CONTENTS

1 OFFICERS AND FACULTY
   1 Officers of the University of Chicago
   1 Officers of the Administration at The Law School
   1 Officers of Instruction at The Law School
   5 Visiting Committee of The Law School

9 THE LAW SCHOOL
   9 History of The Law School
   10 Educational Mission of The Law School

13 PROGRAMS OF INSTRUCTION
   13 The Doctor of Law (J.D.) Degree
   13 The Joint Degree Programs
   14 The Graduate Program
   14 LL.M. Admissions Process
   15 Research and Special Programs

19 PROGRAM REQUIREMENTS AND POLICIES
   19 Curricular and Residency Requirements
   19 The J.D. Program
      Class Attendance
      The First Year
      The Second and Third Years
   22 The Graduate Programs
      The LL.M. and M.Comp.L Program
      The J.S.D. and D.Comp.L. Program
   23 Research and Writing Requirement
   24 The Clinical Programs
      The Edwin F. Mandel Legal Aid Clinic
      The MacArthur Justice Center
      The Institute for Justice Clinic on Entrepreneurship
   26 Course Policies
      Seminars
      Courses Outside the Law School
      Adding/Dropping Courses
   28 Grading Policies

31 THE CURRICULUM
   31 Course Descriptions
   87 Subject Categories

93 FACILITIES
   93 The Law School
   94 The D’Angelo Law Library

97 STUDENT SERVICES
   97 Student Life
   97 Student Activities and Organizations
   100 Athletics
   100 Religious Life
101 Career Services
   Public Interest Careers
   Academic Careers
103 Computer Services
103 Housing
   New Graduate Residence Hall
   International House
   Neighborhood
   Meal Service
106 Child Care
106 University of Chicago Student Health Care
   Health Insurance Requirement
   Automatic Enrollment
   *Ineligibility
   Student Health and Wellness Fee
   Immunization Requirements
108 Security
109 University Policies
   Statement of Non-Discrimination
   Assistance for Disabled Students
   Learning Disabilities
   Domestic Partnership
   University Reports
   Student Regulations and Discipline

113 Financial Information
113 Fees
113 Expenses
113 Financial Aid for J.D. Candidates
114 Scholarships
114 Loans
114 L.L.M. Students

115 Information for Applicants
115 Preparation for the Study of Law
115 Application Procedure and Admissions Policy
116 Transfer Applications

119 Publications of the Faculty
130 Significant Achievements Related to the Clinical Programs

133 Information About the Student Body
133 Degrees Conferred
136 Universities Represented in the Student Body
138 Residence of Students

141 Law School Funds and Endowments

168 Map of the University

171 Law School Calendar 2004-2005
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Lesley Wexler, B.A., J.D.

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Charles Larmore, A.B., Ph.D., Professor, Department of Political Science & Philosophy
Jeff Milyo, B.A., M.A., Ph.D., Assistant Professor, Irving B. Harris Graduate School of Public Policy Studies and the College
Kevin M. Murphy, B.A., Ph.D., George Pratt Shultz Professor of Economics and Industrial Relations
Iris M. Young, B.A., M.A., Ph.D., Professor of Political Science

FELLOWS

Thomas Miles, B.A., Ph.D., J.D., Olin Fellow
Diane Saltoun, B.A., J.D., Curley Fellow
Marc Winerman, B.A., M.A., J.D., Kramer Fellow

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THE LAW SCHOOL

The University of Chicago Law School occupies a unique niche among this country’s premier law schools. Located on a residential campus in one of America’s great cities, Chicago offers a rigorous and interdisciplinary professional education that blends the study of law with the humanities, the social sciences, and the natural sciences. Students, faculty, and staff form a small, tightly knit community devoted to the life of the mind. Learning is participatory. Chicago does not seek to impose a single viewpoint or style of thought on its students. Instead, our faculty exposes students to contrasting views, confident in students’ abilities to choose their own paths.

HISTORY OF THE LAW SCHOOL

The University of Chicago, one of the youngest of the major American universities, was granted its charter in 1890 and opened its doors for classes in October 1892. The generosity of its founding donors, led by John D. Rockefeller, enabled the first president of the University, William Rainey Harper, to realize his bold ideas and extraordinary standards in the creation of a new university. Harper insisted that the new institution must be a true university, with a strong emphasis on advanced training and research, as well as undergraduate education.

The Law School, part of Harper’s original plan but delayed in fulfillment until 1902, was a product of an innovative spirit and a devotion to intellectual inquiry. The objective, in the view of Harper and faculty members associated with him in the project, was to create a new kind of law school, professional in its purpose, but with a broader outlook than was then prevalent in the leading American law schools. The aspiration of the new school was set by Harper’s conception of legal education in a university setting: education in law “implies a scientific knowledge of law and of legal and juristic methods. These are the crystallization of ages of human progress. They cannot be understood in their entirety without a clear comprehension of the historic forces of which they are the product, and of the social environment with which they are in living contact. A scientific study of law involves the related sciences of history, economics, philosophy—the whole field of man as social being.”

This animating philosophy has resulted in the Law School playing a leading role in legal education since its founding. Chicago was pivotal in almost all of the innovations made in legal education during the last century: the recognition of administrative law, legislation, and comparative law as legitimate fields of law study; the introduction of other disciplines into the law school curriculum and the appointment of faculty outside the law; the extension of the field of legal research from concern with the rules of the law to empirically oriented investigations of the legal system; and the broadening of the curriculum to include clinical as well as academic offerings.
EDUCATIONAL MISSION OF THE LAW SCHOOL

Chicago aims to train well-rounded, critical, and socially conscious thinkers and doers. The cornerstones that provide the foundation for Chicago’s educational mission are the life of the mind, participatory learning, interdisciplinary inquiry, and an education for generalists.

What sets Chicago apart from other law schools is its unabashed enthusiasm for the life of the mind—the conviction that ideas matter, that they are worth discussing, and that legal education should devote itself to learning for learning’s sake.

Learning the law at Chicago therefore is a passionate—even intense—venture between and among faculty and students. It begins in the classroom where students share the stage with the professor. The professor does not lecture, but instead engages the group in a dialogue. Known as the Socratic Method, this dialogue presents students with questions about thorny legal concepts and principles. Energized by this dialogue within the classroom, students seek opportunities outside the classroom for further conversation and learning in one of Chicago’s clinical programs, with one of Chicago’s three student-edited journals, or in one of Chicago’s many extracurricular offerings (there are more than forty student organizations at the Law School), and in numerous lunchtime events involving speakers or panels.

Honoring Chicago’s history and commitment to interdisciplinary inquiry, faculty draw students’ attention to insights from the social sciences, the humanities, and the natural sciences beginning on the first day of class. Chicago’s unique first year required course, “Elements of the Law,” introduces students to the law as an interdisciplinary field and gives students the tools to continue the interdisciplinary inquiry throughout their legal education.

Chicago remains committed to legal education as an education for generalists, although students with particular interests will find it possible to study topics in depth through advanced and more specialized courses. Emphasizing the acquisition of broad and basic knowledge of law, an understanding of the functioning of the legal system, and the development of analytic abilities of the highest order, a Chicago legal education prepares students for any professional role they might choose—legal practice or legal education, entrepreneurial ventures, international private or public law practice, corporate practice, government service, alternative dispute resolution including arbitration and mediation, or work with non-profit organizations. Graduates do many things in their careers, and they all take with them the analytic skills emphasized during their years at the Law School.
The regular curriculum in the Law School is a three-year (nine-quarter) program leading to the degree of Doctor of Law (J.D.). The program is open to candidates who have received a Bachelor’s degree from an approved college before beginning their study in the Law School and to a limited number of highly qualified students who have completed three years of undergraduate studies but have not received degrees. The Law School will not award Bachelor’s degrees to such candidates, but in some cases undergraduate institutions will treat the first year of law study as fulfilling part of the requirements for their own Bachelor’s degrees.

The entering class for the J.D. program is limited to approximately 195 students. All students begin the program during the Autumn Quarter in September. The calendar for the academic year is located on the last page of these Announcements.

The Joint Degree Programs

Students may apply for joint degrees with other divisions of the University. The student must gain acceptance to each degree program separately. The following joint degrees are the most popular:

Business: Students can earn both the J.D. and the M.B.A. degrees in four calendar years. Students may also pursue a J.D./Ph.D. in conjunction with the Graduate School of Business.

History: The Law School and the Department of History offer a joint program leading to the J.D. degree and the Ph.D. degree in history.

Economics: Law students may use several courses offered in the Law School’s Law and Economics Program to satisfy course requirements in the Department of Economics for the Ph.D. degree in economics and thereby obtain that degree in less than the normal time required.

International Relations: A student may earn both the J.D. and the A.M. degree in International Relations in eleven quarters.

Public Policy: A student may earn a Master of Public Policy degree in conjunction with the J.D. through the Harris School of Public Policy. The program takes four years.

Students in the Law School may become candidates for advanced degrees in other fields and earn credit toward such degrees by study during the regular summer quarters of the University. The Law School is flexible in granting leaves to those students who wish to pursue advanced degrees in other departments of the University in conjunction with their work toward the J.D. degree. For detailed information about these arrangements, applicants should consult the Law School’s Admissions Office.
THE GRADUATE PROGRAM

The Law School offers four graduate degrees: Master of Laws (LL.M.), Master of Comparative Law (M.Comp.L.), Doctor of Jurisprudence (J.S.D.), and Doctor of Comparative Law (D.Comp.L.). All four programs are limited to students who have met at least one of the following requirements: (1) obtained a J.D. degree from an A.B.A. approved law school in the United States, (2) completed the academic legal education in a foreign country required to take the bar examination in that country or (3) be qualified to practice law (admitted to the bar) in a foreign country. All four programs require full time attendance at the Law School for at least one academic year (three consecutive academic quarters). Thus, students interested in the J.S.D. or D.Comp.L. degrees must first spend a year in the Law School’s LL.M. program. Students may begin these programs only in the Autumn Quarter.

Unlike a number of other law schools, the University of Chicago does not offer a specialized graduate degree program with a large number of graduate courses in a particular field such as taxation or securities regulation. The LL.M. degree is awarded to students who have successfully completed 27 course hours (generally nine courses) over three quarters while maintaining a grade point average of 170. With the exception of an optional writing course, there are no courses in the curriculum just for LL.M. students; LL.M. students will have all of their classes with students in the J.D. program. The M.Comp.L. degree may be awarded at the student’s discretion if the same requirements are fulfilled.

A small number of extraordinary students, usually no more than one or two per year, will be admitted to the J.S.D. or D.Comp.L. programs after having completed the second quarter of the academic year in residence leading to the LL.M. degree. In order to qualify for admission to this program, students must ordinarily have maintained at least a 178 average during those two quarters, must identify a faculty member who is willing to supervise a dissertation, and must submit a dissertation proposal that in the opinion of the Graduate Studies Committee promises to result in a creditable contribution to legal scholarship. The degree of J.S.D. or D.Comp.L. will be awarded to students who have submitted a dissertation, within five years of the year in residence, that is accepted by the faculty.

LL.M. ADMISSIONS PROCESS

Each year the Law School receives approximately 750 applications for the approximately 50 positions in the LL.M. program. In recent years virtually all of the students admitted to the LL.M. program have been graduates of foreign law schools. This is a reflection not of a bias in favor of foreign law school graduates but rather a judgement by the Graduate Studies Committee that the Law School’s small size and lack of graduate programs specializing in specific substantive areas make it unsuitable for most American law school graduates thinking of a second degree. Exceptions may be made for American law graduates whose research interests strongly correlate with those of a member of the faculty, and for whom graduate studies at this law school seem to be particularly appropriate.
Admission decisions for the LL.M. program are based primarily on two factors: 1) the ability of the applicant to flourish in a demanding academic program as evidenced by the prior academic and professional record; and 2) the extent to which the applicant’s background and research interests coincide with available academic resources for the academic year for which he or she will be in residence. It is, therefore, particularly important for the application to be accompanied by a detailed statement of the candidate’s academic interests and career plans.

The University requires that all applicants who are not U.S. citizens or U.S. Permanent Residents must take the Test of English as a Foreign Language (TOEFL) within two years of the date of their application. Students who have studied in English (in India, Pakistan, the Philippines, Hong Kong, Singapore, African countries, etc.) are not exempt from this requirement. The only exceptions are students from Australia, the English-speaking provinces of Canada, New Zealand, English-medium universities in South Africa, or the United Kingdom. Exceptions may be granted as well to foreign applicants who have completed more than one year of full-time study in a U.S. college or university within the past five years. Domestic applicants whose native language is not English and who have not attended schools where instruction is in English may also be required to submit TOEFL scores. A minimum total score of 250 with 25 in each subscore on the computer-based TOEFL or a total score of 600 with 60 in each subscore on the paper-based TOEFL is required. Most admitted LL.M. applicants have substantially higher scores.

RESEARCH AND SPECIAL PROGRAMS

Journals. The Law School publishes six professional journals, The University of Chicago Law Review, The University of Chicago Legal Forum, The Chicago Journal of International Law, The Supreme Court Review, The Journal of Law & Economics, and The Journal of Legal Studies. The Law Review is a quarterly; Legal Forum and The Chicago Journal of International Law are annuals; all three are published under the management of a board of student editors. The Supreme Court Review is an annual volume devoted to responsible professional criticism of the current decisions of the Supreme Court. The Journal of Law & Economics provides a forum for the publication of writings by economists and lawyers on problems that are both economic and legal and seeks to stimulate scholarly investigation of such problems. The Journal of Legal Studies provides a forum for basic theoretical, empirical, historical, and comparative research into the operation of legal systems and institutions.

The John M. Olin Program in Law and Economics is one of the many interdisciplinary traditions that have thrived at the Law School. Because economics provides a tool for studying how legal rules affect the way people behave, knowing what kinds of insights economics can offer to the analysis of legal problems has become an important part of a lawyer’s education. The Law School has been the center of teaching and research on the application of the theories and methods of economics to legal questions for over 50 years. Nobel laureate Ronald Coase, whose paper on the problem of social cost started law and economics as a distinct discipline, is a member of the Law School faculty. Other seminal figures in the field, including Richard Epstein, William Landes, and Richard Posner, are also active in the program. Program faculty teach and write in many areas of the law, including
copyright and patent law, bankruptcy, commercial law, corporations, antitrust, international trade, and civil procedure. Recent work of the faculty has examined health care reform, deposit insurance and bank regulation, game theory and the law, product liability, and behavioral analysis of law. The Program offers a range of courses and seminars to interested students, including Nobel laureate Gary Becker’s microeconomics course. No other law school provides comparable opportunities for study and research in this field. The Law School and the Department of Economics offer a joint degree program leading to the J.D. and Ph.D. degrees. Professors Richard A. Epstein and David A. Weisbach are directors of the Program.

The Center on Civil Justice, established in 1998, studies how law is practiced in the United States. The Center aims to shed light on the legal system and develop a realistic picture of law and human behavior. The Center focuses on what civil courts and administrative agencies actually do. The Center was founded by Cass Sunstein, Karl N. Llewellyn Distinguished Service Professor at the Law School. The Center is co-directed by Professor Sunstein and Professor Lisa Bernstein. The Center on Civil Justice draws from the interests and expertise of interested faculty in the Law School and the University, including Professors Randal Picker, Eric Posner, Tracey Meares, and others.

The Law School also enjoys an affiliation with The Center for Comparative Constitutionalism, coordinated by Professor Martha C. Nussbaum. Established in 2002, this Center’s work focuses on the relationship between constitutional law and the concerns of marginalized or subordinated people and groups.

The Center for Studies in Criminal Justice, established in 1965 under a grant from the Ford Foundation, is concerned with enlarging knowledge of behavior defined as criminal and with studying the operation of the agencies of criminal justice and other agencies of social control. The Center maintains close working relations with other disciplines in the behavioral sciences relevant to the prevention and treatment of crime. Research projects have included an analysis of the operation of deterrent processes in the criminal law; the relationship of weapons to homicide rates and gun-control measures; several aspects of the administration of justice in juvenile and family courts; various prison studies; a field experiment testing effects of pretrial settlement conferences; a criminal justice textbook; and two ongoing series, Studies in Crime and Justice and Crime and Justice: An Annual Review of Research. Professor Tracey Meares is the director of the Center.

The Law School’s Program in Legal History encourages research and study in this field. In addition to courses devoted to the subject, the Law School sponsors the Maurice and Muriel Fulton Lecture, which invites a prominent legal historian to speak each year. Periodical workshops, held jointly with the Department of History, bring together faculty and students to discuss a scholarly paper on a topic of legal history. Professor Philip Hamburger directs the Program.
PROGRAM REQUIREMENTS and POLICIES

CURRICULAR AND RESIDENCY REQUIREMENTS

THE J.D. PROGRAM

To receive the J.D. degree, a student must have been in residence for nine full quarters, have maintained satisfactory academic standing (as defined in the section on grading policies), and have received credit for the prescribed courses and other required units of credit. A total of 105 course hours is required. To qualify for residence for a full quarter, a student must take and complete 9 or more course hours. A student may take more than the required number of courses and may take up to 13 hours in a quarter without special permission. Permission of the Dean of Students is required to take more than 13 hours in a quarter (up to a total of 15 hours in one quarter). Each student is responsible for keeping informed of the number of additional course hours needed for graduation.

In addition, all students must take a course in professional responsibility and must satisfy the written work requirements described in the section on Research and Writing.

CLASS ATTENDANCE

Regular class attendance is required as a condition of receiving course credit. Several years ago the Faculty Committee on Academic Rules adopted the following interpretation of this rule:

1. regular class attendance is required as a condition of receiving credit for courses at the Law School. Each instructor may supplement this general attendance requirement by announcing a more specific attendance requirement for a particular course. It is the obligation of each student to conform to these requirements.

2. an instructor who observes a student to be in violation of a specific attendance requirement may so advise the Committee on Academic Rules and Petitions. The Committee may deny the student credit for the course, withdraw the student’s privilege of membership in the School, or take any other appropriate action.

3. no student shall:
   (a) regularly be employed outside the Law School for 20 or more hours per week while classes are in session.
   (b) maintain a primary residence outside the Chicago metropolitan area while classes are in session.
   (c) fail to sign a seating chart within two weeks of enrollment in any course.

Upon finding a student in violation of any of these requirements, the Committee on Academic Rules and Petitions may deny the student credit in the course, withdraw the student’s privilege of membership in the School, add a memo to the student file, or take any other appropriate action. These actions may be reported to the State Bar Character and Fitness Committee.
THE FIRST YEAR

Students in the first year take a prescribed program covering five principal branches of the law—contracts, torts, property, criminal law, and civil procedure. In addition to providing this general foundation of legal knowledge, the program is intended to develop an understanding of the process of development of the law through judicial decisions and statutory interpretation and to cultivate the skill of legal reasoning. Instruction in the first year is based primarily on the case method, centered on class discussion of judicial decisions. In addition to the traditional first-year offerings, Chicago has a unique first-year course called Elements of the Law. Elements considers legal issues and their relationships to other fields of thought such as philosophy, economics, and political theory.

All first-year students participate in the legal writing program, under the supervision of one of the six Bigelow Teaching Fellows. The work introduces students to the standard tools and techniques of legal research and requires students to write a series of legal memoranda and briefs. In the Spring Quarter, each student prepares an appellate brief and argues the case before a panel of judges composed of members of the faculty and practicing lawyers. The Joseph Henry Beale Prizes are awarded for outstanding written work in each legal writing section, and the Bell, Boyd & Lloyd Prizes are awarded to eight students who write the best briefs in the Bigelow Moot Court exercise.

THE SECOND AND THIRD YEARS

All courses are elective after the first year with the exception of a professional responsibility course that all students must take prior to graduation in order to meet requirements set by the American Bar Association.

Students have maximum freedom to tailor their programs to their own interests and needs. The section on course offerings is organized alphabetically, with cross-listings according to general subject matter areas. All students are expected to design programs that will provide them a strong foundation in the standard subject areas of the law. Students should also find some area or areas to pursue in special depth and breadth, either because of particular career inclinations or for the intellectual value that goes with striving for the competence of the expert. However, students are warned against excessive specialization. Lawyers are not expected to be specialists when they graduate from law school, and it is impossible to foresee future career changes and challenges. The freedom of the elective policy places responsibility on students to plan a coherent program that provides a sound general background and meets individual interests and objectives. Some specific considerations are set forth in the comments on the second year and on the third year, below. Students are encouraged to consult with members of the faculty for additional guidance on their programs.

As should be clear from the course and seminar descriptions, the Law School believes in an integrated curriculum. History, economics, other social sciences, and the humanities are often useful (and indeed indispensable) for a better understanding of legal materials. They are not just appended (in the style of “law and ...”), but constitute an integral part of legal analysis.

The curriculum at the Law School changes from year to year as faculty members are encouraged to experiment with new course offerings. Some of these become reg-
ular courses; others do not. In addition, the courses and seminars available in a given year are determined in part by the composition of the faculty and the availability of visitors and lecturers. As a result, there may be substantial variation in the curriculum from year to year. Accordingly, students are encouraged to take classes when they are offered rather than risk missing out on a class.

While there can be no assurance that a course offered one year will be offered the following year, a core group of courses is typically offered each year. These include Administrative Law, Antitrust Law, Bankruptcy and Reorganization, Commercial Transactions, Constitutional Law I, Constitutional Law II or IV, Constitutional Law III, Corporation Law, Criminal Procedure I, Criminal Procedure II, Employment and Labor Law, Evidence, Federal Jurisdiction, Federal Regulation of Securities, Introductory Income Tax, Law and Economics, Legal Profession, Public International Law, Secured Transactions, and Taxation of Corporations I and II.

When registering, please note:
1. Students cannot register for classes that have a time overlap—even if it is just once a week for a few minutes.
2. Students cannot register for classes that have significantly overlapping material. For example, students may not take both:
   - Con Law II and Con Law IV
   - Elements of World Law and Public International Law
   - International Law and Elements of World Law
   - International Law and Public International Law
   - Labor Law and Employment and Labor Law
   - Lawyer as Negotiator and Negotiation Theory
   - Legal Professions and Law of Lawyering
   - Major Civil Litigation and Pre-Trial Advocacy
   - Trial Advocacy and Intensive Trial Practice Workshop
   - Pre-Trial Advocacy and Litigation Methods
   - Sex Discrimination and Sex Equality
   - Taxation of Derivatives and Taxation of Financial Instruments
   - The same course taught by different professors (or the same professor)!

Many of these notations can also be found in the course descriptions. In selecting courses outside of the Law School, students cannot take overlapping courses (for example):
   - Corporate Finance at the Law School and at the GSB
   - Accounting at the Law School and at the GSB

It is impossible to list all such courses. If you have a question about whether a course presents this problem, please see the Dean of Students to discuss.

**THE SECOND YEAR**

Although no specific courses are required in the second year, certain courses are considered foundational and are commonly taken by a large number of students in the second rather than the third year. These courses include Evidence, Introductory Income Tax, Corporation Law, Constitutional Law I, and Administrative Law.

In planning a program, students should properly consider some courses as predicates for more advanced work in the same general field. In the field of business
associations, for example, a second-year student should consider taking Corporation Law and Taxation of Corporations, which would provide a basis for advanced work in the third year in such courses as Federal Regulation of Securities, Bankruptcy, and Business Planning. Administrative Law has most often been taken as a second-year course, since it is a survey of general principles in the field and thus forms a background for understanding the operation of administrative agencies and procedures in a variety of special subject areas, such as labor law, securities regulation, taxation, public utility regulation, the communications industry, etc. Students who plan to take Trial Advocacy or to work intensively in a Clinic program defer other subjects and take Evidence, and possibly a course on criminal procedure, in the second year.

It is important that students strike a sensible balance in structuring their program between traditional courses, such as Evidence, Corporation Law, Tax, and Constitutional Law, on the one hand, and seminars, workshops, and more specialized courses, such as Legal Interpretation and Art Law, on the other. Students should try to divide their traditional classes between the second and third years, to maintain a sense of balance.

THE THIRD YEAR

The third year provides an opportunity for students to round out their knowledge of basic subject areas and to take courses in fields of special or contemporary interest. It should also have distinct intellectual objectives, including (1) taking advanced courses or seminars in a field in which students have acquired some foundation in the second year; (2) taking courses that cut across subjects previously studied and emphasize the application of legal principles to concrete problems as they come to the lawyer in practice; and (3) cultural or perspective studies, that help give students a broad and critical appreciation of legal institutions and their development.

THE GRADUATE PROGRAMS

THE LL.M. AND M.COMP.L. PROGRAM

The LL.M. or M.Comp.L. degree is awarded to students who have been in residence for three full consecutive academic quarters and have completed their studies with a minimum average of 170. To qualify for residence for a full quarter, the student must take and complete the equivalent of nine or more course hours. Credit for twenty-seven course hours and the maintenance of satisfactory academic standing are necessary to qualify for the degree.

THE J.S.D. AND D.COMP.L. PROGRAM

The degree of Doctor of Jurisprudence or of Doctor of Comparative Law will be awarded to students who have been in residence for three full consecutive academic quarters and have submitted a dissertation that is accepted by the faculty as a creditable contribution to legal scholarship.
To qualify for residence for a full quarter, the student must take and complete the equivalent of nine or more course hours. Credit for at least twenty-seven course hours and the maintenance of satisfactory academic standing are necessary to qualify for the degree.

The dissertation must be submitted to the Graduate Studies Committee within five years after completion of the period in residence, must be in publishable form, and must comply with form requirements established by the Graduate Studies Committee and the Dissertation Secretary of the University. Three copies must be deposited with the Committee on Graduate Studies not later than five weeks before the date of the convocation at which the degree is to be awarded.

**RESEARCH AND WRITING REQUIREMENT**

Every J.D. student must complete at least two substantial pieces of writing beyond those required in the first-year course in Legal Research and Writing. A substantial piece of writing may consist of (a) a paper or series of papers prepared as part of a course, a seminar, or a three-credit program of independent research supervised by a faculty member; or (b) a comment prepared for one of the four student-edited journals; a brief prepared for the semifinal or final round of the Hinton Moot Court Competition; or a brief, memorandum, or series of writings in the Mandel Legal Aid Clinic, MacArthur Justice Center, or The Institute for Justice’s Clinic on Entrepreneurship. Writing within category (a) will satisfy the written work requirement if it is an extended treatment of a particular topic or if the faculty member for whom the work is done certifies its equivalence in length and scholarship to such a paper. Writing within category (b) will satisfy the written work requirement if a faculty member reviews this work and certifies its equivalence in length and scholarship to a paper that satisfies the requirements of category (a). The policy of the faculty has been to provide wide opportunities for individual writing and research projects, either through seminars or through faculty-supervised independent research. Students are urged to make use of these opportunities.

Set below are the deadlines for final written work based on the quarter in which the student registered for the course or the independent research project. An instructor may choose to have an earlier or later deadline if that is necessary in light of the special nature of the project. The paper is due to the faculty member by the deadlines listed below. When the paper is submitted to the instructor, a copy must also be submitted electronically to the Registrar. It should be e-mailed to lawpapers@law.uchicago.edu, and it must be time-dated on or before the deadline date. This provides a back-up to verify that the paper was indeed submitted on time.

- **Autumn Quarter**: Written work submitted by the first day of the Spring Quarter
- **Winter Quarter**: Written work submitted by July 1
- **Spring Quarter**: Written work submitted by the first day of the Autumn Quarter

If a faculty member grants an extension beyond these standard dates, the student must fill out an extension form (obtained from the Registrar’s Office), have the faculty member sign it, and turn it in to the Registrar by the deadline given above. (If the student receives the extension in the form of an e-mail from the instructor, then a copy of that e-mail must be forwarded to the Registrar by the deadline.)
Graduating students must submit all written work to instructors (with an electronic, time-dated copy sent to the Registrar at lawpapers@law.uchicago.edu) no later than the Monday of the eighth week of the quarter in which they expect to graduate (or at an earlier date set by the professor). Students who do not meet these deadlines will automatically be dropped from the seminar or independent research project and will have a “W” or “F” noted on their transcripts. Extensions beyond these deadlines will only be granted by the faculty member and must be on file with the Registrar before the due date.

**THE CLINICAL PROGRAMS**

In the second and third years, students have the opportunity to learn litigation, legislative advocacy and transactional skills through the School’s clinical education program. Students learn through classroom instruction, simulation and representation of clients under the close supervision of the clinical teachers. Students represent clients through the Edwin F. Mandel Legal Aid Clinic, the MacArthur Justice Center and the Institute for Justice Clinic on Entrepreneurship. These three clinical programs are located in the School’s Arthur O. Kane Center for Clinical Legal Education. Participation in the School’s clinical education program requires enrollment in one of the clinical courses. Currently these courses include Appellate Advocacy, the Civil Rights Police Accountability Project, the Criminal and Juvenile Justice Project, the Employment Discrimination Project, the Irwin Askow Housing Initiative, and Mental Health Advocacy (within the Mandel Clinic); Criminal Justice Reform (associated with the MacArthur Justice Center); and Entrepreneurship (associated with the Institute for Justice). Each of these clinical courses has its own requirements, including pre- and co-requisites. Some of the pre-requisites are only available on a limited basis. Thus, prior to the beginning of their second year, students considering enrollment in a clinical course should familiarize themselves with the requirements of the clinical course(s) they may be considering.

