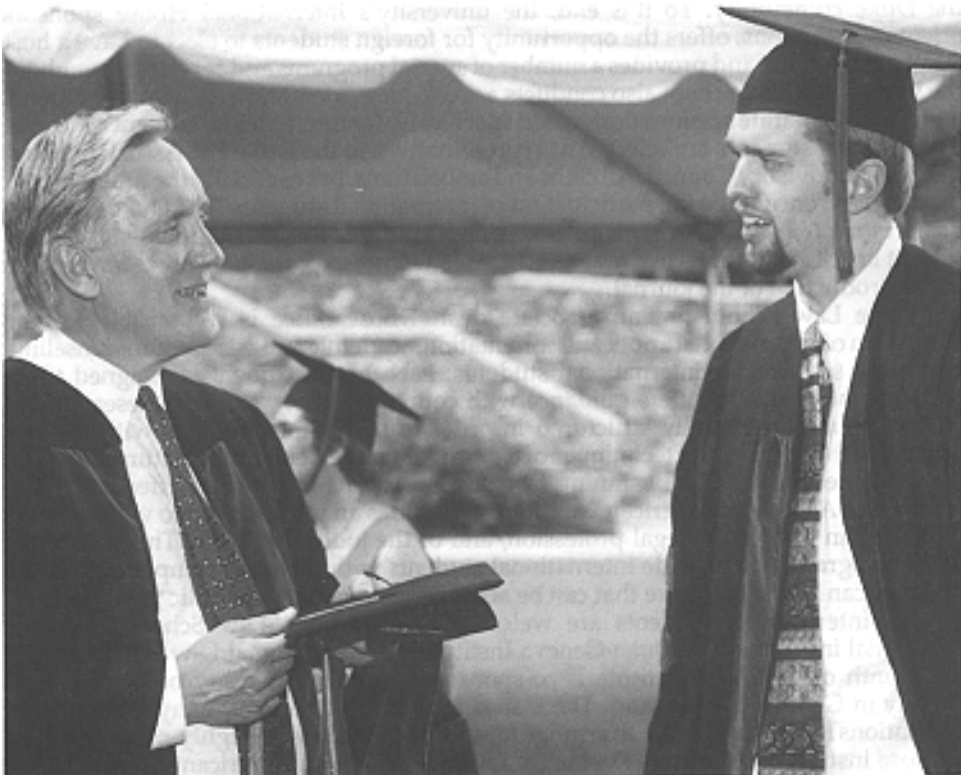
in February. Admissions decisions will continue until the LL.M. class is full. It is recommended that applicants try to apply as early as possible. Admission is for matriculation in the fall semester only. A deposit fee of \$500 will be required to confirm acceptance of a position at the Law School.

Financial Aid

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

Housing

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



Placement with American Law Firms

International students may find that they would like to complete their legal education with an internship at an American law firm. Students are welcome to use the services of the Law School Office of Career Services. The office sponsors special sessions for international students in order to explain the placement process, to help with writing 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 elect to have a host family in Durham, and provides a number of special programs and services throughout the year. Duke Law School also conducts a week-long orientation for all new students and several separate sessions designated specifically for international student concerns. International students are selected as representatives to the Duke Bar Association and the Deans' Advisory Council. All clubs and associations, but especially the International Law Society, encourage the participation of international students. The *Duke Journal of Comparative & International Law* provides opportunities for international students to submit articles and for as many as five LL.M. students to participate as staff members in the production of the journal.

Duke Law School has an associate dean whose office 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 in order to familiarize students with the law library, with legal writing techniques of a gradually more demanding nature, and with 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, of the legal profession, and of 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 summer residential institutes. The Duke-Geneva Institute in Transnational Law is held during the month of July. The institute is co-sponsored by the University of Geneva Law Faculty in Geneva, Switzerland. The institute takes advantage of many international institutions located in Geneva to arrange for special sessions with highly-placed officials at those institutions. Courses are taught in English by both American (usually Duke) and non-American faculty, and LL.M. students enrolled at Duke may be able to earn up to six credits toward their degree. One course provides an introduction to the American legal system. The institute enrolls about sixty students from Duke and other

American law schools as well as students and law graduates from law schools throughout the world. Detailed information on admissions, faculty, and course listings may be obtained from the institute's web site: www.law.duke.edu/internat/gnva.

A very similar institute, with a strong Asian and financial institutions emphasis, is conducted in Hong Kong with the University of Hong Kong law faculty during the month of July. The Asia-American Institute in Transnational Law enrolls approximately sixty students from many different countries. Participants in the institute typically include judges, lawyers, students, faculty members and government officials. The largest groups of participants have come from the United States and Hong Kong, but other countries have included Bulgaria, Mongolia, Japan, France, Germany, Taiwan, Korea, Kyrgyzstan, the Philippines, Portugal, China, and Thailand. Brochures describing both institutes can be obtained from Duke University Law School. For additional information on admissions, faculty, and course listings the web site address is the following: www.law.duke.edu/internat/hkg.



Career Services



Career Services

The many advantages of attending a small, highly-regarded, national law school like Duke certainly extend to the area of career services and placement. In fact, Duke Law School offers one of the most successful career services and employment records among all American law schools. For example, members of the recent class of 2000 reported a 97.4 percent employment rate, the highest in Duke Law School history. We have every expectation that subsequent graduating classes of Duke Law School will enjoy similar results.

Duke Law School graduates find employment in all sectors of the legal profession. The class of 2000 presents a typical profile. Sixty-eight percent of its graduates are presently employed across the United States in private law firms. Twenty-one percent have taken prestigious clerkships with federal and state court judges. The remaining members of the class are employed by government agencies, public interest organizations, military JAG offices and public corporations.

The geographical destinations of our graduates are equally diverse. While a significant majority of our students take jobs in the eastern one-half of the United States, Duke Law School has over 7,000 alumni presently practicing law in all fifty states. This broad alumni base supports our students' networking efforts when involved in a job search.

Second-year law students at Duke experience similar success in the employment market. Through our fall on-campus interview program, over ninety-two percent of the second-year class find summer clerkships in law firms throughout the United States at salaries which typically range between \$1,500 and \$2,500 per week. This past fall, over 350 legal employers from across the country visited Duke Law School to recruit from a pool of just over 200 law students. This extremely favorable employer/student ratio is one of the very best in the United States. The remaining members of the class will locate summer jobs through other means, often by working with our national Law School Alumni Network. Last year, the second-year class achieved a ninety-nine percent summer employment result.

Although first-year law students typically face a more difficult job market, Duke's first-years enjoy a relatively successful summer job search experience. Over ninety-five percent of these students locate summer clerkships with law firms, federal agencies, judges, and public interest organizations. Several find jobs as a result of Duke's February on-campus interview program for first-year students. Some students find summer jobs clerking with legal employers in Europe and Asia in connection with Duke Law's summer programs in Geneva and Hong Kong.

The success of our nationally prominent placement program is a function of several factors, the most obvious being the extremely high caliber of individuals who attend Duke Law School. But also of significance is the level of hands-on, career-related support provided by the Law School's Office of Career Services to Duke Law students. Because of Duke Law School's relatively small size, students receive a significant amount of one-on-one counseling and preparedness training from our professional staff. Our goal in the Office of Career Services is to ensure that Duke Law students are as informed and prepared as possible as they enter a very competitive job market. We also strive to provide potential legal employers with information describing the qualities and capabilities of Duke Law students, thereby guaranteeing a high demand for a relatively small supply of Duke Law School talent.

In furtherance of ensuring well-prepared and informed law students, the Office of Career Services at Duke Law School hosts a variety of programs throughout the academic year aimed at increasing law students' job search skills and information base. Communications and interview skills, resumes and cover letters, and self-assessment techniques are some of the areas covered in our career development workshops. Additionally, practicing attorneys from across the country regularly visit Duke Law School to participate in panel discussions and seminars aimed at increasing student awareness of both available areas of legal practice as well as issues facing student law clerks and new lawyers. This office also maintains a state of the art on-line computer research capability which law students utilize for the most up to the minute information about the legal employment market.



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

	1997	1998	1999	2000
Employers' Geographical Distribution				
Northeast	43%	40%	47%	45%
Southeast	34%	32%	31%	30%
Midwest	12%	12%	5%	6%
West	11%	16%	17%	18%
Student Information				
Graduates Reporting Employment at Graduation	93%	94%	95%	97.8%
Six Months After Graduation	99%	99%	99.5%	99.5%
Type of Employment				
Private Firms	73%	75%	74%	68%
Business/Corporations	3%	3%	3%	4%
Government and Public Interest	3%	5%	3%	5%
Judicial Clerkships	18%	17%	18%	21%
Teaching/Advanced Study	1%	1%	1%	2%

[Information about career services at the Duke University School of Law is also available at the Law School's World Wide Web site: <http://www.law.duke.edu/career/>.]