The following rules apply to all clinical courses, including those courses associated with the Edwin F. Mandel Legal Aid Clinic, the MacArthur Justice Center and the Institute for Justice Clinic on Entrepreneurship:

- Students may enroll in a clinical course for a minimum of one credit and a maximum of six credits.
- Additional credits are available for coursework done in connection with the clinics. A maximum of ten total credits can be awarded for clinical work.
- Students may enroll in a clinical course for no more than three credits in one quarter.
- Students will be awarded one credit for work averaging five hours/week for one quarter. Students will be expected to keep written or electronic records of the time they have spent in the clinic.
- Clinical courses are not available to first-year students.
- No student may be enrolled in more than one clinical course in any quarter. This rule may be waived in exceptional circumstances with the written permission of the relevant clinical teachers.
• Enrollment in any clinical course requires the permission of the clinical teacher. The duration, total credits and number of credits per quarter must be arranged with the clinical teacher in writing prior to enrollment. Such arrangements may be modified to reflect the work already performed or anticipated, provided that such modification is also in writing.

• A lottery may be used to determine admission to any clinical course. In addition to these clinical projects, the Law School offers several clinical seminars taught by outstanding public service and government lawyers in Chicago. Additional information on these offerings may be found in the course descriptions.

THE EDWIN F. MANDEL LEGAL AID CLINIC

The Mandel Clinic is a legal aid office. The mission of the Clinic is to teach students effective advocacy skills, professional ethics, and the effect of legal institutions on the poor; to examine and apply legal theory while serving as advocates for people typically denied access to justice; and to reform legal education and the legal system to be more responsive to the interests of the poor. The Mandel Clinic renders assistance to indigent clients. Students assume responsibility, under the guidance of the full-time clinical faculty, for all aspects of the work. The program is intended to complement and enrich the theoretical study of law with experience in interviewing clients, investigating facts, dealing with adverse parties, working with government agencies, negotiating on behalf of clients, drafting contracts and legislation and participating in court and administrative proceedings. In addition, the Clinic seeks to acquaint students with the problems of professional responsibility and with the special issues of low-income clients and other disadvantaged groups. Students are encouraged to identify legal remedies for recurrent problems through new legislation, improvements in government services and benefits, assisting community-based groups and bar associations in their reform efforts, test cases and other types of law reform litigation.

Under Illinois Supreme Court Rules, students who have completed sixty percent of the credits needed for graduation are authorized to appear on behalf of clients in the state trial courts and administrative agencies. Students may also represent clients in the Illinois Appellate Court, the United States District Court for the Northern District of Illinois and the United States Court of Appeals for the Seventh Circuit.

Participation in the Mandel Clinic is limited to students enrolled in one of the clinical courses associated with each of the clinic projects. Currently the Clinic has the following projects: Appellate Advocacy, Civil Rights and Police Accountability, Criminal and Juvenile Justice, Employment Discrimination, Housing Development, and Mental Health. Student experiences may vary by project.

THE MACARTHUR JUSTICE CENTER

The MacArthur Justice Center is a public interest organization focused on constitutional impact litigation primarily in the field of criminal justice. The Center litigates a variety of significant matters related to the functioning of the criminal justice system, civil liberties and international human rights. Counsel from the Center maintain offices at the Law School and work with sixteen or more students on these cases. Students have opportunities to draft pleadings, research substantive and procedural issues, participate in litigation strategy and engage in other litigation activities consistent with their level of interest and commitment.
THE INSTITUTE FOR JUSTICE CLINIC ON ENTREPRENEURSHIP

The Institute for Justice Clinic on Entrepreneurship, or IJ Clinic, is a public interest organization devoted principally to expanding economic liberties. It provides a range of legal services, especially those for start-up businesses, to local entrepreneurs in economically disadvantaged communities. Counsel from the IJ Clinic supervise second and third year law students as they work with entrepreneurs in such areas as business formation; license and permit application; contract and lease creation; landlord, supplier, and lender negotiation; basic tax and regulatory compliance; and other legal activities involving business transactions. Participation in the IJ Clinic is limited to students who are enrolled in the Institute for Justice’s clinical course.

COURSE POLICIES

SEMINARS

Because of the special demands of a seminar, a student may not ordinarily be enrolled in more than one seminar at a time.

Students are not permitted to register for more than one seminar in a quarter except with the permission of the Dean of Students. No more than twenty students will, as a rule, be admitted to a seminar. In some seminars, enrollment is limited to a smaller number.

While the vast majority of seminars can accommodate all of the registering students, on occasion, certain seminars will be oversubscribed. In those cases, the Registrar will conduct a lottery for the seminars. Students may register for up to three seminars and must rank them in order of preference. The priority for lotteried classes is as follows:

1. 2Ls, 3Ls, and LLMs are on equal footing—there is no seniority system since many of these seminars are offered only once or in alternating years.
2. All first place lotteries will be conducted first.
3. All second choice lotteries next, in two rounds: (a) people who did not get their first choice, then (b) people who did get their first choice.
4. All third place choices will then be lotteried in four rounds: (a) people who got neither first nor second choice, (b) people who got second choice only, (c) people who got first choice only, (d) people who got both first and second choice.
   (note: faculty members may choose to alter this priority system for their particular class)

Students must attend the first meeting of the seminar in order to stay enrolled in the seminar. A student who is on the wait list for a seminar must attend the first class as well. In many cases, the professor is able to accommodate the students on the wait list who attend the first class. A student who wishes to drop a limited enrollment seminar must do so by noon of the day after the first class meeting.
COURSES OUTSIDE THE LAW SCHOOL

During the second and third years, students may take up to four classes (for a total of twelve credits) outside the Law School for credit toward their law degree, subject to the following conditions: (1) the courses must bear a relation to their future legal practice or to the study of law in general; (2) students must petition the Rules Committee (through the Registrar) and receive permission from the Committee before enrolling in any class outside the Law School; (3) students may take no more than two classes at one time outside the Law School; (4) students taking classes outside the Law School during their final quarter of study must explain the Law School’s grading deadlines to the faculty member. The faculty member must agree, in writing, to provide a grade or a provisional pass in time for the student to be eligible to graduate with his/her class; (5) the class may not have sufficient overlap with any course taken at the Law School or any other institution (a determination made by the Committee); and (6) classes at other law schools or universities may not be substituted.

Students interested in taking classes outside the Law School should speak with the Dean of Students to discuss the petitioning process. It is important to note that the determinations about the appropriateness of a particular course for a particular student’s course of study should not be interpreted as a universal approval of a course for all students in a given year or in subsequent years.
ADDING / DROPPING COURSES

Students must complete all adds or drops to their class schedule by the third week of the quarter (unless it is a limited enrollment seminar in which case students have until noon the day after the first class). These deadlines are strictly enforced. After the third week, there can be no changes in a student’s enrollment except in extraordinary circumstances. A student who fails to complete a class and who did not get special permission from the Dean of Students to drop after the deadline will get a “W” or “F” next to the course on his/her transcript.

Additions after the first week require the permission of the professor. Please note: Because of the ABA requirements concerning class attendance, faculty generally do not allow students to add a course after the first week.

Drops after the first week require the approval of the Dean of Students (permission to drop a course from the first to the fifth week is granted as long as (1) the seminar was not a limited enrollment seminar that was oversubscribed at the time of registration; (2) the student has not received 50% or more of the final grade; and (3) the student will still have nine credits for the quarter).

GRADING POLICIES

In each course, seminar, or other credit work, the student receives a final grade according to the following scale: A, 180 -186; B, 174–179; C, 168–173; D, 160–167; F, below 160. A grade of 160 or above is required for credit for the work involved.

To maintain satisfactory academic standing, a student must receive a weighted grade average of 168 or more for the work of each academic year (three-quarter sequence) and a cumulative average of 168 after the conclusion of the second year (sixth quarter) and the third year (ninth quarter). In addition, a student who receives two failing final grades in any one academic year or three failing final grades during his or her period of residence at the Law School will not have maintained satisfactory academic standing. Maintenance of satisfactory academic standing is a prerequisite to continuation in the School as well as to graduation.

The Law School awards the degree of Doctor of Law with Honors to candidates who have a weighted grade average of 179 or better, with High Honors to those with a weighted grade average of 180.5 or better, and with Highest Honors to those with a weighted grade average of 182 or better.
THE CURRICULUM

In the course and seminar descriptions that follow, the number in parentheses at the end of the description represents the value of the course or seminar in course hours per quarter. Up to date course information is available on the Law School Web page at http://www.law.uchicago.edu/current/index.html.

FIRST YEAR COURSES

CIVIL PROCEDURE. 30211. 30221. Civil Procedure is offered in two parts. Part 1 meets in the Autumn Quarter and addresses the mechanics of civil litigation, with special reference to pleading, discovery, and trial, including the respective roles of judge and jury. Part 2 is offered in the Spring Quarter and focuses on the study of the power of particular courts to decide cases (subject matter jurisdiction); jurisdiction of the courts over the person or things before them; the scope and effect of judgments; principles of finality of judgments; and the rules governing joinder of claims and parties. The student’s grade is based on class participation and a proctored exam given at the end of each quarter. Autumn (3) Ms. Buss and Mr. Samaha, Spring (3) Mr. Cox and Mr. Filip.

CONTRACTS. 30511. 30521. This course, offered over two sequential quarters, addresses the enforceability and interpretation of contractual arrangements, sanctions for their breach, and justifications or excuses for nonperformance. Special attention will be paid to the role of nonlegal sanctions in commercial relationships and to the relevance of contract doctrine to the drafting and negotiation of agreements. The student’s grade is based on class participation and a single final examination. Winter (3) and Spring (3) Mr. Baird and Ms. Bernstein.

CRIMINAL LAW. 30311. 30321 This course, offered over two sequential quarters, addresses the doctrines of criminal liability and the moral and social problems of crime. The definitions of crimes and defenses are considered in the light of the purposes of punishment and of the role of the criminal justice system, including police and correctional agencies. The student’s grade is based on class participation and a single final examination. Winter (3) and Spring (3) Ms. Frantz and Ms. Meares.

ELEMENTS OF THE LAW. 30101. This course examines certain issues that occur in many different areas of the law and considers the relationship between these issues and comparable questions in other fields of thought, such as moral and political philosophy, economics, and political theory. The subjects for discussion include the nature of, and justification for, reasoning from precedent; the meaning of such notions as consent, coercion, and voluntary choice; the decision whether to impose rules or allow discretion; the problems of interpreting statutes and other authoritative texts; and the objective or subjective nature of moral judgments. The student’s grade is based on class participation and a proctored final examination. Autumn (3) Mr. Strauss and Mr. Sunstein.
LEGAL RESEARCH AND WRITING. 30711. 30721. 30731. All first-year students participate in the legal research and writing program under the supervision of one of the six Bigelow Teaching Fellows. The work requires the student to become familiar with the standard tools and techniques of legal research and to write analyzing a series of memoranda and other documents representative of the lawyer’s regular tasks. In the Spring Quarter, each legal-writing section is divided into teams of students to prepare briefs in an appellate case and to argue the case before a panel of judges composed of members of the faculty and practicing lawyers. A prize, the Joseph Henry Beale Prize, is awarded for the outstanding written work in each legal writing section. The Bigelow Fellows also serve as tutor-advisors on an informal basis. Autumn (2) Winter (1) Spring (1). Mr. Brewster, Mr. Bronsteen, Ms. Emens, Mr. Ford, Ms. Smolensky, and Ms. Wexler.

PROPERTY. 30411. 30421. This course, offered over two sequential quarters, provides an introduction to the legal relationships that arise out of or constitute ownership of property. Subjects covered may include, but are not limited to, such areas as the initial acquisition of rights in real and personal property, the nature of ownership of natural resources, the various types of concurrent and successive interests in land, and restraints on alienation. The course will also deal with the law relating to easements and covenants, landlord and tenant, and conveyancing. The student’s grade is based on class participation and a single final examination. Autumn (3) Winter (3). Mr. Helmholz and Mr. Strahilevitz.

TORTS. 30611. 30621. The focus of this course, offered over two sequential quarters, is on the Anglo-American system (mainly judge-created) of the liability for personal injury to person or property. Special stress is laid on the legal doctrines governing accidental injury, such as negligence and strict liability, assumption of risk, and the duty requirement. The rules for determining damages in personal-injury cases are discussed. Alternative theories of tort liability, e.g., moral and economic, are compared. The student’s grade is based on class participation and a single final examination. Autumn (3) Winter (3). Mr. Epstein and Mr. Sykes. Winter (3) Mr. Levmore and Mr. Sykes.

Elective. In the Spring Quarter first-year students elect one course from a choice of six upper-division courses and seminars.

SECOND- AND THIRD-YEAR COURSES & SEMINARS

ADMINISTRATIVE LAW. 46101. This course examines the constitutional and statutory framework surrounding the operation and governance of administrative agencies. The first part of the course focuses on constitutional topics, including the nondelegation doctrine, presidential control over administrative agencies, and the delegation of adjudicative authority to non-Article III officers. In particular, it examines whether and to what extent the arrangements that mark the modern administrative state are consistent with the structural objectives that underlie our constitutional system of separated powers and checks and balances. The second part of the course considers the Administrative Procedure Act (APA). In particular, it examines both the safeguards and pathologies that have emerged after more than a half-cen-
tury of experience with the APA’s prescribed framework for rule-making, adjudication, and judicial review. The student’s grade is based on class participation and a final examination. Autumn (3) Mr. Vermeule. Spring (3) Mr. Sunstein.

ADMIRALTY LAW. 71001. This course will cover the development and scope of this part of the jurisdiction of the federal courts; the role of the Supreme Court in the “common law” development of the substantive law of the admiralty; and several of the main elements of substantive maritime law: maritime torts, industrial accidents, collisions, salvage, and limitation of liability. The student’s grade is based on class participation and a final examination. Autumn (3) Mr. Schmidt.

ADOLESCENCE AND THE LAW. 49802. This seminar explores a range of legal issues affecting adolescents, giving particular attention to how adolescents’ ongoing development should affect their legal rights and responsibilities. In general terms, topics include adolescents’ autonomy and identity rights, their culpability for antisocial behavior, their access to emancipation, and the state’s obligation to meet their needs where parents fail. More specific topics will be determined by participating students. Spring (3) Ms. Buss.

ADVANCED ANTITRUST. 91402. Selected topics, with emphasis on high-tech industries, comparative antitrust law, economic policy, and institutional, remedial, and procedural aspects of antitrust law, both U.S. and foreign. The antitrust course is a prerequisite. Enrollment is limited to 25, and the grade for the seminar is based on a paper. (Not offered 2004-2005) (3).

ADVANCED CIVIL PROCEDURE: COMPLEX LITIGATION. 52502. The focus of this seminar is on preparing for and trying today’s increasingly complex civil litigation. Topics covered include class actions, joinder and intervention devices, managing discovery, refining issues, and trial techniques. The perspective is that of a practical trial lawyer dealing with these issues under the Federal Rules supplemented by a critical look at how these procedures might be improved to the benefit of our civil justice system. This seminar may be taken for fulfillment of the Substantial Writing Requirement. Enrollment is limited to 25. The student’s grade is based on class participation and written work. Winter (3) Mr. Jentes.

ADVANCED CRIMINAL LAW: DRUGS, SEX, AND GUNS. 99001. This course explores a category of crimes that was traditionally viewed as “victimless” and prosecuted primarily for purposes of the legal enforcement of morality. The crimes include illicit drugs, pornography, homosexual sodomy, handgun ownership, gambling, and prostitution, among others. Today, the idea that they are victimless or immoral is hotly contested, and many legal commentators and practitioners have turned instead to arguments about harm and harm reduction as a way to address this category of crimes. This course will explore the empirical dimensions surrounding these practices, the theoretical debates about prohibiting these activities, and the legal ramifications of enforcement. The student’s grade will be based on class participation and a choice of either a term paper or a final 8-hour take-home examination. Autumn (3) Mr. Harcourt.
ADVANCED ISSUES IN CRIMINAL PROCEDURE. 60802. This seminar addresses various legal issues related to the criminal process, and it frequently analyzes them through the lens of the complex federal criminal case. The issues include questions relating to electronic monitoring and investigative techniques, charging practice (whether through grand jury indictment or judicial complaint), discovery, joinder and severance, evidentiary matters, suppression motions, the right to a jury trial, forfeiture, sentencing, post-conviction litigation, and prosecutorial and judicial discretion. The setting of the complex criminal prosecution is chosen because the importance of the aforementioned issues is often magnified in that context. The course will attempt to explore the various legal and policy issues implicated by each subject area. In addition, the course will attempt to explore the jurisprudential underpinnings of certain areas of law (e.g., the law of forfeitures) and will explore whether the present case law presents a cohesive and coherent analytical framework. (Not offered 2004-2005) (3).

ADVANCED SECURITIES. 48701. This course picks up where the basic securities course leaves off. It covers the regulation of stock and futures exchanges (and other “self-regulatory organizations”), broker-dealers, and investment advisers, and the allocation of responsibilities between the SEC and the CFTC. It includes some issues in the regulation of tender offers and other control transactions that are omitted from the basic course. Topical subjects, such as legislative and regulatory initiatives, the regulation of derivatives, and the listing of securities of foreign issuers, also receive attention. The student’s grade is based on class participation and a final proctored exam. Winter (3) Judge Easterbrook.

ADVANCED TRADEMARKS AND UNFAIR COMPETITION. 69902. This seminar addresses current issues and developments such as the constitutional foundations and limitations of trademark protection; domain names and cybersquatting; the geographic scope of trademark rights; empirical proofs and elusive harms; dilution, property rights, and misappropriation; the proliferation of subdoctrines; configuration, functionality, and secondary meaning; parody and commercial speech; and the right of publicity. Trademarks and Unfair Competition is a prerequisite for the seminar. This seminar may be taken for fulfillment of the Substantial Writing Requirement. The student’s grade is based on a substantial paper or several short thought papers, and class participation. Enrollment is limited to twenty students. Winter (3) Mr. Hilliard, Mr. Widmaier, and Mr. Doellinger.

ADVANCED TRIAL ADVOCACY. 93902. This seminar is designed to enable students to develop the skills necessary to become trial lawyers. While the class will include discussions of the issues and strategy involved in preparing a case for trial, the focus of the class will be on practical exercises. Each student will take and defend a deposition, give an opening statement, perform a direct and cross-examination, and give a closing argument. The class will use trial materials prepared by the National Institute for Trial Advocacy (NITA). A knowledge of evidence is helpful, but not required. The seminar is limited to 12 students. Grading will be based on attendance, participation in the practical exercises, and the quality of the closing argument. Students who have taken the Intensive Trial Practice Workshop (LAW 67503) and/or Pre-Trial Advocacy (LAW 67403) may not register for this seminar. (Not offered 2004-2005) (3) Mr. Sieve.
AFFORDABLE HOUSING TRANSACTIONS. 97202. This seminar combines an examination of the substantive law and policy of affordable housing development with training in specific legal skills relevant to transactional practice generally. The course follows a hypothetical housing transaction from its inception to closing, providing context for discussion of the legal and policy issues related to affordable housing development and providing opportunities to participate in skills simulations in three major areas: interviewing, negotiating, and drafting and review of transactional documents. Substantive legal topics include current issues in urban housing policy, including mixed-income housing and the merits of housing vouchers versus supply side subsidies; low-income housing tax credits; tax-exempt multifamily housing revenue bonds; mortgage financing; and choice of entity considerations. Students' grades will be based on a series of short written assignments and participation in class discussions and simulations. Limited enrollment, with preference to students enrolled in the Irwin Askow Housing Initiative. Autumn (2) Mr. Leslie.

AMERICAN LAW & THE RHETORIC OF RACE. 49801. (=LL/Soc 243, =PolSci 273) This course presents an episodic study of the ways in which American law has treated legal issues involving race. Two episodes are studied in detail: the criminal law of slavery during the antebellum period and the constitutional attack on state-imposed segregation in the twentieth century. The case method is used, although close attention is paid to litigation strategy as well as to judicial opinions. Grades are based on class participation and a final examination. TBA (3) Mr. Hutchinson.

AMERICAN LITERATURE AND AMERICAN LAW IN THE AGE OF DOUGLAS & MELVILLE. 59002. (=ENGL 55401). Winter (3) Mr. Slauter.

SURVEY OF AMERICAN LEGAL HISTORY. 77501. This course explores the character and role of law in America. A survey of American legal history from the European settlements through the New Deal. Topics include: government on the early frontier; the regulation of morals; the theory and law of contract; religious diversity; commerce and federalism; private associations; pleading and the merger of law and equity; codification; slavery; struggles for equality; regulation of the economy; interpretation of the Bill of Rights. The student's grade is based on a take home examination (70-80%) and class participation (20-30%). (Not offered 2004-2005) (3) Mr. Hamburger.

AMERICAN LEGAL THEORY. 57802. This seminar begins with Blackstone’s Commentaries, which shaped American legal consciousness in the late eighteenth and most of the nineteenth centuries. It then considers the jurisprudential revolution of the early twentieth century, focusing particularly on the ethical skepticism of Oliver Wendell Holmes and the legal realists. The bulk of the seminar is devoted to an assessment of current schools of legal thought — law and economics, critical legal studies, feminism, and natural justice. The readings include works by Jerome Frank, Richard Posner, Mark Kelman, Duncan Kennedy, Carol Gilligan, Catharine MacKinnon, Robin West, Arthur Leff, Michael Moore, Abraham Lincoln, and others. Satisfies part of the writing requirements if substantial written work is completed. A paper will be required. Autumn (3) Mr. Alschuler.
ANTITRUST & INTELLECTUAL PROPERTY: READINGS. 94702. This seminar will look at a mixture of old and new materials on the intersection of antitrust and intellectual property, focusing on copyright and patent. Possible topics include web-casting, compulsory licensing, cable, and open access. Students will be required to make presentations on topics and to write reaction papers to the readings. The student’s grade is based on participation and the reaction papers. The reaction papers do not fulfill one of the substantial writing requirements. Spring (3) Mr. Picker.

ANTITRUST LAW. 42801. This course provides an introduction to the law of antitrust. After a brief consideration of the common law of restraint of trade and the basic antitrust statutes, the course focuses first on the practices by which competing firms eliminate, or are alleged to eliminate, competition among themselves. The practices considered include formal cartels, price-fixing conspiracies, “conscious parallelism,” trade association activities, resale price maintenance, and mergers to monopoly and other types of horizontal merger. The course then looks at the practices by which firms, either singly or in combination, exclude actual or potential competitors from their markets, by means of practices such as boycotts, tying arrangements, vertical integration, and price discrimination under the Robinson-Patman Act. Both price and non-price vertical restrictions are considered. Finally, procedural doctrines that affect antitrust enforcement, such as the state action exemption and the petitioning immunity, are included. The student’s grade is based on class participation and a final examination. Spring (3) Mr. Sykes.

ANTITRUST LAW. 42811. 42821. This two sequential quarter course provides an introduction and in-depth exploration of the law of antitrust. The student’s grade is based on class participation and a final examination. Autumn (3) Winter (3) Mr. Rosenfield.

ART LAW. 79301. (=ARTH 495) This course examines legal issues in the visual arts including artist’s rights and copyright; government regulation of the art market; valuation problems related to authentication and artist estates; disputes over the ownership of art; illicit international trade of art; government funding of museums and artists; and First Amendment issues as they relate to museums and artists. The basis of the grade will be class participation and three short papers. (Not offered 2004-2005).

BANKRUPTCY AND CORPORATE REORGANIZATIONS: ADVANCED ISSUES. This seminar will focus on a number of cutting edge issues in modern reorganization practice, including substantive consolidation, critical vendor orders, and bankruptcy remote entities. Students will write a series of short papers. Spring (3) Mr. Baird.

BANKRUPTCY AND REORGANIZATION: THE FEDERAL BANKRUPTCY CODE. 73601. This course studies the Federal Bankruptcy Code, including both the law of individual bankruptcy and the law of corporate reorganization. Topics include the rights of creditors in bankruptcy, the individual’s right to discharge, the relationship between bankruptcy law and state law, the treatment of executory contracts, bankruptcy planning, the restructuring of corporations in Chapter 11, and the procedure for confirming plans of reorganization. The student’s grade will be based on class participation and a proctored final exam. Winter (3) Mr. Picker.
BUSINESS ORGANIZATION. 70101. (Not offered 2004-2005)

BUSINESS PLANNING. 62802. This seminar develops and applies the student’s knowledge of taxation and corporate and securities law in the solution of a series of transactional problems involving typical steps in business formation and rearrangement. The problems include the formation of a closely held company; the transition to public ownership of the corporation; executive compensation arrangements; the purchase and sale of a business; and mergers, tender offers, and other types of combination transactions. Small-group discussions and lectures are employed. The student must have taken (or be taking concurrently) Corporation Law and Taxation of Corporations I, or receive instructor approval. The student’s grade is based on class participation and a final examination. Winter (2) Mr. Crow, Mr. Villmow.

CIVIL RIGHTS CLINIC: POLICE ACCOUNTABILITY. 90913. 90923. 90933. Craig Futterman supervises students in the Police Accountability Project (PAP), a start-up project that began in Fall 2000. The Project’s goals are to enhance police accountability and improve police services in Chicago through a combination of litigation and non-litigation strategies. Through the lens of live-client work, students study the nature of police accountability and misconduct in Chicago and the primary challenges to improving police services. Together, we examine how and where litigation fits into broader efforts to improve police accountability and ultimately our criminal justice system. PAP provides legal representation to indigent victims of police abuse in federal civil rights cases, administrative proceedings, and a limited amount of state criminal litigation. The Project takes on cases that would not ordinarily be brought by the private bar, focusing on those that have potential to raise public consciousness and to facilitate reform. Students work on all aspects of PAP’s litigation, from early case investigation and the filing of a complaint through all pretrial, trial, and appellate advocacy. In addition to its litigation activities, PAP has developed a number of programs and reform-oriented strategies in partnership with a diverse array of community, legal, and law enforcement groups. For example, PAP has formed a partnership with public housing residents in Stateway Gardens, a public housing community just a 10-minute drive away from the Law School, to address police accountability, service, and community relations issues. We are in the process of developing a model community-based human rights documentation, advocacy, and self-help program in Stateway Gardens capable of emulation and adoption around the nation. Other current projects include the development of a database that allows for the analysis of and advocacy around patterns and practices of police misconduct in Chicago; the development and advocacy around the Justice Coalition for Greater Chicago’s 12-point plan to eliminate racial profiling and to create a more effective police disciplinary and monitoring system; a police interview project designed to enable PAP to better work with law enforcement to improve accountability to and relations with the diverse residents of Chicago; and a partnership with the NAACP to advise Chicago residents around police accountability issues. As with PAP’s litigation activities, students are fully integrated into PAP’s public education, policy reform, and community work. Students are also expected to develop and update PAP’s project manual. Second year students wishing to enroll in the Project are strongly encouraged to take Evidence and Criminal Procedure I early in their second year. Constitutional Law III is also recommended. Third year students
are required to complete, prior to their third year: Evidence, Criminal Procedure I, either Pretrial Advocacy or Major Civil Litigation, and either the Intensive Trial Practice Workshop or Trial Advocacy. Enrollment in PAP is limited and preference will be given to students who have taken the Intensive Trial Practice Workshop and Pretrial Advocacy. Autumn (var) Winter (var) Spring (var) Mr. Futterman.

**CLASS ACTION CONTROVERSIES. 93602.** This seminar will address the governing legal principles and current issues in class action litigation in federal and state courts. The seminar will discuss the requirements of Rule 23, recent court decisions, legislative modifications to class action practice, constitutional principles applicable to class actions, and legal, practical, and ethical issues that arise in class actions in federal and state courts. Students will be evaluated based on class participation and their final option. Students have the option of submitting a seminar paper or taking an examination at the conclusion of the quarter. Winter (3) Mr. Brody.

**COMMERCIAL TRANSACTIONS. 42101.** This course studies modern commercial transactions and the various legal doctrines and institutions that affect them, including negotiable instruments, letters of credit, documents of title, and the law of agency. The student’s grade will be based on a proctored final exam. Spring (3). Mr. Spindler.

**COMPARATIVE FAMILY LAW.** The law governing intimate relationships between adults and the parent-child relationship varies more among nations than perhaps any other area of the law. The seminar will examine the law in some representative family law issues across a range of countries, including some governed by religious law. It is not necessary to have taken any previous course in American family law. Winter (3) Ms. Frantz.