External Relations



External Relations

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

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

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

Service Awards. In 1985, the Law Alumni Association Board established the Charles S. Murphy Award to be presented during Law Alumni Weekend to an alumnus or alumna whose devotion to the common welfare is manifested in public or quasi-public service or in dedication to education. Charles S. Murphy, a North Carolina native, devoted himself to public service, serving in the administrations of Truman, Kennedy, and Johnson as well as serving as a Duke trustee and member of the Law School Board of Visitors.

In 1994, the Law Alumni Association Board established the Charles S. Rhyne Award to honor an alumnus or alumna whose career has been devoted to private practice but who has also made significant contributions to public service.

In 1999, the A. Kenneth Pye Award was established to honor an alumnus, alumna, or member of the Duke University School of Law community whose work in education reflects the life and ideals exemplified by former dean A. Kenneth Pye who is fondly remembered not only for his profound personal integrity and vigorous intellect, but also for his exceptional ability to recognize individual student needs and the great compassion with which he assisted those who might otherwise have faltered.

The International Alumni Achievement Award was established to honor 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, established in 2000, is designed to recognize an alumna or alumnus who has distinguished him/herself in his/her career and who has made significant contributions of leadership and service to Duke Law School. The award targets alumni/ae who have graduated from Duke Law School within the last fifteen years.

Alumni Publications. The *Duke Magazine*, an award-winning alumni publication which provides news and features about university programs, faculty research, student life, and alumni activities is published for all Duke alumni. Through the magazine, alumni are informed about each other, campus changes, and issues affecting higher education generally and Duke specifically.

The Law School External Relations Office publishes the *Duke Law Magazine* twice yearly. It is sent to all Duke Law alumni and other members of the Law School community including students. Through the magazine alumni are informed of faculty work on important legal issues and programs at the Law School. An alumni section includes an alumni notes feature through which alumni can keep each other informed of milestones in their professional and personal lives. It also includes articles on different segments of our alumni body and profiles of some interesting individuals.

Also published bi-annually is *Passport*, a newsletter designed to highlight the global aspects of Duke Law School. Mailed to all alumni of the school, *Passport* features articles on international trends in law and the emergence of Duke faculty, students, and alumni as leaders in addressing these trends.

To keep the Duke Law community apprised of progress in the current university-wide campaign, the Office of External Relations also publishes twice each year The Campaign for *Duke Law School Newsletter*. This newsletter tracks the school's progress toward a \$50 million campaign goal and highlights totals, recent major gifts, and how campaign gifts are enhancing programs within the Law School.

External Relations' newest publication is a monthly email-newsletter that keeps alumni and friends of Duke Law School up to date on all the latest law school news and events. Sign up for e-news at <http://www.law.duke.edu/alumni/news.html>.

Local Associations. The Law School External Relations Office coordinates and supports the activities of local law alumni associations. The purpose of the local association program is to establish and maintain a sense of community and identity with the Law School and among our alumni. We also hope to increase alumni awareness of the progress and needs of the school. These objectives are pursued through social and educational events for alumni which are attended by a Law School representative.

Besides serving a social and networking function for local alumni and encouraging a sense of community, these groups also provide some practical assistance to the Admissions and Career Services Offices of the Law School.

International Alumni Programs. The Law School also pursues a strong alumni relations program with our growing international alumni body. The Law School External Relations Office sponsors programs for current international students to explain alumni and development programs. There are many local associations outside the United States including Tokyo, Taiwan, and several in Europe. Alumni events are held each year in conjunction with the transnational institutes in Asia and in Europe, as well as an International Alumni conference.

Future Forum. The mission of the Future Forum is to bring together current students, young alumni, Law School faculty and administrators to strengthen the bonds that exist within the Law School community and to prepare students and young alumni to be future leaders of the Law School alumni body.

Alumni Programs for Students. In response to both student and alumni interest, the Law Alumni Association sponsors a series of panel discussions featuring alumni in various legal fields. This program is composed of panels of alumni invited to the Law School to discuss timely issues in the legal community such as law firm delivery of pro bono service and the changing nature of legal practice. The Braxton Craven Inn of Court, a professional organization of attorneys, judges and students that holds regular meetings with educational programs, includes second and third year students each year providing valuable educational and networking opportunities.