**COMPLEX APPELLATE LITIGATION. 51002.** This seminar focuses on developing the skills necessary to handle complex appellate cases of the type described above. Litigation in the federal courts of appeals and the U.S. Supreme Court requires skills not usually possessed by trial lawyers. Many cases in the federal courts of appeals are direct appeals from government agency actions without an intervening district court decision. Even when the government is not a party and private parties appeal the district court’s decision, the outcome may depend significantly on the interpretation given to federal statutes and government regulations. Both types of cases may involve complex factual records that need to be distilled and presented effectively in the limited pages and oral argument time allowed by modern appellate courts. In addition, the outcome in complex appellate litigation often depends on difficult constitutional and administrative law issues or the court’s perspective on hotly contested public policy questions. In lieu of a paper or examination, students are required to prepare short appellate briefs and to present oral arguments in the context of hypothetical problems closely approximating those encountered in a sophisticated appellate practice with a government agency, private law firm, or public interest group. TBA Warren.

**CONFLICTS OF LAWS. 41501.** An inquiry into the adjudication of cases connected with more than one state, principally through consideration of choice of law, personal jurisdiction, and respect for prior judgments. Winter (3) Mr. Currie. Spring (4) Mr. Isenbergh.
CONSTITUTION IN CONGRESS. 50102. Students present papers on constitutional controversies that have arisen in Congress or in the Executive Branch. Past examples include President Jackson’s removal of deposits from the National Bank, Nullification, and the annexation of Texas. Topics are assigned and researched during the Autumn Quarter so that oral presentations may begin in January (Winter Quarter) Prerequisite: Constitutional Law I. This seminar may be taken for fulfillment of the Substantial Writing Requirement. The student’s grade is based on class participation and a substantial paper. Autumn (1) Winter (2) Mr. Currie.

CONSTITUTIONAL DECISION MAKING. 50202. Students enrolled in this seminar work as “courts” consisting of five “Justices” each. During each of the first eight weeks of the quarter, the “courts” are assigned several hypothetical cases raising issues under either the equal protection clause or the first amendment’s guarantee of freedom of speech and press. Each “court” must select in advance whether it will focus on equal protection or first amendment. All cases must be decided with opinions (concurring and dissenting opinions are, of course, permitted). The decisions may be premised on the “legislative history” of the amendment (materials on that history will be provided) and on any doctrines or precedents created by the “Justices” themselves. The “Justices” may not rely, however, on any actual decisions of the United States Supreme Court. The seminar is designed to give students some insight into the problems a justice confronts in collaborating with colleagues, interpreting an ambiguous constitutional provision, and then living with the doctrines and precedents he or she creates. Constitutional Law is not a prerequisite for participation in this seminar. Enrollment will be limited to four courts. Since the members of each court must work together closely under rigid time constraints, it is preferable for students to form their own complete courts. This course may be taken for fulfillment of the Substantial Writing Requirement. Spring (3) Mr. G. Stone.

CONSTITUTIONAL IDEAS OF THE FOUNDING ERA. 73401. This course examines concepts of freedom and government at the time of the founding. Topics include: theories of liberty, government, and regulation; types of constitutions; the drafting of constitutions; judicial review; freedom of the press; religious liberty. Most of the readings are primary sources. The student’s grade is based on an eight hour take-home examination and class participation (20-25%) (Not offered in 2004-2005) (3) Mr. Hamburger.

CONSTITUTIONAL LAW I: GOVERNMENTAL STRUCTURE. 40101. Analysis of the structure of American government, as defined through the text of the Constitution and its interpretation. The major subjects covered are the allocation of powers among the legislative, executive, and judicial branches; the function of judicial review; and the role of the states and the federal government in the federal structure. The student’s grade is based on class participation and a final examination. Autumn (3) Mr. Currie. Winter (3) Mr. Samaha.

CONSTITUTIONAL LAW II: FREEDOM OF SPEECH. 40201. A study of the doctrine and theory of the constitutional law of freedom of speech. The subjects for discussion include advocacy of unlawful conduct, defamation, invasion of privacy,
commercial speech, obscenity and pornography, offensive speech, symbolic expression, restrictions on the speech of government employees, restrictions on speech in schools and colleges, the relevance of free speech principles to museums and libraries, protest in public places, regulation of campaign expenditures and communications, freedom of the press as a distinct principle, and regulation of the electronic media. The student’s grade is based on a final examination. Students who have completed Constitutional Law IV are ineligible to enroll in this course. Spring (3) Mr. G. Stone.

CONSTITUTIONAL LAW III: EQUAL PROTECTION AND SUBSTANTIVE DUE PROCESS. 40301. This course considers the history, theory, and contemporary law of the post-Civil War Amendments to the Constitution, particularly the Equal Protection and Due Process Clauses of the Fourteenth Amendment. The central subjects are the constitutional law governing discrimination on the basis of race, gender, and other characteristics; the recognition of individual rights not explicitly enumerated in the Constitution; and the constitutional distinction between state and private action. Throughout, students consider certain foundational questions, including the role of courts in a democracy and the question of how the Constitution should be interpreted. The student’s grade is based on class participation and a proctored final examination. Winter (3) Mr. Strauss.

CONSTITUTIONAL LAW IV: SPEECH & RELIGION. 40501. This course covers various aspects of the first amendment, with particular emphasis on freedom of expression and the problems of church and state. It is recommended that students first take Constitutional Law I. Students who have completed Constitutional Law II are ineligible to enroll in this course. Winter (3) Ms. Case. Spring (3) Mr. Samaha.

CONSTITUTIONAL LAW V: FREEDOM OF RELIGION. 79401. This course covers various aspects of the first amendment, with particular emphasis on the problems of church and state. It is recommended that students first take Constitutional Law I. Students who have completed Constitutional Law IV are ineligible to enroll in this course. Grades are based on class participation and a final exam. (Not offered 2004-2005) (3).

CONTEMPORARY VIRTUE ETHICS. 99202. (=RETH 51700, PLSC 52110, GNDR 51700) This class will study the revival of the ethics of virtue in contemporary philosophy, considering, among others, Iris Murdoch, John McDowell, Philippa Foot, Nancy Sherman, Henry Richardson, Annette Baier, Rosalind Hursthouse, and Bernard Williams. Is virtue ethics a single movement, with a set of philosophical motivations and normative commitments, or a more complicated plurality of positions and motivations? What is the relationship of virtue ethics to the ideal of ethical theory? To the aspirations to put reason in charge of human life? Is virtue patterns of conduct, or is (some form of) it capable of radical criticism of entrenched social norms, e.g., of class and gender? We will be alluding to the Greeks throughout, so some background in ancient Greek ethics is highly desirable. Autumn (3) Ms. Nussbaum.

COPYRIGHT. 45801. This course explores the major areas of copyright law, with special emphasis on how modern technology might challenge traditional copyright principles. Topics include copyright duration, subject matter, and ownership; the
rights and limitations of copyright holders including the fair use doctrine; remedies for copyright infringement; and federal preemption of state law. The student’s grade is based on a final examination. Winter (3) Mr. Wu. Spring (3) Mr. Picker.

**CORPORATE CRIME & INVESTIGATIONS. 66702.** This seminar will explore the processes by which corporations conduct internal investigation. It will touch on the fiduciary duty owed by the directors and board members to the corporate entity and shareholders. The student’s grade will be based on class participation and a final paper. Enrollment is limited to 20. Spring (3) Mr. Bunge, Mr. Guentert.

**CORPORATE FINANCE. 42501.** This course examines basic corporate financial matters, including valuation of securities and projects, portfolio theory, returns to risk bearing, the theory of efficient capital markets, the use and valuation of options and derivatives, and corporate capital structure. The course primarily focuses on the financial aspects of these matters rather than on any specific laws governing particular transactions, and the textbook is a basic business school corporate finance textbook. One third of the student’s grade is based on a series of problem sets handed out over the course of the quarter. The remaining portion of the student’s grade is based on class participation and a proctored final examination. Students with substantial prior exposure to these issues (such as students with an MBA, joint MBA/JD, and undergraduate finance majors) are ineligible for the course. Autumn (3) Mr. Weisbach.

**CORPORATE FRAUD. 42302.** Winter (3) Mr. Fischel.

**CORPORATE GOVERNANCE. 58702.** The focus of this seminar is on current topics in US corporate governance. The course adopts primarily an agency-cost perspective, attempting to identify those agency costs that remain in US corporations once the law of fiduciary duty, the constraints of the managerial labor market, and the market for corporate control, have done their work. As the materials reveal, there is no consensus about the magnitude of these problems – some view them as significant, others as inconsequential. And, as we will see, still other theorists view the central challenge of corporate governance not as reducing agency costs, but rather as improving the content of corporate decisions by promoting a better flow of information within the firm, putting together more effective management teams and the like. Corporate governance as a separate topic of study is relatively new. It began to get attention in the early 1980’s, which is about the time that large institutional investors began to take a more active role in the companies whose shares they held. Over the past 20 years, institutional share ownership in American Corporations has increased dramatically and is now upwards of 60%. As a window on to current issues of concern, we will look particularly closely at the activities and demands of institutional investors. We will look at their explicit public pronouncements on governance as well as the demands they are making. We will attempt to assess whether or not the changes they are demanding are likely to be value enhancing for all shareholders, or whether they are likely to be singularly well suited to the needs and interests of institutions. We will also ask whether there are forces outside of value creation that might motivate institutions to undertake the actions that they do. The question is not simple. For example, the first widely publicized corporate
governance campaign was on the issue of executive pay, more specifically the amount of executive pay. Now, while it is certainly true that executive pay in America is, by all international standards, and to be fair common sense, rather out of control, it is also true that the effect of these exorbitant salaries on the company’s bottom line, translated into a per share amount, is tiny. Why then did institutions find it desirable to spend money on this campaign? Finally, as we begin to explore the topics in this course, we will highlight the tensions between the interests of institutions and the interests of small investors and will explore the effects of collective action and rational apathy problems on governance related activism and shareholder voting. As we do so we will pay particularly close attention to what, if any, impact the internet is likely to have on the received wisdom on these subjects. The course materials are designed to promote active discussion and debate. Most sessions will be structured in a seminar-type format. One will be a mock board of directors meeting. Students will be required to write short papers (2-5 pages) for many class sessions. Some of these papers will focus on answering a direct analytic question posed in the readings, while others will involve more active internet based research such as examining and analyzing a particular company’s executive compensation plan, discussing a campaign of institutional shareholder activism and the like. Given the discussion format of the class, class participation will count for 40% of the student’s grade. Students who are less comfortable speaking in class may fulfill part of the class participation requirement by cutting out relevant articles from the press and submitting them with short discussions about their implications for the dominant themes of the course. Corporations is a prerequisite for this class. International students in the LLM program who have taken corporations in their home country are welcome, but may need to do some additional reading (provided as an appendix to the course packet) to fully familiarize themselves with American corporate law. Limit 20 students. Spring (3) Ms. Bernstein.

CORPORATE LAW: CURRENT TOPICS. 64402. We will consider in depth several issues of topical interest in corporate law, with a focus on pragmatic decisions facing directors, officers, corporate advisors, regulators, and policy makers. Subjects covered may include corporate governance reform proposals, securities and corporate litigation, and the role of the corporate advisor, but will be adapted to match current events and student interests. Students will select a topic of interest to research and present to the class in the form of a presentation to, for example, a board of directors or the general counsel of the SEC or the head of the NYSE or chief counsel to an appropriate Congressional committee, depending on the topic selected. Papers will be both descriptive and normative, and research will be expected to reach beyond, as appropriate, traditional law-related sources. Students will be required to defend their analysis and recommendations to fellow students, who will play the role of the board or other appropriate body. Grades will be based on a paper and presentation on a topic of interest and classroom participation. Prerequisite: Corporations. Winter (3) Mr. Henderson and Mr. Helman.

CORPORATION LAW. 42301. This course provides an introduction to the law governing the modern limited liability corporation. It focuses on both large and small firms and pays particular attention to mergers and acquisitions as well as the allo-
cation of control rights among managers, boards of directors, and investors. The student's grade will be based on a proctored final examination. Autumn (3) Mr. Baird. Autumn (3) Mr. Henderson. Winter (4) Mr. Isenbergh.

CRIMINAL & JUVENILE JUSTICE PROJECT. 67213. 67223. 67233. The current focus of the Project is to provide quality legal representation to children accused of crime and delinquency. In that context, the Project seeks to expand the concept of legal representation to include the social, psychological, medical, and educational needs of our clients, including but not limited to, developing alternatives to incarceration. The Project's other pedagogical goals involve developing pre-trial, trial and other lawyering skills; encouraging students to pursue public service careers and to make public interest work a part of their private practice; teaching students to apply and critically examine legal theory; and improving the system of justice and its relationship to the poor and to persons of color, through litigation, legislative advocacy and public education, including the development of policies and strategies for effective crime and violence prevention.

The Project meets regularly for group case conferences and to discuss ethical issues, recent legal developments, and policy. Individual student-teacher conferences are frequent. Second-year students new to the Project are teamed with returning third-year students to foster collaboration and to ensure continuity in representation. The Clinic social worker and social work students are actively involved in many of the cases and activities. Students may be expected to interview clients and witnesses, inspect crime scenes, conduct fact investigations, participate in relevant community, professional and bar association activities, and prepare motions, briefs, memoranda and other pleadings. Third-year students may also be expected to appear in court at status hearings, argue contested motions, present legal issues, negotiate with opposing counsel, and, depending on the case and the client-student-faculty assessment, participate in the representation of the client at trial. All students are encouraged to work collaboratively, creatively, and across disciplines in both direct representation and policy initiatives.

Second-year students wishing to enroll in the Project are strongly encouraged to enroll in Evidence early in their second year. Other strongly recommended courses include Criminal Procedure, Juvenile Justice, and Professional Responsibility. Third-year students are required to complete, prior to their third year, Pretrial Advocacy and either the Intensive Trial Practice Workshop or Trial Advocacy. The credit awarded to this seminar is governed by the new rules for credit for clinical work: academic credit varies and will be awarded according to the Law School's general criteria for clinical courses as described in these Announcements and by the approval of the clinical staff. Enrollment in the Project is limited and preference will be given to students who have taken the Intensive Trial Practice Workshop and Pretrial Advocacy. Autumn (var) Winter (var) Spring (var) Ms. Conyers and Mr. R. Stone.

CRIMINAL JUSTICE AND CYBERLAW. 68302. This seminar addresses the law of cyberspace with heavy emphasis on criminal law and criminal procedure as it relates to computers and the Internet. Procedural aspects focus on understanding and integrating the different laws and the 4th Amendment as they relate to gathering informa-
tion for litigation. Substantive law aspects will focus on cyberstalking, child pornography, defamation, and privacy. The seminar requires one substantial paper and an Internet ego-surfing assignment. Enrollment is limited to 20. This seminar may be taken for fulfillment of the Substantial Writing Requirement. Spring (3) Ms. Abraham.

**CRIMINAL JUSTICE REFORM. 67313. 67323. 67333.** The Criminal Justice Reform clinical program is taught by the attorneys of the MacArthur Justice Center. Working jointly with and under the supervision of the MacArthur Justice Center attorneys, students will participate in litigation and other advocacy relating to criminal justice issues. The work of the Center varies as its docket of cases changes and evolves. In the past, the Center has litigated cases relating to prison reform, parole practices and the adequacy of funding for indigent public defense. The Center has also handled individual civil rights cases and several matters relating to the distribution of handguns. In appropriate cases, the Center has also engaged in direct representation of criminal defendants at the trial, appellate, and post-conviction levels. Students working at the Center will participate in complex litigation projects as junior counsel with the MacArthur attorneys. Students’ work will vary depending upon their level of commitment and energy and the demands of the particular litigation. Typically, students research and draft pleadings and legal memoranda, including briefs to trial and appellate courts, assist with and/or conduct formal and informal discovery, and assist in court presentation of evidence and argument. This course aims to provide students an opportunity to apply the principles they have learned in the classroom in a concrete procedural context where they and experienced attorneys attempt to use the law to achieve a goal. It is hoped that students in the course will face and address issues of professional responsibility in a real life context; that they will reflect on the connection between their practice and their personal values; and that they will begin to learn the process of becoming an effective colleague and to grow toward independence as an attorney. Prior to the beginning of the third year, students must complete Pre-trial Advocacy and either the Intensive Trial Practice Workshop or Trial Advocacy. Academic credit varies and will be awarded according to the Law School’s general criteria for clinical courses as described in these Announcements and by the approval of the clinical staff. Autumn (var) Winter (var) Spring (var) Mr. Bowman and Ms. Snyder.

**CRIMINAL PROCEDURE I: THE INVESTIGATIVE PROCESS. 47201.** The course focuses on the constitutional law that governs searches, seizures, and confessions. The course considers in detail the evolution of the exclusionary rule and the development and administration of the probable cause and the warrant requirements. It also examines stop and frisk, administrative searches, searches incident to arrest, vehicle searches, consent searches, and the admissibility of confessions. The student’s grade is based on class participation and a final examination. Autumn (3) Mr. Alschuler.

**CRIMINAL PROCEDURE II: THE ADJUDICATIVE PROCESS. 47301.** This course examines what happens in criminal cases after police investigations have been concluded. It considers such topics as bail and preventive detention, the right to counsel, the prosecutor’s decision to charge, grand jury screening, the right to a speedy trial, pretrial discovery, plea bargaining, and the right to jury trial. Students need not have taken Criminal Procedure I to enroll in this course. The student’s grade is based on class participation and a proctored final examination. Winter (3) Mr. Harcourt.
CRIMINAL PROCEDURE III: FURTHER ISSUES IN CRIMINAL PROCEDURE. 49701. This course examines prejudicial pretrial publicity, public access to criminal trials, joinder and severance, double jeopardy, the right to appeal, harmless error, federal habeas corpus, electronic surveillance, and entrapment. This course is limited to students who have taken either Criminal Procedure I or Criminal Procedure II. The student’s grade is based on a proctored final examination. Spring (3) Mr. Harcourt.

CRISIS IN AMERICAN-ISLAMIC RELATIONS. This seminar will explore the legal and political crises stemming from America’s struggle to cope with growing turbulence in the Islamic world and with the new prominence of Muslims living in Western societies. Class discussions will focus on the debates surrounding the doctrine of preemptive war, the treatment and trial of wartime detainees, the regulation of weapons of mass destruction, and the rights and obligations of occupying powers. We will also consider whether conflicts with the Islamic world are influencing domestic controversies concerning the treatment of religious minorities and immigrants, the incorporation of international norms into federal and state law, and the judiciary’s role in interpreting and applying international law. Grades will be based on a series of brief, critical essays that will also guide our discussions in the classroom. Autumn (3) Mr. Bianchi.

CURRENT CONTROVERSIES IN CORPORATE & SECURITIES LAW. 52202. The seminar deals with the most important developments in U.S. (and to some extent foreign) corporate and securities practice during the preceding six months. The legal, political, and economic implications of these developments are analyzed from the points of view of lawyers giving advice to a variety of clients. Each student submits one paper and gives an oral presentation and analysis of another student’s paper. This seminar may be taken for fulfillment of the Substantial Writing Requirement. Winter (3) Mr. Shepro.

CURRENT ISSUES IN RACISM & THE LAW. 54302. This seminar examines current problems in American race relations and the role the law has played in structuring the race debate. How have past and present legal approaches to racism fared? Has the continued emphasis on statutory solutions to racism impeded the development of potentially richer political, economic, and cultural approaches, and if so, can minorities afford to shift their emphasis given the continued prevalence of racism in society? Can, and should, the existing concepts of American jurisprudence provide racial minorities more than formal equality through the courts? Students prepare papers that evaluate how the legal system has dealt with particular incidents of racism and that discuss the comparative merits of litigation, legislation, and market solutions to problems of institutional racism in American society. This seminar may be taken for fulfillment of the Substantial Writing Requirement. The student’s grade is based on a 15-page paper, group presentation and class participation. (Not offered 2004-2005) (3) Mr. Obama.

DECISION-MAKING: PRINCIPLES AND FOUNDATIONS. 75101 (=PHIL) Individuals, particularly those in leadership positions, are often called upon to make decisions on behalf of others. Such decisions are made in both the public and private spheres and can have enormous influence both on individual lives and on public policy. Lawyers are often called on either to make important decisions them-
selves or to give counsel to people who make them. The way in which individuals are judged often turns on a handful of decisions they make over the course of their lives, and the way they make these decisions has been the focus of thinkers from Thucydides and Aristotle to Bentham and Kant. It has also been a recurring theme in literature and much of modern economics. The course offers a rigorous study of how philosophers and others have examined these questions and the tools they have used, including those from behavioral economics and game theory. Included will be discussion of moral dilemmas and of some of the more common pathologies of decision-making: akrasia, self-deception, blind obedience to authority. The grade is based on class participation and the choice of a final examination or a major paper. (Not offered 2004-2005) (3) Mr. Baird and Ms. Nussbaum.

DIVERSITY AND COMMUNITY STANDARDS. 61002. This seminar pursues, over a wide variety of subject areas, what might be called the molecular question of the relationship of microcosm to macrocosm. This is the question of whether and when the law requires that each discrete unit proportionally resembles the whole. Just as every molecule of water contains the same 2/1 proportion of hydrogen and oxygen as the sea, so courts have sometimes pushed each job site, school, community, etc., to contain its proportionate share of blacks, women, the poor, even opportunities for nude dancing. At other times the law has permitted or encouraged concentration rather than dispersion. The seminar explores the implications for diversity and for various minorities of legal intervention either to prohibit or permit such concentration. It also inquires into when, if ever, it makes sense for the scope of federal constitutional rights to vary depending on the community standards of the place in which they are exercised. The basic courses in constitutional law are useful preparation for this seminar. The student’s grade is based on class participation and a substantial paper. (Not offered 2004-2005) (3) Ms. Case.

DIVORCE PRACTICE. 93202. This seminar provides an exposure to the dynamic process of representing clients in a dissolution of marriage case. Completion of Family Law 45001 is recommended. The seminar will familiarize you with the complexities that arise when a family is divided and wife and husband are dissolving their marriage. Topics are covered in the sequence of an evolving case from the perspective of a practicing lawyer and include initial client interviews and retention; determination of jurisdiction; interstate and international parental kidnapping; domestic violence; temporary and permanent child custody and visitation; temporary and permanent maintenance for spouse and support for children; awards of attorneys fees and costs; exploration of property rights and factors for determining a division; the valuation process and problems in dividing certain types of property; pre- and post-marital agreements; negotiating and drafting marital settlement agreements; pretrial discovery; preparation for trial; common evidentiary issues; federal tax aspects of marital dissolution; and effects of bankruptcy. Fifty percent of the student’s grade is based on class participation, and fifty percent is based on the drafting of court pleadings and legal memoranda. Autumn (3) Mr. Schiller.

ECONOMIC ANALYSIS OF THE LAW. 73201. This course introduces the concepts of law and economics. Over the last forty years, economics has become an important tool for those who want to understand the effect legal rules have on the way
people behave. This course also explores the extent to which the principles of economics can be used to explain the workings of the legal system itself. The topics covered in this course include the Coase theorem, the choice between property and liability rules, the allocative effects of alternative liability rules (e.g., strict liability versus negligence); the determination of damages for breach of contract; and the economics of legal procedure. No prior acquaintance with economics or calculus is assumed; the relevant economic concepts are developed through an examination of particular legal applications. The student’s grade is based on a final examination. Spring (3) Mr. Landes.

ELECTRONIC COMMERCE LAW. 61802. This course focuses on both the technology involved in electronic commerce and the law surrounding the emerging field. Electronic commerce is growing at an exponential rate. As more of our daily commercial lives are lived through use of computers, decisions must be made: will existing law treat e-commerce no differently than any other kind of commerce, or must new laws emerge to take into account some of the radical new transactions and complications?

The seminar will begin with an overview of the history and infrastructure of the Internet, setting the groundwork and providing students with a working knowledge of the terminology and technology they will likely encounter working in this legal field. Additional background discussion will involve the concept of regulation of the Internet, global vs. national perspectives on the law of the internet, and conceptions of sovereignty. Topics will be dictated by the needs of the moment, but will potentially include electronic contracts, digital signatures, the application of traditional UCC doctrines such as the mailbox rule and the statute of frauds to e-commerce, internet sales of highly regulated goods (such as alcohol, firearms, pharmaceuticals), the domain name system and its relation to trademark law, trade-related issues such as consumer fraud/protection and product disparagement, sales taxation, internet and business method patents, digital cash/smart cards, digital checks, electronic securities law, Internet gambling, commercial privacy, and e-commerce in gray and black markets. Time permitting, we may also explore the relationship of international law to e-commerce, the effect of e-commerce concepts on commercial litigation, and export control laws involving cryptography. Topics not covered in the course will be suitable for papers. Enrollment is capped at 20. Students may either take the course for writing credit, requiring a substantial paper, or may write shorter papers and make presentations over the course of the quarter. Spring (3) Ms. Nagorsky.

EMPLOYEE BENEFITS. 55502. This seminar emphasizes the role of, and issues relating to, employee benefits and executive compensation, in various types of transactions, particularly plan investments and corporate acquisitions. This seminar provides an overview of the main types of pension plans as well as other types of employee benefit plans and executive compensation structures; the principles of taxation governing deferred compensation arrangements; the Internal Revenue Code requirements applicable to qualified pension plans and the fiduciary; and conflict of interest requirements of the Employee Retirement Income Security Act of 1974 (ERISA). The federal insurance scheme for the defined benefit plan administered by the Pension Benefit Guaranty Corporation is also examined. The materi-
als include finance and accounting literature as well as statutory and case material. There is some treatment of international benefit issues. The student’s grade is based on a final examination. Spring (2) Mr. Scogland.

EMPLOYMENT AND LABOR LAW. 43501. This course examines the legal framework governing the relationship between employers and workers. It explores common law principles; questions of occupational safety and health; employment discrimination of various sorts; and private sector unionization and collective bargaining. There is discussion of the National Labor Relations Act, including employees’ rights to organize, employees’ selection of unions as collective bargaining representatives, collective bargaining and regulation of the bargaining process, use of economic weapons such as strikes and boycotts, and the enforcement of collective bargaining agreements. A recurrent question is the choice between various “models” of employment relationships: freedom of contract; information and incentives; unionization; and direct regulation. The student’s grade is based on a final examination. (Not offered 2004-2005).

EMPLOYMENT DISCRIMINATION. 43301. This course considers employment discrimination and the legal prohibitions on its practice, with particular emphasis on discrimination on the basis of race, sex, sexual orientation, and disability. The course examines the basic frameworks for proving discrimination, looking at both overtly class-based employment policies and facially neutral rules that have a disproportionate impact on protected groups. The course also focuses on affirmative action; the intersection between race and sex; the question of when, if ever, sex-based differences authorize differential treatment; pregnancy in the workplace; sexual harassment; employment discrimination in the military; and reasonable accommodation under the Americans With Disabilities Act. Students have the option of taking a final examination or writing a substantial paper. Spring (3) Mr. Epstein.

EMPLOYMENT DISCRIMINATION PROJECT. 67113. 67123. 67133. Randall D. Schmidt and his students operate the Clinic’s Employment Discrimination Project. The Project focuses primarily on pre-trial litigation. In individual cases, the Project represents clients in cases before the Illinois Department of Human Rights (“Department”) and the Illinois Human Rights Commission (“Commission”) and seeks to obtain relief for clients from race, sex, national origin, and handicap discrimination in the work place. Additionally, in its individual cases and law reform/impact cases, the Project seeks to improve the procedures and remedies available to victims of employment discrimination so that complainants have a fair opportunity to present their claims in a reasonably expeditious way. To accomplish this goal, the Project, in addition to litigation, is also active in the legislative arena and participates with other civil rights groups in efforts to amend and improve the Illinois Human Rights Act. Second-year students in the Project can expect to handle several cases individually and “second chair” other cases along with third-year students. Second-year students will autonomously handle cases that the Department is investigating. In these cases, students interview clients and witnesses, assist in the preparation of written briefs and memoranda explaining why the client was the victim of discrimination, and represent clients at informal hearings before the Department. Second-
and third-year students will jointly handle cases in the Commission and at various pre-trial stages. They will be involved in discovery (drafting requests, responding to the employers’ discovery, reviewing the information produced in discovery, etc.) and pretrial preparation (i.e., interviewing witnesses, drafting the pretrial memorandum, etc.). Second-year students will be given the opportunity to attend status hearings and hearings on contested motions, along with the third-year student assigned to the case. Moreover, if the case goes to trial, the second-year student will be actively involved in all phases of trial preparation and will attend the trial. Third-year students in the Project are assigned cases that are awaiting trial in the Commission. In these cases, third-year students attend status conferences, argue contested motions, engage in discovery, negotiate with the employer, and prepare the case for trial. If the case goes to trial, the third-year student will be expected to be the lead attorney on the case. The Project also handles, or is otherwise involved in, several appeals each year. Both second- and third-year students work on these appeals researching and drafting appellate briefs. If possible, third-year students present the oral arguments in the appeals. It is suggested, but not required, that all students in the Employment Discrimination Project take the Employment Discrimination course. Third-year students participating in the Employment Discrimination Project are required to take Evidence. Third-year Students are strongly encouraged to take, prior to their third year, Pretrial Advocacy and either the Intensive Trial Practice Workshop or Trial Advocacy. Enrollment in the Employment Discrimination Project is limited and preference will be given to students who take Pretrial Advocacy and the Intensive Trial Practice Workshop. The student’s grade is based on class participation. The credit awarded to this seminar is governed by the new rules for credit for clinical work: Academic credit varies and will be awarded according to the Law School’s general criteria for clinical courses as described in these Announcements and by the approval of the clinical staff. Autumn (var) Winter (var) Spring (var) Mr. Schmidt.

ENTERTAINMENT LAW. 78301. This course explores legal issues connected with the development, production, and exploitation of entertainment product, focusing predominantly on filmed entertainment, to some extent on musical compositions and recordings, and only incidentally on other forms of entertainment. Topics include life story rights and celebrity publicity rights; contract formation and duration; artistic credits; collective bargaining agreements; ethics and regulation of talent representatives such as agents, lawyers and managers; profit participations; censorship and self-regulation of sexual and violent content; and selected copyright issues. Copyright is not a prerequisite, and this class should not be considered as a replacement for the copyright course. The student’s grade is based on a final examination. (Not offered 2004-2005) (2) Mr. Krone.

ENTREPRENEURSHIP AND THE LAW. 61902. This seminar introduces students to entrepreneurship in both theory and, to a greater extent, legal practice. The initial part of the course studies, from a multidisciplinary perspective, entrepreneurship and reviews the basic law covering the area, including constitutional and regulatory law governing entrepreneurs. The seminar also surveys the most important substantive legal areas that apply to entrepreneurship and requires practical exercises
for the students to implement the theory. Topics covered in this seminar include choice of entity, licensing, taxation, finance, commercial real-estate and zoning, intellectual property, insurance, employment, and business planning. Students will draft business documents such as limited liability company operating agreements, non-competition agreements, and shareholder agreements. The seminar focuses specifically on micro- and entry-level enterprises, but generally applies to larger businesses as well. This seminar is a prerequisite to participation in the Institute for Justice Clinic on Entrepreneurship and for Entrepreneurial Advocacy and may be taken by students who are not participating in the Institute for Justice Clinic on Entrepreneurship. Students' grades will be based on participation, short papers, or other writing assignments.

ENVIRONMENTAL LAW. 46001. This course provides an introduction to the role of legal institutions in resolving environmental resource conflicts and dealing with the health and ecological risks generated by industrialization. The resolution of environmental problems through private litigation, federal regulation, economic incentive systems, and judicial review of administrative decisions is examined. Winter (3) Mr. Sunstein.

ETHICAL AND LEGAL ASPECTS OF HEALTH CARE. 91802. This seminar explores the ethical and legal issues in health care. Course materials will draw from legal cases, as well as medical monographs and articles on bioethics. The course begins with a historical framework for bioethics and the time honored physician-patient relationship, informed consent, and issues in confidentiality. It then delves into a number of issues of current controversy, including patient safety; abortion and reproductive issues; death and dying; the refusal of life-sustaining treatment and physician-assisted death; institutional review boards and ethics committees; and, organ donation and allocation. Other issues of interest will be discussed based upon the consensus of the class. Occasionally, speakers will be scheduled to discuss their area of expertise. Class participation is strongly stressed and required. Students will be assigned short response papers, as well as a long (20 page) paper. The seminar may not be taken for the fulfillment of the Substantial Writing Requirement. Winter (3) Ms. Rothschild.

EUROPEAN CONSTITUTIONAL LAW. 97701. Autumn (3) Mr. Preuss.

EUROPEAN LEGAL HISTORY: FROM THE 20TH CENTURY TO CODIFICATION. 91902. This course, taught as a seminar, aims to give students an appreciation of the basic themes and the most important events in European (as opposed to English) legal history. It begins with the Roman law formulated under the Emperor Justinian, and moves forward to the 19th century. Among the subjects covered are Germanic law, the rise of legal science beginning in the twelfth century, the nature of the ius commune, legal humanism, the Reception of Roman law, the natural law school, and the movement towards codification of the law. Students are encouraged to conduct basic research on their own and to share it with the class, and they are permitted to write a paper to satisfy the Seminar requirement, but a final examination will also be offered as an option. Winter (3) Mr. Helmholz.
EUROPEAN UNION LAW. 72201. This seminar will cover the basic constitutional structure of the European Union. We will first study the framework of the EU to understand how the various institutions interact. Next we will examine how the legal system works within the European Community. What legislative powers does the EC have? What are the Member States’ obligations to the EC? Do Member States have recourse against the EC and each other? After we have covered the basics, we will study in detail various topics that are central to a solid understanding of European Community Law, such as sovereignty, judicial activism, allocations of power, and enlargement. The course will end with a proctored final examination. Autumn (2) Ms. Duquette.

EVIDENCE. 41601. The law governing proof of disputed propositions of fact in criminal and civil trials, including relevance; character evidence; the hearsay “rule” and other rules of exclusion; and examination and privileges of witnesses. The student’s grade is based on a proctored exam. Autumn (3) Mr. Sanchirico. Winter (3) Mr. G. Stone.

EVOLUTION OF LEGAL DOCTRINES. 65302. Legal doctrines have life cycles. They are born and mature. Many doctrines fade and die. There is a form of natural selection among doctrines, with several candidates offering to serve the same function in different ways. This seminar looks at the maturation and replacement of doctrines, posing the question why some die and others survive. Scope is eclectic: the doctrines range from “separate but equal” under the equal protection clause to the “original package doctrine” under the commerce clause, from the appointment of counsel under the Sixth Amendment to the understanding of the Rules of Decision Act (that is, why Swift gave way to Erie). The premise of the seminar is that those who fail to learn from the past are condemned to repeat it. This seminar may be taken for fulfillment of the Substantial Writing Requirement. (Not offered 2004-2005) (3) Judge Easterbrook.

FEDERAL JURISDICTION. 41101. The role of the federal courts in the federal system. Topics will include federal question, diversity, and admiralty jurisdiction; litigation against federal and state governments and their officials; abstention and related doctrines; direct and collateral review of state-court decisions; and congressional control of the jurisdiction of the federal courts. The student’s grade is based on class participation and a proctored final examination. Winter (3) Mr. Strauss. Spring (3) Mr. Currie.

FEDERAL REGULATION OF SECURITIES. 42401. This course covers the issuance and trading of securities. The first half of the course looks at the issuance process in some detail, paying special attention to the complex rules issued by the Securities and Exchange Commission. It takes the decision to raise capital as a given (see the course in Corporate Finance for attention to this subject). The second part of the course looks at trading, including tender offers, private actions, and damages. The economics of finance and capital markets is employed to assist the analysis. Corporation Law (423) is a prerequisite, although it may be taken concurrently. The student’s grade is based on class participation and a proctored final examination. Autumn (3) Mr. Spindler.
FEDERALISM & GLOBALIZATION: INSURANCE REGULATION IN THE MODERN FINANCIAL SERVICES MARKETPLACE. 92002. This seminar, taught by the former Illinois insurance commissioner, will study the state of insurance regulation today, will be organized around the question of whether Congress should create a federal insurance regulatory scheme, and will involve theoretical and practical discussions of federalism, politics, and markets. Although insurance is interstate commerce, the McCarran-Ferguson Act of 1945 delegates its regulation to the states, making it the only major industry without federal administrative oversight. With the passage of the Gramm-Leach-Bliley (Financial Services Modernization) Act of 1999 and the formation of the House Financial Services Committee, Congress is taking an integrated approach to the financial services marketplace and evaluating whether state regulation of insurance is consistent with the regulatory goals of market efficiency and consumer protection. Readings will include statutes, legislative history, case law, and expository writing on the subject. Grades will be based on the option of a weekly paper or a final paper. (The writing requirement may be satisfied.) Attendance is required and particularly helpful participation may be a factor in the final grade. Autumn (3) Mr. Shapo.

FEMINIST JURISPRUDENCE. 70501. This course considers ways in which law and legal theory may affect the realization of the equality of the sexes and the rights of women. The readings include a broad range of scholarly writings. (Not offered 2004-2005) (3) Ms. Case.

FIDUCIARY DUTIES. 78502. This course examines the fiduciary duties that corporate directors owe to stockholders. The emphasis will be on M&A and other strategic transactions, where directors’ failure to discharge their duties can result in injunctive relief preventing the consummation of a transaction as well as in personal liability for the directors. In this context, we will discuss matters such as the possible need for and manner of conducting an auction, stockholder rights plan (poison pills), and other defensive measures, no shop clauses and other deal protection provisions, and fiduciary outs. We will also consider special issues that arise in transactions involving controlling stockholders and complex capital structures, such as tracking stock. We will pay special attention to the role of counsel in understanding the applicable duties and guiding the board in discharging them. The introductory course on corporation law is a prerequisite. The student’s grade is based on a final examination. Winter (2) Mr. Osborne.

THE FIRST AMENDMENT AND THE MEDIA. This course addresses the interplay of communication technology and First Amendment law by analyzing two established doctrinal paradigms and one that is currently emerging—press, broadcast, and Internet. Press and broadcast have received disparate treatments under the First Amendment: protection of the speaker (press) versus protection of the public’s access to appropriate speech (broadcast). The courts’ First Amendment approach to the Internet is in disequilibrium. The Supreme Court initially celebrated the Internet as a wholesale expansion of human reality and subsumed it enthusiastically under the “traditional” (read: press) regime. But some members of the Court have adopted a more dystopian view that tolerates, if not expects, some government regulation. The course will start with a thorough examination of the First
Amendment protections of the press. We will then study the origins and evolution of the rules for broadcast, examine the legal effects of the rise of cable television, draw comparisons with the current unfolding of Internet doctrine, and contrast these bodies of law with the press regime. Questions to be discussed include: At what level of specificity should First Amendment law be adapted to the structural peculiarities of different media? What role does the courts’ vision of a medium’s value or dignity play in the constitutional treatment the medium receives? How do, and how should, the courts react when a technological rationale on which a First Amendment rule is founded becomes obsolete? Should we welcome different constitutional regimes as doctrinal experiments that may yield productive innovations in First Amendment jurisprudence? What is the proper role of government in fostering public debate and diversity of viewpoints? In the process of grappling with these and other questions, we will examine issues such as prior restraint, public forum, defamation, indecency and obscenity, the scope of editorial discretion, commercial speech, and First Amendment values. TBA (3) Mr. Widmaier.

FINANCIAL ACCOUNTING FOR LAWYERS. 79101. This course provides an introduction to the analysis and communication of economic events through the accounting process. Students learn skills necessary to become informed users of financial statements. The majority of the course focuses on the functions of financial reporting, the elements of the financial reports, procedures, conventions, and terminology. The primary focus of this course will be on the main elements of a company’s annual report: Balance Sheet, Income Statement, Statement of Cash Flow, Statement of Shareholder’s Equity, and the related footnotes to these statements. Students will also learn basic financial statement analysis techniques, with an emphasis on determining the “quality” of earnings. Basic principles of valuation will be covered, including the time value of money, the discounted dividends and residual income models, and ratio analysis. The course will conclude with an investigation of the application of accounting fundamentals in the legal setting as well as the legal responsibilities of the accountants, lawyers, audit committees, and the Board of Directors. The student’s grade is based on a take-home midterm examination, class participation, homework assignments, and a final examination. TBA (3) Ms. Fitzgerald

FOREIGN RELATIONS LAW. 97801. This course examines the law governing the conduct of American foreign relations. The emphasis will be on the distribution of the foreign affairs power between the executive, legislative, and judicial branches. Special attention will be given to the war and treaty powers. Discussion will focus on the wars in Iraq, Afghanistan, and Kosovo, and on recent treaty questions such as termination of the Anti-Ballistic Missile treaty, American entry into the World Trade Organization by statute, and the scope of human rights agreements. International law recommended but not necessary. Winter (3) Mr. E. Posner.

FUNDAMENTALS OF COMMERCIAL REAL ESTATE TRANSACTIONS. 44001. This course examines the process of structuring, negotiating, and documenting commercial real estate transactions, focusing primarily upon the acquisition and sale of income properties. Students specifically address the contract of purchase and
sale, due diligence, negotiating problems, choice of entity and tax considerations, condition of title and title insurance, survey, warranties, closing considerations, and basic financing structures. The student’s grade is based on a final examination and class participation. Regular class attendance is essential to the mastery of the topics addressed in this course. Winter (3) Mr. Gilmartin & Mr. Rosenbloom.

GAME THEORY & THE LAW. 50602. This seminar examines the principles of game theory and their use to analyze legal problems. Applications are drawn from torts, contracts, bankruptcy, antitrust, and civil procedure. This seminar may be taken for fulfillment of the Substantial Writing Requirement. Enrollment is limited to 20. (Not offered 2004-2005) (3) Mr. Baird.

GREEK TRAGEDY: SOPHOCLES’ PHILOCETES. 96302 (=RETH 49901) Sophocles’ Philoctetes shows a good man suffering excruciating pain because of events that were not his fault. It refers often to the emotion of pity, and it connects that emotion closely with the idea of justice, as Neoptolemus, moved by the sight of pain, comes to understand the wrongfulness of his earlier actions. A close reading of the play in Greek will be combined with a more general investigation of pity, the central tragic emotion. Through readings in English from authors including Plato, Aristotle, Rousseau, and Nietzsche, we will study the role of pity in philosophical attacks on tragedy, and we will ask how, and whether, these attacks may be answered. Translation will occur during a set portion of the class, and auditors without Greek who wish to join in the discussions in English may therefore skip those parts. Their participation is strongly encouraged. Prerequisite: Greek. Winter (3) Ms. Nussbaum.

GUN VIOLENCE: JUDICIAL, PROSECUTORIAL & LEGISLATIVE APPROACHES. 98102. Despite two decades of extensive efforts to curb gun violence, the toll guns take on American society continues to escalate, killing thousands each year, clogging the nation’s prisons and devastating our communities. This seminar will afford students the opportunity to critically examine the various approaches undertaken by each branch of government (at the federal, state, and local levels) to address the vexing problems presented by gun crimes and gun violence. Possible topics of analysis and examination include (1) the debate over the proper interpretation of the Second Amendment and the role that Amendment has played in the proliferation of guns and in limiting responses to gun violence; (2) the debate surrounding the right to carry concealed weapons laws and their questionable effectiveness in reducing crime; (3) the effectiveness of other gun control initiatives, including gun buy-back programs, gun free zones, and ammunition control; (4) a critical look at various legislative responses, such as the federal felon in possession laws, the Chicago gang loitering ordinance, and California’s gang violence act; (5) the pivotal role urban gangs play in gun violence through the sale and use of guns and the creation of a gun culture; (6) the tools available to the prosecutor to combat gun offenders, including the manner in which prosecutors use federal criminal statutes against gangs, the effect of mandatory minimum sentences on gun crimes, and the deterrent effects of enhanced federal penalties for gun crimes; (7) the effectiveness and promise of different law enforcement initiatives to reduce recidivism among felons, including the federal Project Safe Neighborhood Program; and (8) the merits and efficacy of the civil lawsuits against gun manufactures and
distributors. Students will benefit from the views of a number of guest speakers, including law enforcement officials, federal judges, defense attorneys, and policy makers. Grades will be based on class participation and short papers. Autumn (3) Ms. Saltoun.

**HEALTH CARE RESOURCE ALLOCATION. 71702.** This seminar will search for a solution to the problem of the allocation of scarce health care resources. Drawing from relevant case law and statutes in addition to literature from the fields of health law, policy, and economics as well as medicine and medical ethics, this course will analyze various decision-makers (patients, employers, insurers, government, and physicians) for their suitability to make health care rationing decisions. Specific areas of law that will be addressed as they relate to allocation decisions include the corporate practice of medicine doctrine, the Medicare fraud and abuse statutes, patient autonomy law in the context of end-of-life medical care, medical malpractice, health maintenance organization liability, disability law, medical necessity law, and non-profit law. Particular attention will be given to contractual solutions to the rationing dilemma and their own barriers to implementation. Spring (3) Mr. Abbo.

**HEALTH LAW AND POLICY. 78801. (= PPHA 37301)** This course explores the policies that underlie regulation of the provision of health care in the United States. We will begin with an examination of the principal government programs for financing the delivery of health care in America - Medicare and Medicaid. This first part of the course will focus on how these programs seek to resolve the tension between controlling costs, promoting quality, and assuring access. Focus will then move to a consideration of policy issues relating to managed care organizations, including the functioning of these organizations and the impact of ERISA on their actions. Next, we will study issues relating to the behavior of physicians, hospitals, and other health care institutions. Included will be a focus on the impact of the antitrust, labor, and tax laws on these entities. The course will conclude with a brief look at issues relating to patient privacy and autonomy. The student’s grade is based on a final proctored examination. Winter (3) Mr. Bierig.

**HIGHER EDUCATION & THE LAW. 52102.** The university has long maintained that its history and role as a creator of knowledge and refuge for society’s critics require that the government and the courts extend a special respect to the academy’s need to govern itself. This seminar discusses how the courts have dealt with this argument in areas such as academic freedom; student admissions and discipline; faculty tenure, dismissal, and unionization; and teaching and research restrictions. Discussions focus on the competing interests of society and the university and the role of the courts in balancing these interests. This seminar may be taken for fulfillment of the Substantial Writing Requirement. The student’s grade is based on class participation and a substantial paper. Winter (3) Mr. Sussman.

**HISTORY OF LEGAL THOUGHT. 97802.** The students in this seminar will read selected works in the history of serious thinking about law, arranged where possible in opposed pairs, such as Plato and Aristotle, Blackstone and Bentham, Langdell and Holmes, Dewey and Hayek, and Kelsen and Dworkin. Students will submit brief papers in advance of class discussions. The course can be taken for satisfying the Substantial Writing Requirement. (Not offered 2004-2005) (3) Judge Posner.
HUMAN RIGHTS. 97902. Autumn (3) Mr. Preuss.

HUMAN RIGHTS III: CURRENT ISSUES IN HUMAN RIGHTS. 78201. (=INTREL 579, HIST 295/395, PATH 465, POLSCI 341, PHILOS 295/395). This course is designed for both law students and medical students. The first part focuses on the dramatic changes in the creation and enforcement of international human rights law that have taken place since World War II. Notwithstanding serious challenges from a variety of sources, no government in the world publicly dissents from the acceptance of support for human rights. Students examine the existing international human rights regime and explore the impact of the UN charter, the Universal Declaration, and various multilateral and regional human rights treaties and regimes on the behavior of nations today. Using cases from U.S. and international courts, the course will then focus on medical and ethical issues in human rights. Topics include political repression (including psychiatric repression and the history of the Gulag); medical research, informed consent, and human rights; the role of physicians in practicing and documenting torture; persecution and asylum; and questions of eugenics. The course emphasizes how the ethical traditions of both law and medicine can be used to promote human rights. Guest lecturers and a film series supplement the curriculum. Students are expected to make short presentations and to submit a short mid-term paper (5 pages) and a final paper (15 pages). This course may be taken for fulfillment of the Substantial Writing Requirement. The student’s grade is based on a substantial paper (75%) and class participation (25%) Spring (3) Ms. Gzesh.

IMMIGRATION LAW AND THE RIGHTS OF NONCITIZENS. This course provides a basic introduction to U.S. immigration law and policy, with a particular focus on how immigration law relates to broader concerns in the structure of our constitutional system. Topics will likely include the scope of the federal government’s power over immigration; the relationship between judicial, legislative, and executive authority; the bases for lawful immigration; the conditions of undocumented immigrants; the grounds for inadmissibility and removal; the rights of noncitizens in detention; and the relationship between immigration and national security. The student’s grade will be based on a take-home final examination and class participation. Winter (3) Mr. Cox.

IMMIGRATION POLICY & LAW. 44702. This seminar covers the constitutional foundations of the power to control immigration, the historical evolution of U.S. immigration law, and the constitutional rights of aliens seeking admission to the U.S. or resisting expulsion. In addition, we discuss judicial and administrative decisions interpreting the provisions of the Refugee Act of 1980, a particularly dynamic and controversial area of immigration law. Current public policy issues are discussed. Grades are based on class participation and written work. TBA (3) Ms. Gzesh.

INEQUALITIES AND HEALTH. 73801. (=SSA 486, MED 604, PUBPOL 478) This course explores issues related to health care delivery for the poor. It examines the background and history of health care for the poor in the U.S. and the current structures in place at federal, state, and local levels for providing health care for the poor, focusing upon Medicaid and welfare reform efforts. It further examines several special risk patient populations. Finally, it examines options for better delivery of
health care for the poor. Most class sessions are in lecture/seminar format (many with guest speakers who have experience serving the poor). Some class sessions are discussions among class members of readings and site visits. Class presence and participation are extremely important given the discussion format. Students are expected to do the assigned reading, participate in class discussions, and visit Cook County Hospital and at least one community health center. Two brief reaction papers (1-2 pages) are expected in response to site visits. Students also write a final paper. Outstanding ("A") level papers will be selected for presentation and discussion in the final weeks of class. Topics relevant to health care for the poor are suggested. Students may choose to work collaboratively to produce a longer paper if desired. There is a brief final examination covering topics addressed in the class sessions and readings. Spring (3) Dr. Burnet.

INFORMATION TECHNOLOGY LAW: SEMINAR IN COMPLEX INDUSTRY TRANSACTIONS. 91502 Information Technology is the engine of growth for the emerging economy. From B2B exchanges, to wireless/mobile computing, to e-marketplace web design and development, IT is changing the nature of business today. Accordingly, traditional legal concepts are under pressure to adapt to ever-evolving business models. This seminar provides an overview of complex IT transactions and the commercial and legal principles governing these transactions. Study materials will be drawn from actual contracts and other relevant materials, and emphasis will be placed on developing an understanding of the interaction of commercial needs and legal requirements, including those found in corporate, contracts, intellectual property, and other legal practice areas. Participants will develop an understanding of specific contractual, risk, and warranty clauses and practice pitfalls. From time-to-time, senior industry executives will join the seminar to provide "real world" experience. The student must have taken (or be taking concurrently) Corporation Law, or receive instructor approval. The student’s grade is based upon periodic short written exercises (40 percent), take-home examination (40 percent), and class participation, including participation in mock negotiations (20 percent). Mr. Zarfes is an Executive Vice President and General Counsel of Cap Gemini Ernst & Young. Autumn (3) Mr. Zarfes.

INSURANCE LAW AND POLICY. 57902. This seminar examines legal issues relating to first-party and third-party insurance, as well as limited aspects of domestic insurance regulation. Topics include the special principles of construction applicable to insurance policies, particular problems arising under life and health policies, bad faith issues, the duty to defend and to settle under liability policies, the recent insurance “crisis” in some lines of coverage, coverage for acts of “terrorism,” and problems relating to insurance for environmental harms. (Not offered 2004-2005) (3) Mr. Sykes.

INSTITUTE FOR JUSTICE CLINIC ON ENTREPRENEURSHIP. 67613. 67623. 67633. The Institute for Justice Clinic on Entrepreneurship, or IJ Clinic, provides entrepreneurs, especially start-up micro-businesses operated by low- to moderate-income individuals, with free legal services that include business formation; license and permit application; contract and lease creation; landlord, supplier, and lender negotiation; basic tax and regulatory compliance; and other legal activities involv-
The IJ Clinic is the Law School’s practical training ground for law students who are interested in transactional work generally and entrepreneurship specifically. Students are involved in all phases of client representation and have the opportunity to interview and counsel clients; draft business documents and contracts; negotiate with contractors, investors, or lenders; prepare documents for filing; and occasionally represent clients before administrative bodies. Academic credit varies and will be awarded according to the Law School’s general criteria for clinical courses as described in these Announcements and by the approval of the clinical staff. Entrepreneurship & The Law is a prerequisite and Entrepreneurial Advocacy is a co-requisite. Autumn (var) Winter (var) Spring (var.).

INTELLECTUAL PROPERTY LAW AND THE REGULATION OF INFORMATION. 95102. With the rise of the Internet, intellectual property law has become one of the dominant modes of regulating information. In this seminar, we will examine how intellectual property law is evolving under the pressure of radical technological innovation. We will study questions such as peer-to-peer networks and piracy; decryption; the DMCA and the expansion of copyright protections under the Commerce Clause; contributory infringement and safe harbors; the problem of fair use of digital content; jurisdiction and territoriality; the judicial metaphorization of the Internet; legislative and regulatory proposals; and the contractual circumvention of intellectual property law. Throughout the seminar, we will pay close attention to normative paradigms governing the regulation of information, as embodied both in the overall structure of intellectual property law and in constitutional protections of freedom of speech. No prerequisites (although familiarity with some aspects of intellectual property law will be helpful). This seminar may be taken for fulfillment of the Substantial Writing requirement. The student’s grade is based on either a substantial paper or several short thought papers, and class participation. Enrollment is limited to twenty students. Spring (3) Mr. Hilliard, Mr. Widmaier, and Mr. Doellinger.

INTELLECTUAL PROPERTY LITIGATION: ADVANCED ISSUES. 98602. Intellectual Property litigation provides a framework for exploring complex federal civil litigation practice. This course will provide insights into the practice of the trial lawyer as well as analysis of central intellectual property law concepts. Using case studies, we will examine issues such as personal jurisdiction in the Internet age; the tactical and practical dimensions of preliminary injunction practice; the use of experts to address specialized subject matter, including the use of market research surveys to prove consumer perception; availability of equitable remedies; and persuasive trial presentation of complex facts. Trademarks and Unfair Competition is a prerequisite to taking this course. TBA (3) Mr. Masters.

INTENSIVE TRIAL PRACTICE WORKSHOP. 67503. This seminar teaches trial preparation, trial advocacy, and strategy through a variety of teaching techniques, including lectures and demonstrations, but primarily through simulated trial exercises. Topics include opening statements, witness preparation, direct and cross examination, expert witnesses, objections at trial, and closing argument. Practicing lawyers and judges are enlisted to provide students with lectures and critiques from varied perspectives. The course concludes with a simulated jury trial presided over
by sitting state and federal court judges. Evidence is a prerequisite. Students taking the Intensive Trial Practice Workshop may enroll in Pre-Trial Advocacy. Completion of this workshop partially satisfies one of the requirements for admission to the trial bar of the United States District Court for the Northern District of Illinois. Open only to students entering their 3L year and limited to 54 with preference given to students who have been accepted into a Clinic course. Students who have taken Advanced Trial Advocacy (LAW 93802) may not take this course. This workshop is offered for approximately six hours/day the two weeks prior to the beginning of the Autumn Quarter. The student’s grade is based on class participation. Autumn (2) Mr. Bowman, Ms. Conyers, Mr. Futterman, Mr. Heyrman, Mr. Schmidt, Ms. Snyder, Mr. R. Stone.

INTERNATIONAL ARBITRATION. 94602. This seminar gives students a basic foundation in the mechanics of international commercial arbitration and an understanding of the tactical choices that frequently confront international arbitration practitioners. With the emergence of the global economy and the explosive growth of cross-border transactions and multinational joint ventures, international arbitration has become the leading mechanism for resolution of international commercial disputes. With parties increasingly unwilling to accept the risks of litigation in the local courts of their foreign business partners, international arbitration agreements are now a mainstay of cross-border commercial transactions. Topics include the crafting of effective international arbitration agreements, the relative advantages and disadvantages of ad hoc UNCITRAL-style arbitration and institutional arbitration (ICC, AAA, etc.), the rules of procedure that govern international arbitration, the difficult procedural issues that commonly arise in international arbitration (such as the availability and extent of discovery, the consolidation of parties and claims, etc.), the effective presentation of evidence, and the resolution of disputes under the laws of multiple jurisdictions. This seminar may be taken for fulfillment of the Substantial Writing Requirement. The student’s grade is based upon the quality of preparation for and participation in the Seminar, as well as the quality of a required research paper. Winter (3) Mr. Rubinstein.

INTERNATIONAL ENVIRONMENTAL LAW. 92702. This seminar examines the question of how “global” resources like rare species, marine environments, and clean air can be protected within an international legal framework where state actors reign supreme. Sources of international environmental law and associated enforcement mechanisms will be discussed with reference to various environmental problems including climate change, ozone depletion, trans-boundary air pollution, loss of biodiversity, and over-fishing. The relationship between trade, development, and environmental protection will receive particular attention throughout the seminar, as will issues arising from the evolving role of non-state actors. Students will be evaluated based on a final take-home examination and class participation. Spring (2) Ms. Boge.