In addition to coordinating these events, the Law School External Relations Office is involved with students and student organizations throughout their Law School careers, and, in fact, ushers them into alumni status by coordinating the Law School activities for Graduation Weekend. Students are invited to attend all alumni events at the school and make a significant contribution to the Annual Fund Campaign as volunteers during the annual telethons. The Law School External Relations Office is also available to individual students and to student organizations who wish to contact alumni.

Alumni Admissions Interviewing Program. In 1985, the Law School began a program which invites alumni to help in the application and admissions process. The program, which is administered by the Law School Admissions Office, involves alumni in recruiting and communicating with prospective students.

Annual Fund Campaign. Gifts made by alumni and other friends of the Law School to the Duke Law School Annual Fund provide flexible financial support to the school. These funds undergird the operating budget and pay for items that endowment funds, often designated for specific purposes, do not address and that tuition revenues fall short of covering. Duke Law alumni are very responsive to the Annual Fund Campaign.



Appendix A

UNDERGRADUATE INSTITUTIONS REPRESENTED IN THE ENTERING CLASS 2000

American University	1	Princeton University	8
Amherst College	3	Purdue University-West Lafayette	1
Auburn University	1	Rhodes College	2
Averett College	1	Rice University	2
Boston College	2	Sarah Lawrence College	1
Boston University	1	Smith College	1
Bowdoin College	1	Spelman College	1
Brandeis University	1	St. John=s College	1
Brigham Young University	3	Stanford University	4
Brown University	1	SUNY at Binghamton Center	1
Bucknell University	1	Transylvania University	1
Carnegie Mellon University	1	Tufts University of Arts & Sciences	1
Case Western Reserve University	1	Tulane University	1
Claremont McKenna College	1	The University of Alabama	1
Coe College	1	University of California-Berkeley	3
College of the Holy Cross	2	University of California-Davis	1
College of William & Mary	2	University of Chicago	1
Colorado State University	1	University of Colorado-Boulder	1
Columbia University-Columbia College	3	University of Connecticut, Storrs	1
Cornell University-NY	6	University of Florida	4
Dartmouth College	1	University of Georgia-Athens	1
Denison University	2	University of Hawaii at Manoa	2
Duke University	26	University of Houston	1
Emory University	5	University of Illinois-Urbana	1
Florida State University	1	University of Kansas	1
George Washington University	2	University of Maryland-College Park	2
Georgetown University	4	University of North Carolina at Chapel Hill	9
Hamilton College	1	University of Notre Dame	4
Hampton University	1	University of Pennsylvania	7
Harvard University	5	University of Richmond	1
Haverford College	1	University of Texas-Austin	4
Indiana State University-Terre Haute	1	University of Victoria, BC	1
Indiana University-Bloomington	1	University of Virginia	6
Iowa State University	1	University of Wisconsin at Madison	1
Johns Hopkins University	2	Wake Forest University	4
Liberty University	1	Washington and Lee University	2
Macalester College	1	Washington College	1
Middlebury College	2	Washington University	2
New College of the University of South Florida	1	Wellesley College	2
Northwestern University	1	Wesleyan University	2
Oberlin College	1	Western Michigan University	1
Oklahoma City University	1	Westmont College	1
Oklahoma State University-Stillwater	1	Wheaton College	2
Pennsylvania State University-University Park	2	Williams College	1
		Yale University	5

Appendix B

STATES REPRESENTED IN THE 2000 ENTERING CLASS

Alabama	1
California	12
Colorado	1
Connecticut	3
Delaware	1
Florida	14
Georgia	4
Idaho	1
Iowa	1
Illinois	5
Indiana	3
Kansas	1
Kentucky	5
Maine	2
Maryland	9
Massachusetts	7
Michigan	5
Minnesota	1
Mississippi	1
Nevada	1
New Jersey	7
New Mexico	1
New York	20
North Carolina	20
Ohio	7
Oklahoma	3
Oregon	1
Pennsylvania	13
Rhode Island	1
South Carolina	2
South Dakota	1
Tennessee	2
Texas	11
Utah	4
Virginia	6
Washington	1
Wisconsin	2
West Virginia	1
TOTAL	181

UNITED STATES DISTRICTS AND TERRITORIES

Washington, DC	3
TOTAL	3

INTERNATIONAL COUNTRIES REPRESENTED IN THE 2000 ENTERING CLASS*

Canada/Jamaica	3
Germany	1
Korea	1
P.R. China	2
TOTAL	7

* This information reflects reported citizenship from the admissions application.