INTERNATIONAL TRADE INVESTMENT & FINANCE. 48902. Today the volume of international financial flows far exceeds the volume of international trade. This course focuses on the international aspects of domestic banking and security markets and with offshore markets. The focus is on U.S., European, and Japanese...
regulatory systems and the role of international financial institutions. Among the topics covered are the eurodollar and eurobond markets; the international banking and securities clearing systems; foreign exchange, as well as futures and options markets; and derivatives, swaps, and an introduction to emerging markets finance, especially with regard to privatization. This course is intended to complement, rather than substitute for, courses in U.S. securities and banking regulation. Winter (3) Mr. Dam.

INTERNATIONAL INTELLECTUAL PROPERTY. 79801. This course will cover the basics of international intellectual property regulation. A central conundrum in this area of law is that, while the national laws governing intellectual property (IP) have historically been based on territorial sovereignty, the effects of IP laws easily spill across borders. This tension between territoriality and the global consequences of IP laws has become more significant as the value of IP increases, the costs of communications fall, and the amount of international trade grows. The result has been the rise of a significant body of international IP agreements including the Paris Convention, the Berne Convention, the Patent Cooperation Treaty, and, most importantly, the Trade Related Aspects of Intellectual Property (or TRIPs) Agreement. Using these and other international materials, this course will introduce students to the techniques of international IP regulation and investigate the effects and desirability of such regulation. The grade will be based on a final examination. (Not offered 2004-2005.)

INTERNATIONAL LITIGATION IN THE U.S. COURTS. 77101. This course will examine the process of dispute resolution between private parties, and between private parties and states, when there is an international element to the case. Insofar as that dispute resolution occurs in courts, the focus will be on the courts of the United States, both federal and state; insofar as the process occurs in arbitral bodies, a more global perspective is inevitable. The course will begin with a consideration of jurisdictional questions, including jurisdiction to prescribe and jurisdiction to adjudicate. We will then move to the choice of forum, with particular attention on arbitration of international disputes. Next we consider the problems attendant to collecting information located outside the forum country for use in litigation, followed by a unit on the enforcement of foreign judgments (both non-U.S. judgments in U.S. courts, and U.S. judgments in foreign courts). Finally, time permitting, we will examine some of the special doctrines governing a more direct collision with the foreign sovereign itself, such as foreign sovereign immunity and the Act of State doctrine. Students will take an in-class examination. Winter (3) Judge Wood.

INTERNATIONAL TAXATION. 44601. This course provides a survey of the income tax aspects of investments and business operations of foreigners in the United States, and overseas investments and business operations of Americans. Though the principal focus of the course is on the U.S. tax system, some attention is paid to adjustments between tax regimes of different countries through tax credits and tax treaties. The student's grade is based on a final examination. Spring (3) Ms. Roin.
INTERNATIONAL TRADE REGULATION. 48401. This seminar examines the regulation of international trade under national and international law. The emphasis is on the principal obligations of the WTO/GATT system, including the most favored nation obligation, the national treatment obligation, and various other constraints on domestic regulatory policies. Students also examine laws of the United States enacted to implement WTO rights and obligations, including the “escape clause” and the antidumping and countervailing duty laws. Considerable attention is devoted to the structure of international dispute resolution. Issues relating to trade and the environment also receive attention, as does the interface between WTO law and domestic health and safety regulation. Grades will be based on a final proctored examination. Spring (3) Mr. Wu.

INTRODUCTORY INCOME TAX. 44101. This course provides a survey of the essential elements of the U.S. income tax, with principal focus on the taxation of individuals. Points of concern are the nature of income, its timing and measurement, the notions of tax benefit and tax incentive, realization, sales and exchanges, the boundary between personal and business expenditures, capital recovery and capital gains, and assignment of income among related taxpayers. The student’s grade is based on a proctored examination. Note: the winter section is a four-hour credit course meeting four times a week. Autumn (3) Mr. Isenbergh, Winter (4) Ms. Roin.

ISSUES IN POVERTY AND LAW. 57402. This seminar is designed to explore how the law (and the absence of law) affects those who are poor. Students begin by analyzing the rhetoric of poverty in Supreme Court decisions. Students then examine interdisciplinary materials focused on political and social theories that drive poverty policy programs The seminar concludes with an in-depth look at specific policies and programs pertinent to the relationship between poverty and social control. Some issues discussed are access to public housing and spatial concentration of poverty, gentrification, access to law enforcement by poor people, the normative conception of compliance with the law and its relationship to inner city crime, and an analysis of church and state collaboration to reduce crime in poor communities. A continuing theme of this course is the relationship between race and poverty in urban areas. Several short papers and class participation are required. (Not offered in 2004-2004.) (3) Ms. Meares.

IRWIN ASKOW HOUSING INITIATIVE. 95013. 95023. 95033. Students in the Housing Initiative provide legal representation to community-based housing developers, tenant groups, and other parties involved in the production of new or rehabilitated affordable housing stock. Students advise clients on structuring issues; negotiate, draft and review construction and financing contracts; secure zoning and other governmental approvals; assist clients in resolving compliance issues under the applicable state and federal housing programs; and participate in the preparation of evidentiary and closing documents. The Housing Initiative focuses on innovative transactions sponsored by community-based organizations on the south side of Chicago. As part of the Housing Initiative’s developmental phase, students may also work with tenant groups and other community-based organizations to assist in
building their capacity to participate in affordable housing transactions. In addition to working on specific transactions, students in the Housing Project meet weekly as a group to discuss the substantive rules and legal skills pertinent to housing transactions and to examine emergent issues arising out of the students’ work. Topics include urban housing policy (including the Chicago Housing Authority’s activities in replacing high-rise public housing with low-rise and scattered site mixed-income housing); financing structures such as the federal low-income housing tax credit program, tax-exempt multifamily housing revenue bonds, and secured debt financing; special considerations in the rehabilitation of historic buildings; and zoning procedures and related real estate topics. Academic credit for the Housing Project varies and is awarded according to the Law School’s general criteria for clinical courses as described in these Announcements and by the approval of the clinical faculty. Autumn (var) Winter (var) Spring (var) Mr. Leslie.

**ISSUES IN PUBLIC SECTOR LABOR RELATIONS. 92102.** This seminar is an introduction to public sector labor relations. Topics to be explored will include the difference between private and public sector unionization, the constitutional and public policy issues raised by public sector unionization, the legal framework for such unionization and public sector alternatives to the right to strike including different methods of alternative dispute resolution. Winter (3) Ms. Waintroob.

**THE JUVENILE JUSTICE SYSTEM. 60102.** This seminar considers how our legal system should respond to crimes committed by minors. In particular, students consider the appropriateness of treating minors differently from adults in preventing, adjudicating, and imposing consequences for criminal behavior. Readings on adolescent development and urban sociology help inform discussions. The student’s grade is based on three or four short papers. Enrollment is limited to 20. (Not offered 2004-2005) (3) Ms. Buss.

**LABOR LAW. 43101.** This seminar will examine selected aspects of our basic federal labor law, including jurisdiction, procedures and judicial review of the National Labor Relations Board, the regulation of speech and conduct in union organizational campaigns, the ban on employer-sponsored labor organizations, the duty to bargain in good faith, the enforcement of collective bargaining agreements, the limits on economic pressure tactics and federal preemption of state-law regulation. An examination will be given at the conclusion of the seminar. Winter (3) Mr. Lopatka.

**LAW AND ECONOMIC DEVELOPMENT. 98201.** Disappointment with growth rates in the developing world has led over the past decade to an emerging consensus that economic development cannot be successfully sustained in third world countries without strong market economy institutions. The catch phrase for this emerging consensus is that economic development depends on the rule of law; the idea is that countries hoping to develop must enforce contracts, protect property rights, and stamp out corruption in government agencies and the judiciary. This course will analyze these basic concepts against the background of the extensive research on this topic by World Bank and private economists, the historical evolution of strong market economy institutions in the developed world, and an analysis of the role of various legal measures in promoting economic development. Special topics will include the role of law in corporate governance and in the creation of
sound financial sectors in the developing world. The students' grade will be based on a proctored final examination. Autumn (3) Mr. Dam.

LAW AND POLITICS: U.S. COURTS AS POLITICAL INSTITUTIONS. 51302. (=POLSCI 370) The purpose of this seminar is twofold. First, it introduces students to the political nature of the American legal system. In reviewing a substantial amount of the social science literature on courts, students focus on the relationship between the courts and other political institutions. The questions asked include: Are there interests that courts are particularly prone to support? What effect does congressional or executive action have on court decisions? What impact do court decisions have? Second, by critically assessing approaches to the study of courts, the course seeks to highlight intelligent and sound approaches. Particular concern focuses on assumptions students of courts have made, how evidence is integrated into their studies, and what a good research design looks like. This course may be taken for fulfillment of the Substantial Written Requirement. The student’s grade is based on class participation and on their choice of either one short paper and a substantial paper or 2 short papers and an examination. TBA (3) Mr. Rosenberg.

LAW AND SCIENCE. 44502. Winter (3) Mr. R. Posner.

LAW & TECHNOLOGY: CURRENT ISSUES. 91302. (Formerly “Legal Infrastructure of High Technology” LAW677) The goal of this seminar is to provide a general exposure to the cutting-edge issues related to new technologies, intellectual property, and the Internet. We will be reading unpublished manuscripts from the nation’s leading high-technology legal thinkers, including Mark Lemley (Berkeley), Larry Lessig (Stanford), and Yochai Benkler (NYU). The seminar structure is designed to allow the student to take whatever time would otherwise be spent on a major outside paper or final exam preparation and to focus that energy into reading and thinking about the seminar readings. Grades will be based on short reaction papers and classroom interactions. There are no prerequisites. Autumn (3) Mr. Lichtman.

LAW & THE ECONOMIC DEVELOPMENT OF CHICAGO. 98502. This seminar will explore the various ways in which the law has shaped, and continues to shape, the economic and physical landscape of the Chicago metropolitan area. Topics that may be covered include transportation policy, suburban sprawl, low-income housing, crime, segregation, gentrification, historic preservation, open-space and lakefront preservation. Each student will write a research paper examining the law’s influence on economic development in Chicago. The papers may address current challenges or historical issues. Grades will be based on the paper and class participation. This seminar may be taken for fulfillment of the Substantial Writing Requirement. Enrollment is limited to 16 students. Spring (3) Mr. Strahilevitz.

LAW & THE MENTAL HEALTH SYSTEM. 47001. The course is designed to help lawyers function effectively when issues of mental disability relate to legal issues. The course examines the interrelationship between legal doctrine, procedural rules, medical, cultural, and social scientific understandings of mental disability and institutional arrangements affecting the provision of services to the mentally disabled. Consideration is given to admission to and discharge from mental health facilities; competency to consent to or to refuse treatment; to surrogate decision making for
those found incompetent; to the rights of those confined in mental health facilities; to discrimination against the mentally disabled; and to the rights of the mentally disabled in the criminal justice system. This course may be taken for fulfillment of the Substantial Writing Requirement. Students have a choice of taking a final exam at the end of the quarter or writing a paper on a topic approved by the instructor. Autumn (3) Mr. Heyrman.

LAW & THE POLITICAL PROCESS. 98402. This seminar examines the legal regulation of elections and related political processes. Topics include reapportionment, the regulation of political parties, campaign finance reform, the resolution of contested elections, and direct democracy. The seminar will pay particular attention to the political theories and empirical assumptions that shape laws governing American democratic institutions. Grades will be based on class participation and a choice of either a series of short papers or a single longer paper. The seminar may be taken for fulfillment of the Substantial Writing Requirement. (Not offered 2004-2005) (3) Mr. Cox.

THE LAW AND PRACTICE OF ZONING, LAND USE AND EMINENT DOMAIN. 90602. This seminar is a multi-disciplinary, multi-partisan discussion of the balance between private property rights and governmental regulation in land development. We address the constitutional bases of private rights and public land use planning, and the practical manifestations of Euclidean zoning and planning; zoning relief, such as special uses and variations; eminent domain, takings and exactions (including impact fees and delays); wetland protection and historic preservation; development incentives and subsidies, including tax increment financing (“TIF”) and special service areas. Prior course work in real property and constitutional law are encouraged. Course materials include cases, academic and trade-group commentaries, Chicago-based news publications, and guest speakers including major Chicago developers and regulators. The student’s grade is based on attendance, spirited class participation, and a proctored, open-book examination. Spring (2) Mr. Geselbracht, Mr. Novak. Teaching Assistant: Ms. Cassel.

LAW, BEHAVIOR, & REGULATION. 65402. This seminar deals with new and emerging understandings of human behavior—the lessons of those understandings for legal regulation. Topics include environmental regulation, broadcasting, occupational safety and health, damage remedies, and the law of equality. Theoretical materials involve people’s bounded rationality, as they rely on “heuristics” that lead to errors, and are also susceptible to various biases. There is discussion as well of people’s capacity for fairness and their understanding of what fairness specifically involves. A recurrent question will be whether “behavioral law and economics” has advantages over traditional law and economics in thinking about regulation of private conduct. This seminar may be taken for fulfillment of the Substantial Writing Requirement. The student’s grade is based on a substantial paper. (Not offered 2003-2004) (3) Mr. Sunstein.

LAW OF THE EXECUTIVE BRANCH. 68702. The seminar will examine the law-making function that is carried out in the executive branch of the federal government. There will be a brief analysis of the separation of powers doctrine and how it affects the lawmaking capacity of the President and the executive branch. The
issuance of executive orders will be examined, as well as their reach. The entire body of administrative law is affected by the President’s power to appoint and remove principals in the administrative agencies; it is further influenced by his power to shape the agendas of those agencies. The appointment of federal judges also influences the legal landscape. These powers will be studied. The inherent powers of the presidency are the source of considerable law. As commander-in-chief he is the supreme authority of the entire military establishment. His control over foreign policy also creates substantive law. The war making power, as it intersects with that of Congress, also creates law. At least two sessions will be spent on looking at these inherent powers. The President influences legislative policy in many ways that will be studied. The veto power is the formal involvement. The influence on the agenda, in part through having the veto power, and in part through the use of the bully pulpit, help shape the legislative product considerably. As the only official elected by the entire country, the President is the only federal functionary who can claim a national constituency. How that constituency is created, including the operation of the electoral college and the state parties, is central to understanding the nationwide influence of presidential decisions. The issues that underlay Gore v. Bush will be studied as a current example of the pluses and minuses of the electoral system, comparing it with parliamentary systems. Finally, the criminal laws are influenced by use of the pardon and commutation power. While the impact of his power is usually limited to individual cases, it can spill over to the basic law, as the review of some high profile cases will demonstrate. Grades are based on a proctored final exam. (Not offered 2004-2005) (2) Judge Mikva.

LAW, SCIENCE & MEDICINE. 93302. This seminar will address the intersection of law, science, and medicine, focusing on issues related to the “new genetics” and other advances in biotechnology. Topics will include gene therapy, reproductive technologies, human experimentation, and genetic enhancement. Students may choose to write several short papers or one longer, in-depth, three-stage paper, which will satisfy part of the writing requirement. Grades will be based on the papers and class participation. Enrollment is limited to 20 students. Spring (3) Ms. Palmer.

LEGAL ELEMENTS OF ACCOUNTING. This mini-course introduces accounting from a mixed law and business perspective. It covers basic concepts and vocabulary of accounting, not so much to instill proficiency with the mechanics of debits and credits as to serve as a foundation from which to understand financial statements. The course then examines accounting from a legal perspective, including consideration of common accounting decisions with potential legal ramifications. It also analyzes throughout the reasons for and roles of financial accounting and auditing, as well as the incentives of various persons involved in producing, regulating, and consuming financial accounting information. The course will touch on some limitations of, and divergent results possible under, generally accepted accounting principles. Current cases, proposals, and controversies will be discussed. Attendance and participation will be very important. Grades for students new to accounting will be based on short essay questions, problem sets, and class participation. Students with substantial prior exposure to accounting (such as students with an MBA, joint MBA/JD, and undergraduate finance majors) will be graded based on a medium-length term paper whose topic will be selected from a list of options. Autumn (TBA) Mr. Sylla.
THE LEGAL HISTORY OF EARLY CHINA. 98002. Through study of some of the major legal materials of the pre- and early imperial periods in China (approximately 1045 B.C.E.-220 C.E.), as well as by introduction to some of the theoretical materials that may be used in analyzing this growing body of early Chinese legal documents, this course hopes to help students revisit their assumptions about legal behavior and the nature and role of law. Throughout the course, students are encouraged to contribute their knowledge about other legal systems (both modern and pre-modern) in our discussions of the ancient Chinese material. In addition to situating the Chinese legal materials in their varying literary, cultural, and historical contexts, and thereby highlighting some of their unique features, we will also draw from a wide range of theoretical materials (e.g., comparative anthropology, legal philosophy, social semiotics, etc.), which may be useful in bringing to light universalities of legal systems and behavior. However, discussion of any given text will be directed in large part by the nature and contents of the material itself. The Chinese materials, all readings of which will be in English translation, range from commemorative inscriptions cast in bronze sacral vessels and descriptions of legal practices in received texts, to actual statutes and case records, philosophical texts, and legal debates. The medium, discovery, transmission, and “authorship” of each document will be given due consideration for the effect they may have on our understanding of the contemporary legal and historical contexts from which the texts derive. Spring (3) Ms. Skosey.

LEGAL INTERPRETATION. 51602. Many challenges in law come from the difficulty of interpreting words—always incomplete, often old. This seminar explores different methods of resolving interpretive problems: “plain meaning,” its cousin textualism; a search for intent (“original,” presumed, or imputed); functional analysis; and so on. The seminar asks how the competing approaches to decoding texts stand up on different criteria, such as consistency with principles of democratic governance (including the contributions of public choice theory) and the philosophy of language. Constitutional and statutory interpretation receive approximately equal emphasis. Enrollment is limited to 20 students. The student’s grade is based on a series of short papers. Successful completion of this seminar qualifies for the fulfillment of one of the Substantial Writing Requirements. (Not offered 2004-2005) (3) Judge Easterbrook.

LEGAL SCHOLARSHIP WORKSHOP. 78711. 78721. 78731 This multiquarter course is designed for students interested in developing either an existing paper (in need of substantial revision) or new research into a publishable article. In the Autumn quarter the course will be run as a mini faculty workshop for Chicago area scholars to present their work, allowing the class to comment on their scholarship and learn about presentation skills. In the Spring Quarter the class will function as a workshop for students, enabling them to present their papers. In preparation for each meeting students will submit short (2-3 page) critiques of the author’s paper. Along the way, during the Autumn and Spring quarters, the professors will work with each student to get his/her piece into publishable shape. The student’s grade is based on attendance, participation, and quality of the final writing. Students must complete the entire offering to receive credit for the course. Autumn (2) Winter (1) Spring (2) Ms. Bernstein and Mr. Harcourt.
THE LEGAL PROFESSION. 41001. This course satisfies the professional responsibility requirement; in doing so it considers the principles, rules, aspirations, traditions, and substantive law that govern how lawyers practice law. It gives students a basic introduction to the nature of what lawyers do and what is expected of them as members of the American legal profession, with particular emphasis on the importance of legal ethics in the practice of law. Students consider lawyer liability under substantive law, the nature of the lawyer-client relationship, competency, confidentiality, conflicts of interest, and tensions that are created by the lawyer’s duties as an officer of the court and as an advocate in an adversary system. Two sections are offered, with the same basic content but slightly different focus. A focus of the autumn section will be some fundamental questions about who we are and what we stand for as lawyers. A focus of the spring section is the self-regulatory tradition of the organized bar examined in the context of the rules of professional conduct. Students who take this course may not take The Law of Lawyering (40901) or other courses fulfilling the American Bar Association’s mandated professional ethics course requirement. The student’s grade is based on a proctored final examination. Spring (2) Mr. Alberts.

THE LEGAL PROFESSION. 41002 This seminar, which satisfies the professional responsibility requirement, will consider the law governing lawyers, with particular emphasis on the problems and issues that arise in the representation of corporate and institutional clients by lawyers at large law firms. Among the topics that may be examined are conflicts of interest and client selection; fee arrangements, timekeeping and billing; handling of lawyer-client disagreements and the rare troublesome client; issues presented by lawyers changing firms; the obligation of lawyers to report professional misconduct; and the role of lawyers when the conduct of their clients is under government scrutiny. Students who take this course may not take any of the other courses fulfilling the American Bar Association’s mandated professional ethics course requirement. Winter (2) Mr. Holzhauer.

LEGAL WRITING AND ANALYSIS. 79912. 79922. Autumn (1) Winter (1) Ms Saltoun.

LEGISLATION. 44201. An understanding of legislative process and statutory interpretation is increasingly necessary as the influence of statutory law broadens to affect a wide range of legal issues. Solutions to many problems facing today’s lawyer involve either knowledge of how legislation develops in Congress or understanding of how laws will be interpreted by the judicial and executive branches. Focusing on the federal level, students examine the contemporary legislative process, including the role of interest groups and the effect of lobbying; the use of legislative history in statutory interpretation; and the legal issues implicated by recent legislative reform proposals. Students explore topics such as the constitutional law and political theory of representation, campaign finance reform, ballot initiatives and referenda and term limit proposals. These issues are discussed from legal, economic, and political perspectives, and theoretical conclusions will be applied to practical examples of actual legislation. The student’s grade is based on class participation and a final examination. Spring (3) Mr. Vermeule.
LOCAL GOVERNMENT LAW. 71701. This course examines the law regarding provision of public goods and services at the state and local level. It explores the way in which local government law addresses the issues of what services a local government should provide, who should pay for the services provided, and how the answers to these questions are addressed. It explores the relationship among federal, state, and local governments, with particular emphasis on judicial analysis of the constitutional and statutory basis of those relationships. The student's grade is based on class participation and a proctored final examination. Autumn (3) Ms. Roin.

MARRIAGE. 68001. With the aim of making predictions and recommendations for the future, this seminar examines marriage as a state-sponsored institution, considering its history, its variants (e.g., common law marriage) and close substitutes (e.g., domestic partnership), conceptual frameworks for analyzing it (e.g., analogies between marriage and the business corporation or partnership or relational contract), past and future variants on the joining of one man and one woman (e.g., polygamy and same-sex marriage), and the use of marriage as an ordering principle in various areas of law. The grade is based on class participation and a final examination or major paper. Spring (3) Ms Case.

MENTAL HEALTH ADVOCACY. 67013. 67023. 67033. Mental health advocacy teaches litigation and other advocacy skills. Under the supervision of the clinical teacher, students engage in individual and systemic litigation and legislative and other advocacy on behalf of indigent, mentally ill clients of the Law School's Edwin F. Mandel Legal Aid Clinic. With the permission of the clinical teacher, students may choose to focus on litigation, legislation, or both. Students engaged in litigation may interview clients and witnesses, research and draft pleadings and legal memoranda, including briefs to reviewing courts, conduct formal and informal discovery, negotiate with opposing counsel and others, conduct evidentiary hearings and trials, and present oral argument in trial and appellate courts. Students who have completed sixty percent of the credits needed for graduation may be licensed to appear, under the supervision of the clinical teacher, in state and federal trial and appellate courts pursuant to court rules and practices.

Students engaged in legislative advocacy may research and draft legislation and supporting materials, devise and implement strategies to obtain the enactment or defeat of legislation, negotiate with representatives of various interest groups, and testify in legislative hearings.

In addition to discrete advocacy skills, such as cross-examination, discovery planning, and legislative drafting, the course aims to provide students with an understanding of the relationships between individual advocacy tasks and the ultimate goals of clients, between litigation and legislative advocacy, and between advocacy on behalf of individual clients and advocacy for systemic change. Prior to the beginning of the third year, students who intend to engage in litigation are required to complete Pretrial Advocacy and either the Intensive Trial Practice Workshop or Trial Advocacy. Prior or contemporaneous enrollment in either Legislation or Legislative Process is encouraged for students intending to engage in legislative advocacy. Prior or contemporaneous enrollment in Law and the Mental Health System is encouraged for all students.
Second-year students will ordinarily not be permitted to enroll during the Autumn Quarter. See the general rules for all clinical courses for further details concerning enrollment, including the rules governing the award of credit. Mental Health Advocacy satisfies part of the writing requirement if substantial written work is completed.

Academic credit varies and will be awarded according to the Law School’s general criteria for clinical courses as described in these Announcements and by the approval of the clinical staff. Autumn (var) Winter (var) Spring (var) Mr. Heyrman.

**NATIONAL SECURITY LAW. 70701.** This course examines the concentration of foreign policy-making powers in the executive branch and the domestic consequences of that concentration for the relationship of the executive branch with Congress and the federal courts, the federal government’s relationship with the states, and the people’s relationship with the government as a whole. The class is organized historically by crisis. Topics covered include the Founding and immediate post-Founding understandings of national security powers under the Constitution; emergency powers and the fate of individual liberty during the Civil War, WWI, and WWII; disputes over the President’s power to wage war without explicit congressional authorization during the Korean, Vietnam, and Gulf Wars; security/loyalty procedures during the Cold War; covert operations and intelligence gathering; the disclosure of classified and unclassified information; attempts to seek executive accountability through the court system; international terrorism and crime abroad; and sexual orientation as a disqualification for government service. Students have the option of taking a final examination or writing a substantial paper. (Not offered in 2004-2005.)

**NEGOTIATION AND MEDIATION. 98801.** This course combines the theory and practice of negotiation and mediation in order to improve each student’s understanding of these Alternative Dispute Resolution processes and to increase each student’s negotiation and mediation skills and self-awareness as negotiator/mediator. Most lawyers, regardless of their chosen area of practice, are called upon to be negotiators. Litigators resolve far more disputes through negotiated settlements than through the trial process. Business lawyers are regularly called upon to negotiate on behalf of their clients in forming companies and joint ventures and drafting mergers, investment, finance, employment, and other agreements. Similarly, government, public interest in-house counsel, and other lawyers need to be effective negotiators in both their professional and personal lives. Lawyers are also called upon to serve as mediators in a process in which the lawyer as a neutral party facilitates the discussion and solution of conflicts by the parties themselves.

Readings and lectures will provide a theoretical framework for understanding negotiation and mediation processes and utilizing relevant tools and concepts. Students will also develop skills and increase self-awareness as negotiators/mediators by participating in a series of negotiation/mediation exercises. Follow-up discussions to the exercises will help clarify what worked and didn’t work and why in the exercises. Certain exercises may be videotaped. Class attendance is required. Students will be assigned to different negotiation/mediation exercise partners from session to session. The student’s grade is based on classroom participation and performance in the negotiation/mediation exercises, a modest midterm oral examination focused on the theory of negotiation and mediation, and a final paper. (Not offered 2004-2005).
NETWORK INDUSTRIES. 73501. This course address state and federal regulation of price, quality, and entry, with an emphasis on the regulation of natural monopolies, cost-of-service rate-making, rate design, and the problem of partial competition within a regulated environment. While the scope of the course precludes a detailed investigation of any particular industry or system of regulation, particular attention is paid to electrical generation and transmission, the Internet, and telecommunications, with exposure to problems of the other network industries, such as transportation and consumer electronics. This course emphasizes the substantive law and regulated industries, and pays scant attention to the procedural questions addressed in Administrative Law, which should be taken at some point, but which is not a prerequisite for this course. The student’s grade is based on class participation and a final examination. Autumn (3) Mr. Picker.

NON-PROFIT ENTITIES 91101. Spring (3) Mr. Fischel.

NONPROFIT ORGANIZATIONS. 67802. This seminar explores the law associated with nonprofit organizations. Such topics as fiduciary duties, conversions from nonprofit to for-profit status, tax exemptions, charitable deductions, and limits on lobbying activities are included. We dwell on the underlying question of why some activities (and not others) are carried out in the nonprofit sector. The student’s grade is based on biweekly short reaction papers and a modest take-home (exam-style) paper. Enrollment is limited to 20. (Not offered in 2004-2005) (3) Mr. Levmore.

OIL AND GAS. 45301. The basic law relating to the exploration, production, and development of oil and gas. The following principal topics are covered: ownership interests in natural resources, leasing and field development, the classification and transfer of production interests, and regulation of field operation-pooling, unitization, and environmental controls. Taxation and post-production marketing controls are not covered. The student’s grade is based on class participation and a final exam. Spring (3) Mr. Helmholz.

PARENT, CHILD, AND THE STATE. 47101. (=SSA, PUBPOL) This course examines the legal rights of parents and children, and the state’s authority to define and regulate the parent-child relationship. Among the topics discussed are children’s and parent’s rights of expression and religious exercise, termination of parental rights and adoption, paternity rights, the state’s response to child abuse and neglect, the role of race in defining the family, and the legal issues raised by the development of new reproductive technologies. The student’s grade is based on a proctored or take-home examination. (Not offered 2004-2005) (3) Ms. Buss.

PARTNERSHIP TAXATION. 75601. This course examines income tax aspects of partnerships. Partnerships have become a widely used business structure, particularly since the invention of limited liability companies and with the increase in the number of start-up ventures. The course focuses on formations, distributions, income allocations, borrowings, and liquidations of partnerships, with a special focus on using the tax rules in a transactional setting. Introductory Income Tax is a prerequisite. The student’s grade is based on a final examination and class participation. (Not offered 2004-2005) (3) Mr. Weisbach.
PATENT LAW. 78001. This is a basic course in patent law. We will examine the governing statues and influential cases, and we will also examine the public policy motivations for various patent rules and procedures. Students without a technical background should nevertheless feel completely comfortable enrolling in the course. Patent cases often involve complicated technologies, but the key to understanding the relevant legal issue almost never turns on an understanding of the technology per se. The student’s grade is based on class participation and a final examination. Autumn (3) Mr. Lichtman.

PATENTS AND TRADE SECRETS. 45901. This course focuses on patent law and, to a lesser extent, on trade secret law. Though the course is primarily concerned with legal doctrine, it deals with how intellectual property rules promote and sometimes deter innovation. Most of the time is devoted to U.S. law, but international patent cooperation efforts, as well as key differences between the U.S. and foreign patent systems, are discussed. The student’s grade is based on a final examination. (Not offered in 2004-2005) (3) Mr. Dam.

POLICY ANALYSIS: THE EVALUATION OF SOCIAL WELFARE PROGRAMS AND POLICIES. 74101. (=SSA 46400) This course introduces students to a variety of approaches used to evaluate social service programs. At the beginning of the quarter, students examine the growing demands for accountability that social service programs face from forces such as managed care, current federal fiscal policies, and public skepticism that social programs have been effective. Students learn how evaluation techniques can help program managers respond to these pressures, given that appropriate measures have been taken to collect and analyze data in order to inform decision-making. These techniques include assessing a program’s evaluability, designing meaningful goals and objectives, choosing an evaluation approach, and developing process and outcome measures. Students also explore practical issues that arise while implementing an evaluation, designing and/or using management information systems, and using evaluation results. Through course materials, students come to understand the necessity of grounding evaluation approaches within a theoretical and organizational context. Spring (3) Ms. Marsh.

THE POLITICAL ECONOMY OF LAW. 76401. (=POLSCI 430) This course provides a survey of the rational choice approach to analyzing legal institutions. Topics include property, contracts, torts, crime, and the determinants of judicial decisions. Spring (3) Mr. Milyo.

POLITICAL PROCESS. 79701. This course surveys the legal regulation of elections and politics. Topics include the individual’s right to participate in the political process; redistricting and the distribution of power among various groups in politics; the regulation of political parties; campaign finance reform; and direct democracy. The course will pay particular attention to the political theories and empirical assumptions that underlie judicial regulation in these areas. The student’s grade will be based on a take-home final examination and class participation. Autumn (3) Mr. Cox.

POLITICAL RESPONSIBILITY. 42600. (=POLSCI 42600) Collective action through institutions directed at goals of maximizing freedom, equity, and well being for people cannot occur unless the individuals acting with and within these
institutions are responsible. What does responsibility mean in the context of large scale social structures and organized action? Can we make meaningful distinctions between moral responsibility in individual interaction and political responsibility in the context of participation in political community? Is it important to see political responsibility in backward looking terms of assigning causal agency to events that have occurred, or is it more important to consider responsibilities for future transformation? Can it be argued that people in a collective share responsibility for passive assent or sharing attitudes even when they themselves have not performed harmful or unjust acts? We will discuss questions such as these through works of writers such as Hannah Arendt, Jean Paul Sartre, Larry May, Marion Smiley, Hans Jonas, Dennis Thompson, Robert Goodin, Jacques Derrida and others. TBA Ms. Young.

POVERTY & HOUSING LAW CLINIC. 90512. 90522. This clinic, conducted over two sequential quarters, exposes students to the practice of poverty law work by giving them the opportunity to work on housing related cases at the Legal Assistance Foundation of Metropolitan Chicago, which provides free legal services to indigent clients in civil matters. Students will spend at least thirteen hours per week in one of LAFMC’s six neighborhood offices—located in Chicago’s South Side, West Side, and Northwest Side, in the Loop, and in Evanston and Harvey—or in LAFMC’s Housing Law Project or Foreclosure Prevention Project (both of which are located in downtown Chicago). Students may be asked to appear with tenants at administrative grievance hearings; represent defendants in eviction or foreclosure actions; file suit to enjoin landlords from performing lock-outs or refusing to make necessary repairs; participate in ongoing federal litigation; advocate on behalf of tenant groups; comment on proposed federal housing regulations; and file bankruptcy petitions on behalf of subsidized-housing residents who are trying to preserve their tenancies.

All students will be expected to interview clients, prepare written discovery, and draft motions. Students with 711 licenses may be asked to appear in court at status hearings, conduct depositions, argue contested motions, negotiate with opposing counsel, and participate in bench or jury trials. In addition to working at LAFMC, students will attend a weekly two-hour seminar at which they will learn about laws governing the landlord-tenant relationship; eviction actions; foreclosures; public housing; the Section 8 tenant-based and project-based rental assistance programs; housing discrimination; the affordable housing crisis; and preservation and production of affordable housing.

Enrollment is limited to twelve students. The clinic is run by Richard Wheelock (supervisory attorney, LAFMC’s Housing Law Project) and Lawrence Wood (supervisory attorney, LAFMC’s Northwest Office). The student’s grade is based on class participation (20%), one paper—10 pages minimum (10%), and work at LAFMC (70%) Winter (3) Spring (3) Mr. Wheelock, Mr. Wood.

PRE-TRIAL ADVOCACY. 67403. This seminar focuses on fundamental pretrial litigation strategies and skills, including creation and evaluation of legal and factual theories, pleading and motion practice, interviewing clients and witnesses, discovery planning, depositions, and pretrial preparation. The seminar employs a variety of learning methodologies, including lectures, small group discussions, simulated exercises, and videotaped performances by students. Evidence is a prerequisite. Stu-
dents taking Pretrial Advocacy are also eligible to enroll in the Intensive Trial Practice Workshop. The student’s grade is based on class participation. Enrollment is limited to 48 students with preference given to students who have been accepted in a clinic course. Students who have taken Advanced Trial Advocacy (LAW 93802) may not take this course. Spring (2) Mr. Bowman, Ms. Conyers, Mr. Heyrman, Mr. Schmidt, Ms. Snyder, Mr. Futterman.

PRICE THEORY. 43601. (=ECON 301) The focus of this course is on the theory of consumer choice, including household production, indirect utility, and hedonic indices; supply under competitive and monopolistic conditions; static and dynamic cost curves, including learning by doing and temporary changes; uncertainty applied to consumer and producer choices; and market equilibrium and its stability. Autumn (3) Mr. G. Becker and Mr. Murphy.

PRIVACY. 79701. This course surveys America’s efforts to draw boundaries between the public and private spheres. The course primarily deals with three types of law: the privacy-related torts, constitutional privacy law, and various federal statutes and regulations that govern the collection, aggregation, and dissemination of private information. Substantive topics of discussion will include Internet privacy; health care and genetic privacy; Megan’s Law; sexual privacy; the relationship between privacy and the First Amendment; associational privacy; and the Fourth Amendment and other restrictions on governmental investigations and surveillance. The student’s grade is based on a final examination. Spring (3) Mr. Strahilevitz.

PROCEDURE AND EVIDENCE: ADVANCED TOPICS. 47202. This seminar will entail a close reading of a series of articles on the frontier of evidence and procedure scholarship. Emphasis will be placed on the application to these fields of game theory, cognitive psychology, and empirical methods. Autumn (3) Mr. Sanchirico.

PROBLEMS IN SUPREME COURT HISTORY. 57202. This seminar focuses on the Court from a behavioral perspective and utilizes archival collections available at the Manuscript Division of the Library of Congress and various university repositories. Law school studies of the work of the Supreme Court of the United States focus too much on doctrinal analysis and constitutional theory. Students formulate a feasible research project with the aid of the instructor, arrange to examine the relevant archives, and produce a substantial research document. This seminar may be taken for the fulfillment of the Substantial Writing Requirement. (Not offered in 2004-2005) (3) Mr. Hutchinson.

PROFESSION OF LAW 40901. This course satisfies the professional responsibility requirement for upper-year students. Lawyers often suppose that the entire law of professional responsibility is contained in the profession’s codes. However, “other” law (criminal law, tort law, procedural law, securities law, etc.) plays an equally and sometimes more important role in regulating a lawyer’s conduct. This three-credit course focuses on an examination of the ways in which ethics codes and “other” law work together to shape a lawyer’s course of action in different contexts (business transactions, civil litigation, government representation, criminal defense). In addition, students explore the contours of the profession—its demographics and structure—in order to prepare themselves for lives as lawyers in the 21st century. Students who take this course may not take The Legal Profession. (Not offered 2004-2005) (3) Ms. Meares.
PUBLIC CHOICE. 69002. This seminar focuses on the relationship between modern perspectives on voting and interest groups on the one hand and legislation and judicial interventions on the other. The problems associated with collective decision-making illuminate interactions between legislatures and judges; democracy’s attempt to solve certain problems; and the roles played by a variety of legal doctrines and constitutional institutions (from takings law and standing, to line-item vetoes and term limits and balanced budget amendments). In short, students arm themselves with the literature on interest groups and democratic decision-making in order to explore a wide variety of social problems and legal rules. Students prepare a series of biweekly “reaction” papers and then a modest take-home exam. TBA (3) Mr. Levmore.

PUBLIC INTERNATIONAL LAW. 72901. This course is an introduction to the international legal system and particularly its decision-making processes—how international law is made and applied; the institutions created for making decisions; and the various legal regimes that are established. Consideration will be given to formal as well as operational prescriptions and practice. The role of power in this system will be candidly acknowledged, and the problems and opportunities it presents will be explored. Special attention will be given to (1) theory; (2) participants in the system; (3) control of access to and regulation of the resources of the planet; (4) nationality and human rights; and (5) regulation of the use of force. The student’s grade will be based on class participation and a scheduled examination. Autumn (3) Mr. Cogan.

PUBLIC INTERNATIONAL LAW. 72901. This course is an introduction to public international law. Students examine several topics, including the institutions of international law (such as the United Nations and the International Court of Justice), the sources of international law (especially treaties and custom), the special process of legal reasoning that characterizes international law, the relationship between international law and politics, the relationship between international and domestic law, and substantive international law issues such as state responsibility for breaches, human rights, jurisdiction and immunities, and the use of force. Grades are based on class participation and a final examination. Spring (3) Mr. E. Posner.

PUBLIC LAND AND RESOURCE LAW. 44501. This course introduces the law governing public lands in the United States, including the preservation and the exploitation of the natural resources on those lands. The course deals with the administrative structures and the legal doctrines that have been developed to control use of the public lands, and it takes up selected subjects to illustrate how the system works. Among possible subjects for inclusion are the national parks, timber policy, grazing rights, mining law, the protection of wildlife, and wilderness preservation. (Not offered 2004-2005) (3) Mr. Helmholz.

READINGS IN LEGAL THOUGHT. 57002. Students in this seminar read a selection of important works in the development of Anglo-American legal thought from the eighteenth century to the present. In the past, authors have included Blackstone, Bentham, Mill, Holmes, Llewellyn, Frank, Bickel, Calabresi, Posner, MacKinnon, Scalia, Cass, and others. Students submit a commentary on each reading prior to its being discussed in class. This seminar, which will meet five times (6-8 pm) over the
course of the year, may be taken for fulfillment of the Substantial Writing Require-
ment. Grades are based on the written submissions and class participation. Enroll-
ment is limited to 14 students. TBA (3) Judge Ginsberg.

RECENT LITERATURE ON COURTS. 54402. This seminar explores important 
new works in the social science literature on courts. Its objective is to help partici-
pants become fully informed about the most recent and important social science 
work on courts. Because it aims to provide participants with a critical perspective 
on new work, solid grounding in the literature, as obtained in Law 513 (Law & Pol-
itics: U.S. Courts as Political Institutions), is a prerequisite. The reading varies from 
year to year, depending on what has been written. TBA (3) Mr. Rosenberg.

REGULATION OF SEXUALITY. 72201. This course focuses on the many ways in 
which the legal system regulates sexuality, sexual identity, and gender and consid-
ers such regulation in a number of substantive areas, including marriage laws, cus-
tody rules, sodomy laws, and constitutional rights such as free speech, equal pro-
tection, and substantive due process. Readings include cases and articles from the 
legal literature together with work by scholars in other fields on current questions 

RELIGION AND THE FIRST AMENDMENT. 47901. (=PHIL 21416/31416, RETH 
31600) The course will cover the major legal issues in this area, focusing on the rela-
tionship between the Establishment clause and the Free Exercise clause. Some back-
ground reading in philosophy (e.g., Hobbes, Locke) will begin the class, and some 
comparative reading about other countries (especially India) will end it. Spring (3) 
Ms. Nussbaum.

REMEDIES. 41401. The way in which the law responds to violations of rights is no 
less important than the way in which those rights are allocated. The law of remedies 
determines the law’s response to violations of rights, and in so doing, it delineates 
their boundaries and gives them legal meaning. Hence, the study of the law of 
remedies is closely related to the study of the substantive law, each field shedding 
light on the other.

This course focuses on remedies in Contracts and Torts, referring to the goals of 
the substantive law to better understand the remedial law. It explores the law of 
damages in both Contracts and Torts and covers topics such as restitutionary dam-
ages; probabilistic recoveries; the relationship between damages and non-legal 
sanctions; evidentiary damage; and punitive damages. The course also covers the 
remedies of specific performance in Contracts and injunction in Torts and compares 
and contrasts these remedies with monetary ones. Some of the defenses available to 
both the breaching party and the wrongdoer, such as mitigation of damages and 
comparative fault, in Torts and Contracts will also be discussed. The student’s grade 
will be based on a final proctored examination. (Not offered 2004-2005)

REMEDIES: INTENSIVE SEMINAR. 41402. The way in which the law responds 
to violations of rights is no less important than the way in which those rights are 
allocated. The law of remedies determines the law’s response to violations of rights, 
and, in so doing, it delineates their boundaries and gives them legal meaning. 
Hence, the study of the law of remedies is closely related to the study of the sub-
stantive law, each field shedding light on the other. This course focuses on remedies
in Contracts and Torts, referring to the goals of the substantive law to better understand the remedial law. It explores the law of damages in both Contracts and Torts and covers topics such as restitutionary damages; probabilistic recoveries; the relationship between damages and non-legal sanctions; evidential damage; and punitive damages. The course also covers the remedies of specific performance in Contracts and injunction in Torts and compares and contrasts these remedies with monetary ones. Some of the defenses available to both the breaching party and the wrongdoer, such as mitigation of damages and comparative fault, in Torts and Contracts will also be discussed. Winter (1) Mr. Porat.

RESEARCH IN ENGLISH LEGAL HISTORY. 54902. This seminar provides an opportunity for intensive research and writing in the legal history of England. Enrollment is small, research is supervised, and students are encouraged to produce more than one draft. The first meetings will deal with bibliographic questions and discussions of selected topics designed to give students a general familiarity with the sources. There are no pre-requisites, but it is useful for those who enroll to have a general knowledge of English history. Completion of the seminar with a research paper satisfies part of the substantial writing requirement. (Not offered 2004-2005) (3) Mr. Helmholz.

ROMAN LAW. 47702. The seminar develops skill in analyzing legal problems according to the processes of the Roman civil law, in contrast with those of the common law, and does not purport to give a comprehensive treatment of its detailed workings. The material provides an outline of the sources and procedure of Roman private law, followed by an examination of the Roman institutional system, the basis of most modern civil law codes. Particular emphasis is given to property and to obligations (contracts and torts). No knowledge of Latin is required for the seminar. Enrollment is limited to twenty-five students. This seminar may be taken for fulfillment of the Substantial Writing Requirement. (Not offered 2004-2005) (3) Mr. Epstein.

SECURED TRANSACTIONS. 42201. This course deals with the many legal issues that come into play when there are collateralized loans for which the collateral is personal property. Students focus on Article 9 of the Uniform Commercial Code, the Bankruptcy Code, and other related laws. This form of lending is central to our economy, and the applicable legal doctrines are ones that every corporate and commercial lawyer should firmly grasp. The course is a useful, though not absolutely essential, preparation for Bankruptcy. The student’s grade is based on class participation and on a proctored final examination. Autumn (3) Mr. Rasmussen.

SELECTED TOPICS DISCUSSION GROUPS. 95902. This seminar, open only to Law School students, is designed to afford students the opportunity to engage in informal discussions with Law School faculty members on a range of topics. The groups, limited to 8-12 students, meet in informal settings, usually in a faculty member’s home. The groups will meet for a minimum of 5 sessions over 1 or more quarters. Students must commit to participate in all sessions. Topics, individual discussion group structure, discussion facilitators, and method of registration, will be announced prior to the Autumn Quarter registration period. Participating students earn one non-graded unit. Attendance at all sessions is required to earn the credit. Autumn (var) Winter (var) Spring (var) Law School Faculty.
SEPARATION OF CHURCH AND STATE. 64502. This seminar is an historical study of the concept of separation of church and state, especially in America from the mid-seventeenth to mid-twentieth centuries. On the basis of largely neglected primary sources, this seminar explores fresh approaches to the history of separation of church and state. Topics include Roger Williams, anti-clericalism, establishment and anti-establishment arguments, Jefferson and his allies, anti-Catholicism and nativism (including riots and church burnings), theological liberalism, and Southern Baptists and the Ku Klux Klan. Research paper required. This seminar may be taken for fulfillment of the Substantial Writing Requirement. (Not offered 2004-2005) (3) Mr. Hamburger.

SEX DISCRIMINATION. 73101. This course examines sex discrimination and the legal prohibitions on its practice, with particular emphasis on the nineteenth-century woman’s rights movement, the modern women’s movement, and the ways in which the law has responded, or failed to respond, to their claims. Topics covered include women’s legal status before and after the rise of organized feminism in the nineteenth century; the rise of the modern women’s movement and the emergence of heightened constitutional scrutiny for sex-based distinctions; the question of when, if ever, sex-based differences authorize differential treatment; the constitutional status of facially neutral laws that have a disproportionate impact on women; and statutory protection against sex-based discrimination. Students have the option of taking an exam or writing a substantial paper. (Not offered 2004-2005.)

SEX EQUALITY. 48801. This course in practical jurisprudence inquires into the relationship between sex inequality in society and sex equality under law. The dominant paradigm of legal equality in terms of sameness and difference is examined and an alternative of dominance and subordination is considered. Concrete issues including comparable worth, sexual harassment, rape, abortion, prostitution, family, pornography, and gay and lesbian rights are examined in sex equality terms. Questions such as the legitimacy of the “intent” requirement in Constitutional cases and the fairness of the burden of proof under Title VII are also considered. Inequalities of race and class are addressed throughout. The course canvasses, examines, criticizes, and aims to expand the law of sex discrimination toward meaningful civil equality between women and men. The student’s grade is based on a final examination and class participation. Autumn (3) Ms. Case.

SPORTS LAW. 63902. This seminar focuses on current issues in sports law including eligibility rules, drug testing, ownership structure, antitrust, labor, publicity rights, governance of the game, and the role of criminal and tort law for on-field actions. This seminar will also examine some of the statutes that govern sports in the U.S. such as the Ted Stevens Olympic and Amateur Sports Act. The student’s grade is based on class participation and a series of short papers. Autumn (3) Mr. Collins.

STRUCTURING VENTURE CAPITAL & ENTREPRENEURIAL TRANSACTIONS. 71401. This course covers the tax and legal principles applicable to a series of interesting, complex, current entrepreneurial transactions, utilizing venture capital or private equity financing, including (1) a new business start up, (2) a growth
equity investment in an existing business enterprise, (3) a leveraged buyout of a private or a public company (including a going-private transaction), (4) use of a flow-through tax entity such as an S corporation, a partnership, or an LLC, for a variety of venture capital or private equity financed transactions, (5) a restructuring of an existing enterprise to provide better incentives to key executives, (6) devising an equity-based executive compensation program, (7) a restructuring or workout (in or out of bankruptcy) for the troubled over-leveraged enterprise, (8) devising an exit scenario for the successful venture capital financed enterprise (such as an IPO, SEC rule 144 sales, or a sale of the company), (9) utilizing an NOL in a venture capital or LBO deal, and (10) forming a new venture capital, LBO, or private equity fund. Substantive subjects covered include federal income tax, securities regulation, corporate law, partnership law, LLC law, bankruptcy law, fraudulent conveyance law, and other legal doctrines and accounting rules relevant to entrepreneurial transactions (including use of common and preferred stocks, convertible debentures and convertible preferred, warrants, and options). The course reviews these tax, legal, and accounting principals in a transactional context and also considers their policy underpinnings and likely future evolution. There are no specific prerequisites. However, Taxation of Individual Income is strongly recommended, and Taxation of Business Enterprise I is desirable. In addition, knowledge of corporate law, securities regulation, bankruptcy, and accounting are helpful. The student’s grade is based on a final examination. Graduating students are required to take the final examination in the early examination period. Spring (3) Mr. Levin, Mr. Rocap.

SURVEY OF AMERICAN LEGAL HISTORY 1620-1939. 77501. The course explores the character and role of law in America. A survey of American legal history from the European settlements through the New Deal. Topics include government on the early frontier; the regulation of morals; the theory and law of contract; religious diversity; commerce and federalism; private associations; pleading and the merger of law and equity; codification; slavery; struggles for equality; regulation of the economy; interpretation of the Bill of Rights. This course may be taken to fulfill the Substantial Writing Requirement. The student’s grade is based on a take home examination (70-80%) and class participation (20-30%) (Not offered 2004-2005) (3) Mr. Hamburger.

TAX EXEMPT ORGANIZATIONS. 53602. TBA (3) Mr. Golden.

TAXATION OF CORPORATIONS I. 75801. This course examines income tax aspects of the formations, distributions, and liquidations of corporations. The focus is on transactional and planning aspects of the corporate tax. Introductory Income Tax is a prerequisite. The student’s grade is based on class participation and a final examination. Winter (3) Mr. Weisbach.

TAXATION OF CORPORATIONS II. 75901. This course surveys the taxation of reorganizations and other adjustments involving continuing businesses: mergers, asset and stock acquisitions and other similar shifts of ownership and control, recapitalizations, and divisions. Points of focus are the recognition of gain and loss and the survival and allocation of tax attributes (basis, earnings, and loss carryovers) in these transactions. Taxation of Corporations I and Introduction to Income tax are recommended. Students’ grades based on a final proctored examination. Spring (3) Mr. Weisbach.
TAXATION OF FINANCIAL INSTRUMENTS. 70901. (Not offered 2004-2005) (3) Mr. Weisbach.

TELECOMMUNICATIONS LAW & POLICY. 70401. This course examines the basic legal framework for the regulation of radio, broadcast television, cable, telephone, and, where appropriate, the Internet. After learning the basics, students focus on some specific problem areas, including the regulation of indecent speech; compelled access in its various forms; and the FCC’s recent auctions of spectrum space. The student’s grade is based on a proctored final examination. (Not offered 2004-2005) (3) Mr. Lichtman.

TELECOMMUNICATION LAW: ADVANCED ISSUES 64802. This seminar allows students to focus on advanced issues beyond those explored in the core telecommunications course. The seminar analyzes the interplay of antitrust and regulatory regimes and the varying roles played by the three branches of the U.S. Government in American telecommunications reform. Students will have the opportunity for independent research and writing in conjunction with the seminar including comparisons of the American experience with that underway abroad. Students must have taken Telecommunications Law or receive instructor’s permission to enroll. This seminar may be taken for fulfillment of the Substantial Writing Requirement. The student’s grade is based 50% on a substantial paper and 50% on class participation. Enrollment is limited to 20. TBA.

THEORIES OF INTERNATIONAL LAW. 53802. This seminar examines theories of international law. Readings include classic authors such as Thomas Aquinas, Hugo Grotius, and Niccolo Machiavelli, as well as moderns. We will cover the main schools of thought, including naturalism, positivism, realism, and institutionalism. Topics include: what is international law, why do states comply with international law (if they do), whether states should comply with international law, and the relationship between international law and other international institutions. (Not offered 2004-2005) (3) Mr. E. Posner.

TOPICS IN LEGISLATION AND LEGISLATIVE PROCESS. 66302. This seminar explores various topics in the modern federal legislative process, including regulation of political parties, theories of representation, the federal budget process, the filibuster and other procedural rules, term limits for lawmakers, congressional oversight, campaign finance reform, direct democracy, the regulation of lobbying, and the effect of technology on democratic institutions. Grades are based on a substantial paper, a substantial in-class presentation of the paper topic, and class participation through active in-class discussions. This seminar may be taken for fulfillment of the Substantial Writing Requirement. A deadline for the paper will be set and absolutely no extensions will be granted. Enrollment is limited to 20 students. (Not offered in 2004-2005.)

TOPICS IN STATE AND LOCAL FINANCE. 62202. This seminar examines the implications of choosing between the various revenue sources available to states and localities. Students are asked to consider questions of “inter-jurisdictional equity,” “inter-generational equity,” and “vertical equity” in the context of topics such as public school finance, the use of municipal bonds, tax competition, and tax cooperation. The student’s grade is based on a series of short papers and class participation. Spring (3) Ms. Roin.
TOPICS IN U.S. HEALTH ECONOMICS, SOCIOLOGY, AND POLICY. 97002 (=HSTD 35401). This seminar will explore three topics: 1) do physicians, hospitals, and health plans have a “business case” for making investments to improve quality in health care?; 2) what relationship (if any) is there among the malpractice system, medical errors, patient safety, and quality?; 3) has medical practice in the U.S. been “corporatized”? What might this mean, and what might be the benefits and costs? We will approach these topics by drawing from the health policy, law, and organizational and institutional sociology and economics literatures. Spring (3) Mr. Casalino.

TOPICS IN LEGAL DECISION MAKING Autumn (TBA) Mr. Schkade.

TRADEMARKS AND UNFAIR COMPETITION. 45701. The focus of this course is on federal and state laws designed to protect trademarks and to protect against unfair competition, including misappropriation, and false and deceptive advertising. The course also examines state laws protecting rights to publicity. The student’s grade is based on class participation and a final proctored examination. Autumn (3) Mr. Landes.

TRIAL PRACTICE: STRATEGY AND ADVOCACY. 91702. This seminar will focus on how trial lawyers develop strategy and themes from the beginning of a lawsuit through trial. The instruction will be by lectures, demonstrations, and participation in “learning-by-doing” exercises. The course will be centered on a specific trial problem (including a mini-trial at the end of the seminar), but attention also will be given to decision making in the pre-litigation phase and how those decisions may affect a trial’s outcome. Students will learn how to use depositions, written discovery, expert witnesses, motions, and technology as effective litigation tools. While exposure to the Federal Rules of Evidence is strongly recommended, this is not a requirement for the seminar. Final grades will be based on a fifteen-page trial brief, class participation, and participation in the mini-trial. Students should be prepared to select a trial partner at the end of the first class. Enrollment is limited to 18 students. Autumn (3) Ms. Behnia and Mr. Fields.

TRUSTS & ESTATES. 45201. This course examines the laws governing the disposition of property at death, including statutory schemes for intestate succession, wills (including preparation, execution, modification and revocation, capacity, and interpretation), trusts and other non-testamentary means of transferring property at death, and statutory constraints on freedom of disposition of property. The course will use the Uniform Probate Code as a base, contrasting its recommendations with the statutory laws of other jurisdictions as appropriate. One goal of the course is to obtain an understanding, both formal and pragmatic, of the elements of a common practice area. A second goal is to examine how rules and standards in this fairly conservative area of the law do accommodate, and should accommodate, to social and technological changes, such as assisted conception procedures, artificial life support, untraditional families, and changes in the predominant forms of wealth. A third goal is to investigate the overlap of trusts and estates with evolutions in family law and the extent to which these types of property relations should be directed by the state or left to individual determinations. Grades are based on class participation and a proctored final examination. Winter (3) Mr. Helsinger.
THE U.S. SUPREME COURT. 50302. This seminar involves the study of eight selected cases currently on the docket of the Supreme Court of the United States. The members of the seminar, after considering the briefs filed with the Supreme Court by the actual parties to the cases, present oral arguments and discuss the cases and draft judicial opinions. Each student is responsible for writing at least one substantial opinion concerning a case that s/he did not argue. Enrollment is limited, and attendance is required. Grading is based on the quality of oral argument, participation as a member of the Court during the oral arguments of other students, and the quality of the written opinion. This seminar may be taken for fulfillment of the Substantial Writing Requirement. (Not offered 2004-2005) (3) Mr. Rubinstein.

VOTING RIGHTS & THE DEMOCRATIC PROCESS. 42001. This course examines the history of voting rights law in the United States, as well as the broader issues surrounding various systems of representative democracy: How should the courts balance the demands of majority rule with the desire to protect minority voices? Does the Voting Rights Act, as amended, promote minority voices, or simply segregate them from the larger political discourse? Are there alternative models, such as cumulative voting, that would better serve majority and minority alike? Do systems of more “direct democracy”—such as ballot initiatives and referenda—empower voters or undermine a more thoughtful deliberative process? And does voting even matter in a complex, modern society where campaigns are dominated by money and issues are framed by lobbyists? The student’s grade is based on a substantial paper. This seminar may be taken for fulfillment of the Substantial Writing Requirement. (Not offered 2004-2005) (3) Mr. Obama.

WHITE COLLAR CRIMINAL PRACTICE AND ADVOCACY. 92202. This one quarter seminar is a practical study of white-collar criminal statutes, pre-indictment representation, and trial advocacy. The course will cover the substantive white collar criminal law of corporate criminal liability, mail and wire fraud, conspiracy, criminal antitrust, tax fraud, and the United States Sentencing Guidelines. It will also address from a procedural perspective corporate internal investigations, grand jury investigations, representation of targets and subjects, and pretrial motion practice. Time permitting, this course will include lectures, demonstrations, and student simulations of pretrial negotiations, opening statements, direct and cross examinations, closing arguments, and effective sentencing advocacy in the white collar criminal context. Evidence and Criminal Procedure are prerequisites. Enrollment is limited to 16 students, and interested students are required to submit, via email to the Law school registrar, a statement of interest in white collar criminal law. Statements are due upon registration. The student’s grade is based on an eight hour take-home examination (85%) and on class participation (15%) Winter (3) Mr. Tarun.

WORKSHOP: CONSTITUTIONAL LAW. 63612. 63622. 63632. This workshop, conducted over three sequential quarters, exposes students to recent academic work in constitutional law and the theory of constitutional interpretation. Workshop sessions are devoted to the presentation and discussion of papers from outside speakers, at six to eight sessions to be conducted regularly throughout the academic year. This workshop may be taken for fulfillment of the Substantial Writing Requirement. Grading is based on a substantial paper. Enrollment is limited. Autumn (1) Winter (1 ) Spring (1) Mr. Strauss and Mr. Vermeule.
WORKSHOP: INTERNATIONAL LAW. 63412. 63422 63432 This workshop, conducted over three sequential quarters, examines selected problems in international law, including public and private international law, international trade, and international relations. There are nine workshop sessions throughout the year in which members of the faculty of other institutions present academic works-in-progress. Students are required to write short essays with critical comments and questions about each workshop paper. They are also expected to participate fully in the workshop sessions. This workshop may be taken for fulfillment of the Substantial Writing Requirement. Students enrolled in the workshop receive three credits at the end of the Spring Quarter. Autumn (1), Winter (1), Spring (1) Mr. E. Posner and Mr. Sykes.

WORKSHOP: LAW & ECONOMICS. 56012. 56022. 56032. This workshop, conducted over three sequential quarters, is devoted to the intensive examination of selected problems in the application of economic reasoning to a wide variety of legal questions. Workshop sessions will be devoted to the presentation and discussion of papers by students and by members of the faculty of the University of Chicago and of other institutions. The workshop meets every other week throughout the academic year. Students enrolled in the workshop receive five credits at the end of the Spring Quarter. Grading is based on the completion of a substantial paper that satisfies the Substantial Writing Requirement. Autumn (2) Winter (2) Spring (1) Mr. Weisbach.

WORKSHOP IN LAW & PHILOSOPHY. 61512 61522 61532. (= PHIL 51200, RETH 51302, GNDR 50102 HMRT 51302 PLSC #####) This is a seminar/workshop, conducted over three sequential quarters, most of whose participants are faculty from seven area institutions. It admits approximately ten students by permission of the instructors. Its aim is to study, each year, a topic that arises in both philosophy and the law and to ask how bringing the two fields together may yield mutual illumination. There are ten to twelve meetings throughout the year, always on Mondays from 4 to 6 PM. Half of the sessions are led by local faculty, half by visiting speakers. The leader assigns readings for the session (which may be by that person, by other contemporaries, or by major historical figures), and the session consists of a brief introduction by the leader, followed by structured questioning by the two faculty coordinators, followed by general discussion. Students write either two 4-6 page papers per quarter, or a 20-25 page seminar paper at the end of the year. The course satisfies the Law School Writing Requirement. The schedule of meetings will be announced by mid-September, and prospective students should submit their credentials to both instructors by September 20. Past themes have included practical reason; equality; privacy; autonomy; global justice; pluralism and toleration; war. The theme for 2004-2005 will be Race. Likely speakers include Kwane Anthony Appiah, Lawrence Blum, Lani Guinier, Sally Haslanger, Randy Kennedy, Michelle Moody-Adams, Patricia Williams (outside visitors); Danielle Allen, Cathy Cohen, Bob Gooding-Williams, Bernard Harcourt, Tracey Meares, David Strauss, Ken Warren (locals). Autumn (1) Winter (1) Spring (1) Ms. Nussbaum and Mr. Sunstein.

INDEPENDENT STUDY

Independent Research. 499. Second- and third-year students may earn course credit by independent research under the supervision of a member of the faculty. Such projects are arranged by consultation between the student and the particular member of the faculty in whose field the proposed topic falls.
Special rules regarding credit, permission, and requirements for submission of written work are set forth in the regulations of the Law School. Students wishing to register for 499 credit should consult the Registrar or the Dean of Students.

Before being granted permission to register for 499 work, students must submit a précis of their proposed study to the supervising faculty member. In considering possible fields or topics for such projects, students may wish to consider seminars described above but listed as not offered in the current year and to consult the instructors concerned as to the possibility of independent work in those fields. Students are encouraged to submit exceptional papers for publication in the Law Review or in other legal periodicals.

Following is a listing representative of faculty members’ preferred areas for supervising written work.

Albert W. Alschuler: criminal law; criminal procedure (especially sentencing, search and seizure, and juries); American legal theory.
Douglas Baird: Bankruptcy; contracts; intellectual property; commercial law.
Lisa E. Bernstein: contracts; alternative dispute resolution.
Locke E. Bowman: death penalty; civil rights law; habeas corpus.
Emily Buss: civil procedure; juvenile law; family law; evidence.
Mary Anne Case: regulation of family sex and gender; feminist jurisprudence; constitutional law; comparative civil law; European rights law.
Herschella P. Conyers: criminal justice; poverty; racism; legal services to the poor.
Adam Cox: voting rights; election law; immigration law; federal jurisdiction.
David P. Currie: constitutional law; federal jurisdiction.
Kenneth W. Dam: international trade; comparative public law; intellectual property.
Frank H. Easterbrook: antitrust; securities; interpretation.
Richard A. Epstein: any common law subject; property-related constitutional issues; law and economics.
Carolyn Frantz: family law, criminal law, constitutional law, property, and property theory.
Craig Futterman: police accountability.
Susan Gzesh: immigration law; international human rights.
Philip Hamburger: American legal history; separation of church and state.
Bernard Harcourt: criminal law and procedure; punishment theory; socio-legal studies; critical theory; legal and political theory.
Jill E. Hasday: anti-discrimination; employment discrimination; family law; national security law; women’s legal history; 19th-century legal history.
R. H. Helmholz: English legal history; continental legal history; real property; personal property.
Mark J. Heyrman: rights of the disabled—particularly, the rights of the mentally handicapped, both in institutions and in the community; mentally handicapped in the criminal justice system, including fitness to stand trial, insanity defense, sexual offender laws.
Dennis Hutchinson: legal and constitutional history; racism and the law; institutional studies of the U.S. Supreme Court.
Joseph Isenbergh: domestic and international income and transfer taxation; corporate finance; tax policy; federal jurisdiction.
William M. Landes: law and economics; intellectual property; torts.
Saul Levmore: public choice; torts; corporations; corporate tax; comparative law.
Douglas Lichtman: intellectual property, including copyright, trademark, and patent; information economics; telecommunications; cyberspace; property.
Tracey Meares: criminal justice system and criminal procedure (especially the role of the prosecutor); regulation of attorneys (especially government attorneys); poverty law; race-conscious remedies.
Bernard D. Meltzer: labor law; employment law; evidence.
Jeff Leslie: affordable housing; tenants rights; and economic development transactions.
Martha Nussbaum: moral and political philosophy; jurisprudence; law and literature; ancient Greek philosophy; feminist theory; theories of motivation.
Barack H. Obama: equal protection; due process; voting rights.
Randal C. Picker: secured transactions; bankruptcy; corporate reorganizations; game theory; environmental law.
Eric Posner: bankruptcy; commercial law; contract law; game theory; law and social norms.
Richard A. Posner: economic analysis of law; judicial behavior; jurisprudence.
Julie Roin: federal taxation; taxation of international transactions; state and local government.
Gerald N. Rosenberg: law and society; law and social change; interest groups, law and the courts; political jurisprudence; empirical approaches to the study of law, courts, and judicial behavior.
Andrew M. Rosenfield: business and entrepreneurship.
Randall D. Schmidt: civil rights; employment discrimination; civil litigation—including discovery, pretrial procedures, trial practice, evidentiary issues, etc.
Geoffrey R. Stone: evidence; freedom of speech and press; equal protection; search and seizure.
Randolph N. Stone: criminal justice; ethics; legal profession; poverty; racism; legal services to the poor.
Lior Strahilevitz: property and land use; privacy; free speech, copyright; law and technology; and statutory interpretation
David A. Strauss: constitutional law; federal jurisdiction; legal theory or jurisprudence; criminal procedure; civil procedure; administrative law; employment discrimination.
Cass R. Sunstein: environmental law; occupational safety and health regulation; administrative law; separation of powers; jurisprudence and legal theory; constitutional law; social security and welfare law.
Alan O. Sykes: torts; contracts; insurance; economic analysis of law; private international law.
Adrian Vermeule: legislation; constitutional interpretation; federal jurisdiction and procedure.
David A. Weisbach: taxation.
Diane P. Wood: international antitrust; antitrust; international trade and business; international conflicts of law-private international law; civil procedures.
SUBJECT CATEGORIES FOR SECOND- AND THIRD-YEAR COURSES

ADMINISTRATIVE LAW, LEGISLATIVE PROCESS, AND GOVERNMENT REGULATION

Clinics
Employment Discrimination Project. 67113.

Courses
Administrative Law. 46101.
Employment Discrimination. 43301.
Labor Law. 43101.
Environmental Law. 46001.
Federal Regulation of Securities. 42401.
Legislative Process. 44201.
State & Local Government Law. 74501.
National Security Law. 70701.
Network Industries. 73501.
Telecommunications Law and Policy. 70401.

Seminars
Advanced Issues in Telecommunications Law. 64802.
Antitrust & Intellectual Property: Readings 94701
Federal Budget Policy. 52802.
Immigration Policy and Law. 44702.
International Environmental Law. 92702.
Law, Behavior, and Regulation. 65402.
Law & Practice of Zoning, Land Use & Eminent Domain. 90602.
Public Choice. 69002.
Regulation of Financial Institutions. 94802.
Topics State and Local Finance. 62202.

COMMERCIAL, BUSINESS, AND LABOR LAW

Clinics
Employment Discrimination Project. 67113.
Institute for Justice Clinic on Entrepreneurship.
Housing Project.

Courses
Accounting Theory and the Law. 76301.
Financial Accounting for Lawyers. 79101.
Advanced Securities. 48701.
Antitrust Law. 42802.
Commercial Transactions. 42101.
Copyright. 45801.
Corporate Finance. 42501.
Corporate Governance. 75001.
Corporation Law. 42301.
Labor Law. 43101.
Federal Regulation of Securities. 42401.
Fundamentals of Commercial Real Estate Transactions. 44001.
International Taxation. 44601.
International Trade Regulations. 48401.
Network Industries. 73501.
Patent Law. 78001.
Secured Transactions. 42201.
Structuring Venture Capital and Entrepreneurial Transactions. 71401.
Telecommunications Law and Policy. 70401.
Trademarks and Unfair Competition. 45701.

Seminars

Advanced Antitrust. 91402.
Advanced Issues in Telecommunication Law. 64802.
Advanced Trademarks & Unfair Competition. 69902.
Business Planning. 62802.
Commercial Law: Selected Topics. 68202.
Criminal Justice & Cyberlaw. 68302.
Current Controversies in Corporate and Securities Law. 52202.
Electronic Commerce Law. 61802.
Employment Law & Privacy. 66802.
Entrepreneurship and the Law. 61902.
Federalism & Globalization: Insurance Regulation in the Modern Financial Services Marketplace. 92002
Financial Institutions. 63302.
Issues in Public Sector Labor Relations. 92102.
Sports Law. 63902.

CONSTITUTIONAL LAW

Courses

American Law and the Rhetoric of Race. 49801.
Constitutional Ideas in the Founding Era. 73401.

Constitutional Law I: Governmental Structure. 40101.
Constitutional Law III: Equal Protection and Substantive Due Process. 40301.
Constitutional Law IV: Speech and Religion. 40501.

Criminal Procedure I: The Investigative Process. 47201.
Criminal Procedure II: The Adjudicative Process. 47301.
Privacy. 79701.
Regulation of Sexuality. 72201
Sex Discrimination. 73101.
Voting Rights & The Democratic Process. 42001.

Seminars

The Constitution in Congress. 50112.
Constitutional Decision Making. 50222.
Constitutional Revolution of 1937. 90202.
Current Issues in Racism & the Law. 54302.
Diversity and Community Standards. 61002.
Law and Politics: U.S. Courts as Political Institutions. 51302.
Religion & the State 97520.
The U.S. Supreme Court. 50302.
Workshop: Constitutional Law. 63612.

COURTS, JURISDICTION, AND PROCEDURE

Courses

Admiralty Law. 71001
Conflict of Laws. 41501.

Criminal Procedure I: The Investigative Process. 47201.
Criminal Procedure II: The Adjudicative Process. 47301.
Evidence. 41601.
Federal Jurisdiction. 41101.
International Litigation in U.S. Courts. 77101.
The Legal Profession. 41001.
Local Government Law. 71701.
Remedies. 41401.

Seminars
Advanced Civil Procedure: Complex Litigation. 52502.
Advanced Trial Advocacy. 93902.
Class Action Controversies. 93602.
Complex Appellate Litigation. 51002.
Current Issues in Racism & the Law. 54302.
Intensive Trial Practice Workshop. 67502.
Juvenile Justice System. 60102.
Law and Politics: U.S. Courts as Political Institutions. 51302.
Legal Interpretation. 51602.
Pre-Trial Advocacy. 67402.
Trial Practice: Strategy and Advocacy. 91702.
The U.S. Supreme Court. 50302.

CRIMINAL LAW AND CRIMINAL PROCEDURE

Clinics
Criminal and Juvenile Justice Project. 67213.
Civil Rights Clinic: Police Accountability. 90913.
Criminal Justice Reform. 67313.

Courses
Criminal Procedure I: The Investigative Process. 47201.
Criminal Procedure II: The Adjudicative Process. 47301.
Evidence. 41601.

Seminars
Advanced Issues in Criminal Procedure. 60802.

Corporate Crime & Investigation. 66702.
Comparative Criminal Procedure. 41701.
Criminal Justice & Cyberlaw. 68302.
Criminal Sentencing. 96002.
Federal Criminal Law. 58302.
International Criminal Law. 92602.

FAMILY LAW, PROPERTY RIGHTS, TORTS, AND INSURANCE

Clinics
Mental Health Advocacy. 67013.
Criminal and Juvenile Justice Project. 67213.

Courses
Art Law. 79301.
Copyright. 45801.
Environmental Law. 46001.
Family Law. 45001.
Fundamentals of Commercial Real Estate Transactions. 44001.
Inequalities & Health. 73801.
Labor Law. 43101.
Law and the Mental Health System. 47001.
Oil & Gas. 45301.
Patent Law. 78001.
Public Land and Resource Law. 44501.
Regulation of Sexuality. 72201.
Sex Discrimination. 73101.
Sex Equality. 48801.
Trademarks and Unfair Competition. 45701.
Trusts & Estates. 45201.

Seminars
Divorce Practice. 93202.
Historical & Intellectual Origins of Property. 54802.
The Juvenile Justice System. 60102.
Law, Behavior, and Regulation. 65402.
Law & Practice of Zoning, Land Use & Eminent Domain. 90602.
Law, Science, and Medicine. 93302.
Marriage. 68002.
Theories of Property. 66202.

HEALTH LAW

Clinics
Mental Health Advocacy. 67013.

Courses
Family Law. 45101.
Health Law and Policy. 78801.
Insurance Law and Policy. 43802.
Law and the Mental Health System. 47001.
Parent, Child, and the State. 47101.

Seminars
Ethical and Legal Aspects of Health Care. 91802.
Law, Science, and Medicine. 93302.

INTERNATIONAL AND COMPARATIVE LAW

Courses
Comparative Law: 41701.
Immigration Policy and Law. 44702.
International Arbitration. 64602.
International Criminal Law. 92602.
The Legal History of Early China. 98002.
Recent Literature on Courts. 54402.
Research in English Legal History. 54902.
Sovereignty & the Origins of the Nation-State. 93002.
Workshop: International Law. 63402.
JURISPRUDENCE AND LEGAL THEORY

Courses
Economic Analysis of the Law. 73201.
Feminist Jurisprudence. 70501.
Feminist Philosophy. 47701.
Jurisprudence. 76001.
Law and the Mental Health System. 47001.
The Legal Profession. 41001.
The Political Economy of the Law. 76401.

Seminars
American Legal Theory. 57802.
Ethical Dimensions of Lawyering. 97602.
Ethics and Identity. 97702.
Law, Behavior, and Regulation. 65402.
Legal Interpretation. 51602.
Theories of Equality. 92402.
Workshop: Law and Economics. 56012.

LEGAL HISTORY

Courses
American Law and the Rhetoric of Race. 49801.
Constitutional Ideas in the Founding Era. 73401.
Survey of American Legal History. 1620-1939. 77501.

Seminars
The Constitution in Congress. 50102.
Constitutional Revolution of 1937. 90202.
Evolution of Legal Doctrines. 65302
Historical & Intellectual Origins of Property. 54802.
Problems in Supreme Court History. 57202.
Research in English Legal History. 54900.
Roman Law. 59302.
Women’s Legal History. 64002.

TAXATION

Courses
International Taxation. 44601.
Introductory Income Tax. 44101.
Partnership Taxation. 75601.
Structuring Venture Capital and Entrepreneurial Transactions. 71401.
Taxation of Corporations I. 75801.
Taxation of Corporations II. 75901.

Seminars
Business Planning. 62802.
Estate and Gift Tax. 93502.
Introduction to Tax Policy. 53702.
Topics in State & Local Finance. 62202.
Tax Policy & Public Finance. 66102.
Taxation of Derivatives. 64302.
Taxation of Financial Instruments. 70902.

COMPLEMENTARY, MULTIDISCIPLINARY, & CROSS-LISTED COURSES

Courses
Legal Scholarship Workshop. 77011.
American Law & the Rhetoric of Race. 49801.
Art Law. 79301.
Inequalities in Health. 73801.
Health Law & Policy.
Human Rights III. 78201.
Price Theory. 43601. (ECON)
Seminars

Diversity and Community Standards. 61002.
Game Theory and the Law. 50602.
Higher Education and Law. 52102.
Insider Trading: Law & Economics. 65802.
Law and Economics of Health Care. 68502. (PUBPOL)
Law and Politics: U.S. Courts as Political Institutions. 51302.
Recent Literature on Courts. 54402. (POLSCI)
Roman Law. 59302.
Sports Law. 63902.
Workshop: Law and Philosophy. 61512. (PHILOS)

CLINICAL COURSES

Civil Rights Clinic: Police Accountability. 90913.
Criminal and Juvenile Justice Project. 67213.
Criminal Justice Reform. 67313.
Housing Project. 95013.
Mental Health Advocacy. 67013.
The Institute for Justice Clinic on Entrepreneurship. 67613.
Poverty & Housing Law Clinic. 90513.
The Law School places a special value on the design of its facilities. Housed in the Laird Bell Quadrangle facing the historic Midway and the other buildings of the University of Chicago, the Law School is a set of buildings of notable architectural distinction, designed by the late Eero Saarinen.

The Quadrangle is massed around an open court and reflecting pool and includes a courtroom complex, the Kane Center for Clinical Legal Education, a classroom building, the Benjamin Z. Gould Administration Building, and the D’Angelo Law Library.

The design of the Quadrangle promotes informal and frequent exchange between faculty, staff, and students. The library tower, symbolizing Chicago’s scholarly core, is at the center of the Quadrangle. Faculty offices are arranged around the working floors of the tower so that students studying in the library have easy access to the faculty. The custom at the Law School is for the faculty to work with their doors open and for students to drop in on faculty at any time without going through secretaries or other staff. On the ground floor of the library tower is the Harold J. Green Law Lounge, the “town hall” of the law school. Containing the law school café, tables, chairs and informal sofa seating areas, the Green Lounge is a central crossroads where faculty, staff, and students gather, meet and talk between classes, for coffee breaks and meals.
THE D’ANGELO LAW LIBRARY

Occupying five floors in the central building of the Laird Bell Quadrangle, the D’Angelo Law Library combines one of the finest print collections in the country with the latest technology in electronic text and information access. The Library’s unique design—bookstacks surrounded by student carrels and faculty offices—is a physical expression of the Law School’s community of scholarship and teaching. Ample seating on all floors of the Library provides students with workstations among the print collections along with connections for laptop access to electronic resources. The print Library, numbering more than 690,000 volumes, includes a comprehensive common law collection and extensive civil and international law collections. The electronic collection includes access to an extensive array of campus networked information sources, Internet legal information sources, the Library’s online catalog, and LexisNexis and Westlaw. Faculty and students have unlimited access to all electronic sources from Library and home terminals, along with downloading and printing capabilities.
The Library’s Web page—at www.lib.uchicago.edu/e/law/—guides law students and professors to the variety of services provided by the D’Angelo Law Library and is a simple and consistent gateway to an array of legal and economic information sources on the Internet. Statutes, cases, foreign laws, treatises, international law, journal articles, working papers, catalogs, bibliographies, statistics, directories, news stories, electronic discussions, and past examinations are all available through this service. Using the Web page, the research centers at the Law School publish their research electronically to the world. Librarians also serve as instructors for legal research, both through the formal research and writing program, and in less formal sessions held during the spring quarter to prepare students for their experience in legal practice.

The D’Angelo Law Library is part of the University of Chicago Library System of over 6 million volumes. The staff of the D’Angelo Law Library is available to help students locate needed materials throughout the University library system, around the world, and in the virtual library of the Internet.
STUDENT SERVICES

STUDENT LIFE

STUDENT ACTIVITIES AND ORGANIZATIONS

The Law School has approximately sixty student organizations that serve a variety of student interests. There are organizations devoted to scholarship and legal practice (e.g., the four law journals, the moot court program, and the student clinic board); there are organizations devoted to legal subjects of interest (e.g., Environmental Law Society, Intellectual Property and Entertainment Law Society), identity groups (e.g., Black Law Students Association, Christian Law Students), community outreach (e.g., Neighbors, Street Law), and social activities (e.g., Law School Musical, Wine Mess). Here is a summary of the student organizations at the Law School:

The University of Chicago Law Review, founded in 1933, is one of the country’s preeminent legal journals. Managed and edited by students, the Law Review publishes articles and book reviews by leading scholars along with comments written by students. In addition to participating in the editing and publication of legal scholarship, staff members have the unique opportunity to develop their own skills as writers and scholars. The Law Review emphasizes student works; on average, half of each issue is devoted to student comments. In recent years, about 15 percent of the students in each first-year class have been invited to join the Law Review on the basis of either academic performance or excellence in an annual writing competition. Students may also join the staff during their second or third years by completing a publishable comment through the Topic Access program.

The University of Chicago Legal Forum is the Law School’s topical law journal. Its student board annually publishes a volume of articles (by academics and practitioners) and comments (by students) that focus on a single area of the law. Recent volumes include the Law of Sex Discrimination, Antitrust in the Information Age, and Frontiers of Jurisdiction. Each fall the Legal Forum hosts a symposium at which the authors of the articles present their work.

The Chicago Journal of International Law is a student-edited forum for discussion and analysis of international law and policy issues. CJIL is committed to publishing timely and concise scholarly work written by academics, judges, practitioners, policymakers, and students. The journal is published twice yearly, in the fall and spring.

The Hinton Moot Court Competition, founded in 1954 and named for Judge Edward W. Hinton (Professor of Law, 1913–36), is open to all second- and third-year students. The competition gives them the opportunity to develop skills in brief writing and appellate advocacy. The focus of the preliminary autumn round is on oral argument. After studying the briefs and record of an actual case and participating in several practice arguments with student judges, each competitor must argue both sides of the case to panels of Chicago attorneys. Twelve to sixteen students advance to the semifinal round, where they brief and argue another case. A panel of faculty judges presides over the semifinal arguments and selects the four best advocates. In the spring, the four finalists work in teams on a new case and appear before a panel.
of distinguished judges. This panel selects the Hinton Moot Court champions and the Llewellyn Cup champions. Semifinalists from the previous year constitute the Hinton Moot Court Board and organize and run the competition.

The Mandel Legal Aid Association is the student organization associated with the work of the Mandel Legal Aid Clinic. The Association provides advice on the content, structure, and staffing of the clinical education program. The Mandel Clinic has a staff of five full-time attorneys who are clinical professors or clinical lecturers of law in the Law School and a social worker who is also a field instructor at the University’s School of Social Service Administration. The clinical program is described more fully elsewhere in these Announcements.

The Law Students Association is the student government organization. Its president, five representatives from each class, and an LL.M. representative are elected annually by the student body. LSA organizes extracurricular activities, funds student groups, and, through student liaisons, communicates student opinion on academic and other matters to faculty committees. LSA also sponsors the weekly Wine Mess for students and faculty.

LSA supports a variety of student groups, including:
- ACLU for students interested in exploring issues of civil liberty;
- the American Constitution Society, a national organization dedicated to maintaining a rigorous exchange of ideas about the law with a focus on its effects on the lives of ordinary people;
- Amicus, a group which provides networking opportunities for law students’ spouses and significant others;
- Apathy, the women’s intramural sports teams (long reigning University champions in football);
- the Asian-Pacific Law Students Association, a local chapter of a national organization concerned with the interests of Asian-Pacific students in law school;
- the Black Law Students Association, a local chapter of a national organization concerned with the interests of African-American students in law schools;
- the Bull Moose Society, to spark debate about the nature and shortcomings of the current state of two-party politics;
- the Chicago Investment Law Group, for students interested in financial markets and the impact of legal decisions on capital markets;
- the Chicago Law Foundation, a nonprofit organization providing funds for Law School students to work on public interest legal projects;
- the Christian Law Students, organized to discuss the relationship between legal education, the legal profession, and Christianity;
- the Dallin H. Oaks Society for student members of the Church of Latter Day Saints;
- the Edmund Burke Society, a conservative debating society;
- the Environmental Law Society, to discuss the legal aspects of environmental issues;
- the Federalist Society, a local chapter of a national society organized to discuss political issues from conservative and libertarian perspectives;
- the Film Festival, organized to watch and discuss movies with legal themes;
- the Group of Older Law Students, to provide support and social activities for students who have taken time away from school;
the Intellectual Property & Entertainment Law Society, to promote student understanding of intellectual property (including patent, trademark, and copyright law); entertainment, sports, and telecommunications law; and first amendment, libel, and media law;
the International Human Rights Law Society, to provide hands-on legal experience to students interested in Human Rights Advocacy;
the International Law Society, organized to examine the legal systems of other countries and their relationship to the Anglo-American legal system;
the J.D./M.B.A. Student Association, providing information and support to students interested and involved in the J.D./M.B.A. program;
the Jewish Law Students Association, a group concerned with Jewish issues of legal interest and legal issues of Jewish interest;
the Latino/a Law Students Association, a local chapter of a national organization concerned with the interests of Latino/a students in Law School;
the Law and Internet Forum, to discuss cutting edge topics relative to the law of cyberspace;
Law and Society, for students who wish to discuss liberal/progressive policies and legal theories;
the Law School Democrats and the Law School Republicans, promoting political awareness of issues and topics on the national, state, and local level;
the Law School Musical, an annual student musical with faculty guest appearances;
Law School Trivia, an annual student-faculty trivia tournament;
the Law Women’s Caucus, committed to understanding and improving the role of women in law school, the legal profession, and society;
Lawyers as Leaders, to analyze and discuss theories of leadership with leaders in various fields;
Muslim Students Association, to satisfy the diverse social, cultural, religious, and intellectual needs of Muslim students and to introduce the Law School community to issues of importance to Muslims;
Neighbors, a volunteer community service organization;
Outlaw, a group that provides support and sponsors programs regarding the legal status of bisexuals, lesbians, and gay men;
the Personal Finance Club, to help educate students about the importance of making sound financial decisions;
the Phoenix, the Law School student newspaper;
the Public Interest Law Society, for students interested in public service issues;
Res Musicata, a chamber group;
the Runners Club, for Law School runners of all distances;
Scales of Justice, an a cappella singing group;
South Asian Law Students, concerned with the interests of South Asian students of the Law School;
Street Law, an organization that sends law students to local high schools to teach legal issues;
the Thomas More Society, a group that provides spiritual support for Catholic students;
the Transfer Students Association, a group dedicated to easing the transition for transfer students;
Wine Mess, which organizes the weekly cocktail party for faculty and students;
the Winston Churchill Gaming Society, to promote the wide variety of boardgames, card games, role-playing games, and computer games;
and the Women’s Mentoring Program, a program that pairs local alumnae with current women students.

**ATHLETICS**

Graduate students at the University have a wide range of opportunities to participate in fifty-four intramural activities each year, club sports, and instructional classes. All indoor and outdoor athletic facilities are open throughout the year to all students displaying a campus card. Spouses and domestic partners of students have access to facilities for a yearly fee. The athletic program provides men and women opportunities for instruction and participation in sports such as archery, badminton, gymnastics, handball, martial arts, racquetball, rowing, squash, sailing, swimming, table tennis, track and field, and weight lifting. There are also over 725 intramural teams and forty-two Sports Clubs participating in a wide variety of activities, including volleyball, soccer, softball, basketball, and ultimate Frisbee.

**RELIGIOUS LIFE**

A rich diversity of spiritual communities is represented among the student body, faculty, and staff of the University. Together they create a wide variety of religious programming that is open to all who are interested. Through the arts, worship, social action, and study they seek to engage the life of the spirit with the life of the mind.

Rockefeller Memorial Chapel is the center of religious activity for the wider University. Its staff both supports the programs of specific religious groups and itself creates programming of interest to the entire community. World-renowned musicians, clergy, scholars, performers, and activists challenge the University to envision more expansively the role of religion and the bounds of the sacred.

Community service projects encourage students to give concrete expression to their convictions. Inter-religious dialogue enables participants to learn more about their own traditions by encountering others.

The independent religious organizations on campus offer innumerable opportunities for worship and fellowship within their own spiritual community. Cooperation flourishes among these organizations. Mutual projects for social uplift, conversations on the substantive issues that confront people of faith in our time—these activities and many more challenge each spiritual seeker to define for him or herself the path of greatest religious integrity.

Rockefeller Memorial Chapel serves as the liaison to the University for each religious organization. Some groups maintain houses on the periphery of campus, others are attached to local places of worship, and still others meet independently in Ida Noyes Hall or elsewhere. A helpful description of many of them can be found in “Religion on the Quadrangles,” available at www.uchicago.edu/docs/religion. Alison Boden serves as Dean of Rockefeller Memorial Chapel. The Chapel offices
are open daily to help students make their own meaningful connections with religious life on campus. The telephone number is 773/702-9202.

The University Ecumenical Service is held in Rockefeller Memorial Chapel at 11:00 am every Sunday, except for the weeks between summer Convocation and the arrival of new students in September. The Chapel Choir sings at the weekly services. Organ, choir, and carillon recitals are frequent and open to all. Special services are held throughout the year in observance of significant religious and national holidays and anniversaries. During the Autumn, Winter, and Spring Quarters, the Divinity School and Rockefeller Memorial Chapel sponsor an ecumenical service that takes place from 11:30 am to noon each Wednesday at the Joseph Bond Chapel on the main Quadrangle. There are also diverse religious groups in the neighborhood of the University that welcome student participation in their programs and worship.

CAREER SERVICES

The Office of Career Services offers comprehensive career and placement services to students and graduates of the Law School. We welcome and encourage students and graduates to use the Office of Career Services to explore career options and to learn job search techniques that will serve them well in law school and throughout their professional careers.

Our professional staff members provide extensive individual career counseling to both J.D. and LL.M. students and graduates on all aspects of career planning and job search techniques. The Office of Career Services administers the on-campus interview programs, with about 215 employers in the fall program, followed by a smaller winter program. The office also co-sponsors or participates in numerous off-campus recruitment programs; conducts outreach to non-traditional employers; and manages information about non-traditional opportunities for students and graduates. More than 1,500 term-time, summer and permanent jobs are posted annually through our web-based job postings service. In addition to these job-search services, the Office of Career Services coordinates the judicial clerkship application process and maintains a database of more than 1,300 judges to assist students during the application process. Throughout the year, the office conducts numerous informational and skill development programs which are often led by practicing lawyers, many of whom are our alumni.

Our Career Resource Center contains a combination of hard copy materials to facilitate student self-assessment and to design individual job searches. These materials include books, newspapers, periodicals, clippings, proprietary survey information, recruiting materials from more than 1,500 employers and electronic, online materials including a proprietary database of more than 3,000 employers. We also work with our administrative colleagues to reach out to Law School graduates, both to provide Career Services support to those in need, and to encourage graduates to work with current students as mentors and advisors. We try, in short, to prepare our students to meet the various challenges and opportunities that await them in their professional careers.

At the time of graduation, over 95% of the Class of 2003 had found employment; 74% entered private practice; 16% obtained judicial clerkships with judges in the federal appellate or district court; 1.5% obtained finance (investment banks), busi-
ness (management consulting firms) and corporate (in-house) positions; 7.5% obtained positions in public service and government. One percent continued their academic studies. During the summer of 2004, virtually 100% of the Class of 2005 was employed in legal positions. The majority of these opportunities were with law firms; 3% of these positions were with public service and public interest organizations; and approximately 1% were with finance, business and corporate positions. About 87% of the Class of 2006 obtained law-related employment in the summer of 2003. Forty-four percent of the positions were in law firms. Public service and public interest jobs accounted for 35% of the jobs taken. Five percent took intern positions with federal judges. Opportunities in corporate, finance, business and faculty research comprise the remaining 16% of the positions pursued. In recent years, approximately 26% of the students in each graduating class have accepted a judicial clerkship. During the 2003–2004 United States Supreme Court Term, one Law School graduate served as a law clerk for a United States Supreme Court justice.

**PUBLIC INTEREST CAREERS**

The Law School is committed to training lawyers and scholars who are dedicated to the public good as well as professional excellence. While the institutional support which the Law School offers for students and graduates seeking public interest work is multifaceted, the common goal is to educate, inspire, and support present, former and future students in their efforts to pursue a career that incorporates a commitment to public service work.

The Office of Career Services is designed to assist students interested in public interest careers by providing a variety of career-related services including individual career counseling as well as informational and skill development programs. The Law School also supports a variety of public interest career-related programs developed by student-run groups including the Chicago Law Foundation, Public Interest Law Society, the Environmental Law Society and the International Law Society. In addition, the resource center in the Office of Career Services houses a combination of hard copy materials and electronic, online materials to assist students and graduates who are pursuing public interest opportunities. The Office of Career Services maintains several career search-related databases and is a member institution of PSLawNet which offers comprehensive, current information on a broad range of pro bono and public service opportunities. The Office of Career Services also produces numerous career-related publications that are distributed to students at no cost.

Each year the Office of Career Services participates in several placement programs designed to match students with prospective public interest employers including the Equal Justice Works Career Fair and Conference, the Chicago Area Law School’s Public Interest Reception, and the Midwest Public Interest Law Career Conference. In addition, public interest employers participate in both the fall and winter on-campus interview programs at the Law School. Additional public interest employers who cannot visit our campus request resumes be forwarded from first-, second- and third-year students interested in summer or permanent positions. Many of the term-time, summer and permanent jobs that are posted annually through our web-based job postings service come from public interest employers.

The Law School awards public service scholarships for entering students as well as summer stipends for students interested in working in public service during the...
summer, and administers a generous loan deferment and forgiveness program for graduates engaged in public service. The Law School also fosters public service opportunities for students through the activities of the Law School’s Mandel Legal Aid Clinic, the Institute for Justice Clinic on Entrepreneurship and the MacArthur Justice Center Project.

**ACADEMIC CAREERS**

To support those students interested in careers in academia, the Law School has curricular offerings designed for students to develop their publications portfolio and faculty Law Teaching Placement Advisors who coach students and graduates through the search process.

**COMPUTER SERVICES**

Computer services at the Law School are maintained and continually upgraded by the school’s Office of Information Technology and the D’Angelo Law Library. These services are designed to facilitate student work in all areas of legal course work and research.

There are two student computer labs, one devoted to Windows users and the other containing both Windows and Macintosh computers. The labs are located on the second and third floors of the Library. The computers in the student labs contain a full compliment of software for students needing to do word processing, email, and general internet access including legal research through Lexis/Nexis and Westlaw. These labs, and several networked classrooms, are used for training students on using the campus network, internet information sources, the Library’s online catalog, and Lexis/Nexis and Westlaw. The labs also provide printers for student printing needs. Student documents are stored on servers maintained by the Law School allowing students to have fast and easy access to their files from any workstation. These servers are backed up on a regular basis.

Most study areas in the Library are wired for connection to the campus network. Wireless network access is available in most study areas. From these areas, any student with a properly configured laptop computer is able to access the Library online catalog, email, the Internet, campus network databases, Lexis/Nexis and Westlaw without having to use the Student Computer Labs.

**HOUSING**

The University provides a variety of housing units for single and married graduate students. All are within walking distance of the campus or near the route of the Campus Bus Service. In addition, Hyde Park has a number of rental apartments ranging from one to eight rooms in size, both in walkup and elevator buildings. Most law students prefer to live in University housing during their first year.

All inquiries concerning University housing should be addressed to the Graduate Student Housing Office, 5316 South Dorchester Avenue, Chicago, Illinois 60615, 773/753–2218 or fax 773/753-8054. Students are advised to apply early in order to obtain the desired accommodations. Housing applications are mailed in April to all admitted applicants to the Law School.
New Graduate Residence Hall

Many of the single first-year Law School students live in the New Graduate Residence Hall (New Grad). Formerly the Center for Continuing Education, designed by Edward Durrell Stone in 1963, New Grad is a three-story classical style building located two blocks east of the Law School. It has a capacity for about 125 graduate men and women. Approximately 90 of them are first-year law students. Most of the accommodations are single rooms with private baths; the remaining rooms, also with private baths, are for double occupancy. The average single room measures eleven by sixteen feet while the average double room measures twenty-one by fourteen feet. Common facilities in this residence are many and spacious. They include 24-hour reception, study and meeting rooms, computer terminal/typing rooms, music practice rooms, laundry and exercise facilities, as well as a cable-TV room, a game room, a House lounge, and a community kitchen where residents may prepare their own meals. (There is a nominal cleaning fee associated with the use of the kitchen.) The room rate is $6,895 or $8,369 per person in a single or a super-single respectively. A semi-single private room—two singles that share a bath—is available at $6,385.

International House

The International House of Chicago was founded in 1932 through a gift from John D. Rockefeller, Jr. It is a coeducational residence for students from around the world. Each year, the House accommodates graduate residents—many from countries other than the United States—who are pursuing academic and professional degrees, preparing in the creative or performing arts, or training with international firms at Chicago institutions. International House promotes understanding and friendship among students of diverse national, cultural, and social backgrounds, provides facilities that can benefit social and cultural development of its residents, and serves as a center of cultural exchange between international students and the greater Chicago
community. The building is designed to facilitate informal daily interactions among residents in the House’s cafeteria, Tiffin Room, courtyard, library, computer labs and television lounges. These interactions make a major contribution to achieving the goals of the House. International House seeks residents who are willing to share their time and talent with the House community through its programs and activities.

A variety of rooms varying in size and amenities are available in International House. The average single room rate is $1499 per quarter. There is no mandatory meal plan. All rooms are furnished, including blankets and bed linen.

NEIGHBORHOOD STUDENT APARTMENTS

The University owns and operates more than 1,100 apartments in twenty-nine buildings for the housing of graduate students. There are furnished apartments ranging in size from one and one-half to three and one-half rooms; the unfurnished units range from two to six and one-half rooms. The rates (per student or family) for furnished apartments are from $455 to $911 monthly; those for unfurnished are from $541 to $1,158 monthly. Apartments are rented on a twelve-month basis, but special arrangements can be made to terminate the lease as of the first day of an academic quarter. Heat and water are included in all rents. Inclusion of cooking gas and/or electricity varies by building, although they are included in the rent payment for most furnished apartments. The furnished apartments do not include bedding, linens, dishes, silver or kitchen utensils. Both furnished and unfurnished apartments are provided with a stove and a refrigerator, and all apartments have a private bath.

MEAL SERVICE

Arrangements may be made by law students to purchase meal plans served in the Burton-Judson dining halls next to the Law School. Contracts consist of a number of meals served per quarter plus a “purse” of Flex Dollars. Flex Dollars can be used to
purchase meals in the dining halls or in Hutch Commons and the C-Shop, both in the Reynolds Club. The maximum contract provides up to 187 meals per quarter and $100 in Flex Dollars at a cost of $3,634 for the year. Other packages are available and can be used in any of the four residential dining halls including International House. Further information and meal plans can be obtained at the Office of Student Housing, 773/702-7366.

CHILD CARE

A wide variety of day-care and baby-sitting options are available in the Hyde Park-South Kenwood area. Students with children, especially those who live in University housing, frequently form cooperative day-care networks in their buildings. Many graduate student spouses provide baby-sitting in their homes and advertise their services on campus bulletin boards. There are many fine nursery schools in Hyde Park, including one run by the University. The University of Chicago helps employees and students find childcare through two main sources: (1) The Day Care Action Council, a resource and referral agency; and (2) an on-campus childcare coordinator. Their referral services are free of charge.

The Day Care Action Council (DCAC) is a private, not-for-profit agency, which operates a resource and referral service. The University has contracted with DCAC to provide information regarding child care. The Day Care Action Council can be reached by phone at (773) 564-8890 or by e-mail at childcare@daycareaction.org.

The On-Campus Child Care Coordinator maintains a list of members of the University community who are interested in providing childcare. The coordinator is located in the Benefits Counseling Office, Bookstore Building, 3rd floor, and can be reached by phone at (773) 702-9634 or by e-mail at benefits@uchicago.edu.

It is important to remember that the On-Campus Childcare Coordinator and the Day Care Action Council are referral services only and do not recommend or endorse any particular provider.

Hyde Park has excellent public, private, and parochial schools. Registration for public schools is based on neighborhood boundaries unless the school is a magnet school (open to children city wide) or unless a permit to attend is granted by the school. To ensure a place in a private or parochial school, enroll as early as possible (most schools are full by late summer).

For further information on nursery, elementary, and secondary schools, contact the Office of Graduate Affairs, Admin. 229, 5801 Ellis Avenue, Chicago, IL 60637, telephone: (773) 702-7813.

UNIVERSITY OF CHICAGO STUDENT HEALTH CARE

HEALTH INSURANCE REQUIREMENT

The University requires all students, other than those in programs explicitly excluded*, to carry adequate medical insurance to cover, among other costs, hospitalization and outpatient diagnostic and surgical procedures. If the student is resident in Chicago, the insurance must cover medical care other than emergency care in the Chicago area. The insurance requirement may be satisfied in one of two ways:
1. Enroll in the Student Accident and Sickness Insurance plan offered by the University, or
2. Complete of the online insurance waiver application before the open enrollment deadline. The waiver application requires the student to certify that his or her insurance coverage is comparable to the Student Accident and Sickness Insurance plan.

**AUTOMATIC ENROLLMENT**

Students who fail to complete an insurance election or apply for a waiver by the open enrollment deadline for the plan year will be automatically enrolled in the University’s Student Accident and Sickness Insurance Basic Plan and will be billed for that enrollment. The enrollment is binding for the entire plan year, from September 16 until September 15 of the following year.

The open enrollment period ends at 5 pm on the third Friday of the Autumn quarter. For students who are not registered for the Autumn quarter but do register during the Winter, Spring or Summer quarter, the open enrollment period ends at 5 pm on the second Friday of the first quarter in which they are registered during the insurance plan year.

**INELIGIBILITY**

Students in the GSB Evening and Weekend, SSA Evening and the MLA programs are not eligible to enroll in SASI. Doctoral students in Extended Residence are also not eligible to enroll in SASI. Student excluded from this requirement are NOT eligible to purchase the Student Accident and Sickness Insurance plan.

**STUDENT HEALTH AND WELLNESS FEE**

All registered students, other than those in programs explicitly excluded*, must pay the Student Health and Wellness Fee, which covers services at the Student Care Center and Student Counseling and Resource Services. The Student Health and Wellness Fee will be waived only for those students who live and study over 100 miles from campus and who will not be on campus during the quarter.

The Student Health and Wellness Fee will not be waived for participants of any other group or individual health plan.

*Students in the following programs are not assessed the Student Health and Wellness Fee and are not entitled to services offered at the Student Care Center and Student Counseling and Resource Services: GSB Evening and Weekend, SSA Evening and the MLA programs. Doctoral students in Extended Residence are also excluded.

**IMMUNIZATION REQUIREMENTS**

By State of Illinois law, all new students* are required to present proof of immunity from German measles, measles (two shots required), mumps, and tetanus/diphtheria (three shots required for international students). The Student Care Center (http://scc.uchicago.edu) notifies all new students of the requirement and provides instructions for compliance. Forms will be mailed to all incoming students and are available to be downloaded from the web. They must be returned by mail or in person. They cannot be returned electronically.

After the third Friday of the first quarter of enrollment, students who are not yet compliant will have their subsequent registrations restricted and will not have
The restriction lifted until they have become compliant with the immunization requirement. A student who receives this notification is urged to call the Immunization Office at 773-702-9975 to resolve his or her status.

Restricted students will lose on-line access to grades as well as access to University libraries, athletic facilities and health services, among other privileges. Restricted students will be required to leave the University if the restriction is not cleared by the fifth week of the subsequent quarter. Students required to leave will not receive credit for work done through the end of the fifth week of the quarter. Students living in undergraduate dormitories will be required to leave the University housing system.

*Students who are enrolled less than half time and non-degree international visiting scholars are exempt from this requirement.

**Security**

The University Police Department operates twenty-four hours a day, seven days a week, on campus and throughout the Oakland, Kenwood, Hyde Park, and Woodlawn neighborhoods. They patrol north to 39th, south to 63rd, east to Lake Shore Drive, and west to Cottage Grove.

Officers are armed and fully empowered to make arrests in accordance with the requirements of the Illinois Law Enforcement Officers Training Board and consistent with Illinois state statutes. University Police and the City of Chicago Police Department work together by monitoring each other’s calls within the University Police’s coverage area. University Police headquarters is located at 5555 South Ellis Avenue.

There are approximately 300 white emergency phones in the area located on thoroughfares heavily trafficked by pedestrians. Simply press the red button inside the phone box and your location will be immediately transmitted to the University Police. You need not say anything. Response time is rapid; usually within two to three minutes (sometimes less) an officer or patrol car will come to your aid. If you must keep moving to protect yourself, continue to use emergency phones along the way so that Police can follow your course.

The University has a multifaceted Safety Awareness Program, which is fully described in the publication, Common Sense. Common Sense describes how to get around safely, whom to call if you need advice or help in emergencies, and how to prevent or avoid threatening situations. Information is also included about crime statistics on campus and descriptions of security policies and awareness campaigns.

Common Sense is distributed to members of the University community and is available on request by writing to the Office of the Dean of Students, 5801 South Ellis Avenue, Chicago, Illinois 60637. The University also annually distributes its Drug and Alcohol policy to all students and employees.
STATEMENT OF NON-DISCRIMINATION

In keeping with its long-standing traditions and policies, the University of Chicago, in admissions, employment and access to programs, considers students on the basis of individual merit and without regard to race, color, religion, sex, sexual orientation, national or ethnic origin, age, disability, or other factors irrelevant to participation in the programs of the University. The Affirmative Action Officer (Administration 501, 702-5671) is the University’s official responsible for coordinating its adherence to this policy and the related federal and state laws and regulations (including Section 504 of the Rehabilitation Act of 1973, as amended).

ASSISTANCE FOR DISABLED STUDENTS

The University of Chicago is a community of scholars, researchers, educators, students, and staff members devoted to the pursuit of knowledge. In keeping with its traditions and long standing policies and practices the University, in admissions and access to programs, considers students on the basis of individual merit and without regard to race, color, religion, sex, sexual orientation, national or ethnic origin, age, disability, or other factors irrelevant to study at the University.

The University does not have a comprehensive program oriented wholly towards educating students with disabilities, but strives to be supportive of the academic, personal, and work-related needs of each individual and is committed to helping those with disabilities become full participants in the life of the University.

Students with disabilities should contact their area dean of students and a representative of the Office of the Vice President and Dean of Students in the University (Administration 234, 834-9710) in as timely a fashion as possible to initiate the process for requesting accommodations at the University.

Once the appropriate documentation is received, professionals will review it to clarify the nature and extent of the disability. Ordinarily a representative of the Office of the Vice President and Dean of Students in the University and area dean of students then will meet with the student to discuss the matter. If academic work is at issue, faculty may also become involved in these discussions. The student and the area dean of students will maintain contact as appropriate in ongoing efforts to accommodate the student. Assuming the documentation submitted is current and complete, this process may require up to ten weeks.

LEARNING DISABILITIES

The University is committed to working with learning disabled students who have been admitted to help them become full participants in academic programs. In all cases, the usual standards of judgment and assessment of students’ overall academic performance apply. Neither the community nor the students concerned are well served by applying special or lesser standards of admission or of evaluation. The representative of the Office of the Vice President and Dean of Students in the University may make accommodations to assist learning disabled students. Such accommodations need to be reasonable and appropriate to the circumstances, should confer equal opportunity on students with learning disabilities, and must not infringe on the essential requirements of or fundamentally alter the program.
As in the case of other disabilities, faculty and academic staff should instruct learning disabled students to request assistance from their area dean of students and a representative of the Office of the Vice President and Dean of Students in the University. Assuming the documentation submitted is current and complete, this process may require up to ten weeks.

**DOMESTIC PARTNERSHIP**

A domestic partnership is defined as two individuals of the same gender who live together in a long-term relationship of indefinite duration, with an exclusive mutual commitment in which the partners agree to be jointly responsible for each other’s common welfare and share financial responsibilities. The partners may not be related by blood to a degree of closeness which would prohibit legal marriage in the state in which they legally reside and may not be married to any other person.

Benefits will be extended to a student’s domestic partner and partner’s child(ren) for the Student Accident and Sickness Insurance Plan, housing, athletic facilities, and libraries. Students who wish to enroll their domestic partner and/or his or her child(ren) for benefits should contact the Benefits Office (970 E. 58th Street, 3rd floor, (773-702-9634) to request a Statement of Domestic Partnership form. Once approved by the Benefits Office, the Statement will certify that the student’s partnership meets the University’s requirements.

If a student wishes to enroll his or her domestic partner and/or partner’s child(ren) for benefits at the time of certifying partnership, the student will also need to complete new benefit enrollment forms adding the partner and/or partner’s child(ren) to the student’s insurance plan. In order to obtain gym, library, and/or housing privileges, the student will need to present his or her approved Statement of Domestic Partnership at the appropriate office.

- Athletic and Recreational Sports – Ratner Athletic Center, 5530 S. Ellis, Front Desk
- Library – Regenstein Privileges Office, 1100 E. 57th Street, 1st floor (bring partner)
- Housing – Graduate Students Assignment Office, 5316 S. Dorchester

**UNIVERSITY REPORTS**

The University of Chicago annually makes information, including several reports and policies, available to its community and to prospective students and employees. These reports provide abundant information on topics from equity in athletics to campus safety, including several items for which federal law requires disclosure. The following are reports that are presently available from the University of Chicago. For those reports not available on the Internet, the University will provide copies upon request.

1. The University’s campus safety report, Common Sense, is published annually and includes the following:
   - information regarding transportation on and around campus;
   - safety tips and information on security and crime prevention programs;
   - campus policy regarding the sale, possession, and use of alcohol and illegal drugs;
   - information regarding drug and alcohol education programs;
   - crime statistics for the three most recent calendar years;
   - campus programs to prevent sex offenses and procedures to follow when sex offenses occur; and
• information regarding reporting of criminal activity.

Common Sense is available, upon request, from the University of Chicago Police Department, 5555 S. Ellis Ave., Chicago, IL 60637, (773-702-8190); and from the Office of the Vice President and Dean of Students in the University, 5801 S. Ellis Ave., Chicago, IL 60637, (773-702-7770). It also can be accessed on the Internet at http://www.uchicago.edu/commonsense/.

2. The University of Chicago Department of Physical Education and Athletics’ report for the Equity in Athletics Disclosure Act is available, upon request, from the Department at 5734-A S. Ellis Ave., Chicago, IL 60637, (773-702-7684).

3. The University’s policy concerning privacy and the release of student records is published annually in the University’s Student Manual of Policies and Regulations. The policy explains the rights of students with respect to records maintained by the University and outlines the University’s procedures to comply with the requirements of the Family Educational Rights and Privacy Act. Copies of the Manual are available, upon request, from the Office of the Vice President and Dean of Students in the University, 5801 S. Ellis Ave., Chicago, IL 60637, (773-702-7770). The information is also available on the Internet at http://www.uchicago.edu/docs/studentmanual.

4. Information on accommodations for persons with disabilities can be found in the Student Manual of Policies and Regulations and in each division’s Announcements, including this one. The Student Manual of Policies and Regulations is available from the Office of the Vice President and Dean of Students in the University, 5801 S. Ellis Ave., Chicago, IL 60637, (773-702-7770). The information is also available on the Internet at http://www.uchicago.edu/docs/studentmanual.

5. Information regarding current tuition and fees, including estimated miscellaneous costs, is available through the Law School Admissions Office at 1111 East 60th Street, Chicago, IL 60637, (773-702-9484). The information is also available on the internet at: uchicago.edu/financial/index.html.

6. For information on financial aid programs, contact the Student Loan Administration, 970 East 58th Street, 4th Floor, Chicago, IL 60637, or The University of Chicago Law School Admissions Office, 1111 East 60th Street, Chicago, IL 60637 (773-702-9484).

7. Information regarding student graduation rates, tuition and loan refunds, and withdrawals can be obtained from the Offices of the Registrar and the Bursar, 5801 S. Ellis Ave., Chicago, IL 60637, (773-702-7891) and (773-702-8000) respectively. This information is also available on the Internet at http://registrar.uchicago.edu under the section entitled Times Schedules.

8. Information on the University’s accreditation can be obtained from the Office of the Provost, 5801 S. Ellis Ave., Chicago, IL 60637, (773-702-8806).

9. Information on academic programs, faculties, and facilities, can be obtained from the Law School Dean of Students Office, 1111 East 60th Street Chicago, IL 60637, (773) 702-3164.

STUDENT REGULATIONS AND DISCIPLINE

Any conduct, on or off campus, of students as individuals and as members of campus groups, that threatens the security of the University community, the rights of its individual members, or its basic norms of academic integrity is of concern to the University and may become a matter for action within the University’s system of student discipline.

The All-University Disciplinary System is set out in the Student Manual of University Policies & Regulations, copies of which are available through the dean of students in each area. Every student should become familiar with the Student Manual of University Policies & Regulations, which is updated annually.
FINANCIAL INFORMATION

FEES

Application Fee. An application fee of $65 must accompany each original application for admission to the Law School. No part of the fee is refundable, nor is it applicable as an advance payment of other fees.

Tuition. Tuition in the Law School for 2004–2005 is $33,864 for the nine-month academic year. A student who is required to withdraw for disciplinary reasons shall not be entitled to any reduction of tuition or fees.

Health Fees. All students pay an annual fee for use of the University’s Student Health Service. University policy requires that each student be covered by adequate health and hospitalization insurance. Students must pay an annual premium for this supplemental insurance or supply evidence of comparable protection from an individual or family health policy.

Special Fees. The University charges for late registration, for late payment of tuition and an annual student activities fee.

EXPENSES

Expenses for books, supplies, room, board, laundry and cleaning, clothing, recreation, travel and incidentals will vary depending on individual taste and circumstances. A single student may expect to pay about $19,000 in expenses for the academic year.

FINANCIAL AID FOR J.D. CANDIDATES

Approximately 80% of the students at the Law School receive some financial aid. Since scholarship funds are insufficient to cover all needs, most assistance involves a combination of scholarship grants and loans. Decisions as to the amount of financial aid awarded to entering students are based on considerations of need and merit. Academic achievement is also taken into account, particularly in determining the proportion of scholarship and loan assistance. In determining financial need, a student’s resources are apportioned over three years and, as a consequence, applicants should begin applying for financial assistance in the first year rather than waiting until their resources have been exhausted.

Applicants requesting loan assistance during their first year should submit the Free Application for Federal Student Aid (FAFSA). Applicants who would also like to be considered for need-based scholarship funds from the Law School should also submit the Need Access Report (www.needaccess.org).
SCHOLARSHIPS

A substantial program of scholarship assistance is made possible by certain endowed funds, generous annual giving by alumni and other friends of the Law School, and the general funds of the University. A list of the funds and gifts from which scholarships are assigned is set forth elsewhere in these Announcements. Entering students who submit Need Access Reports will be considered for all of these funds.

LOANS

Many students at the Law School use some combination of government and private loans to finance their educations. Qualified students have the option of borrowing from these loan programs up to the full amount of the student budget. The government loans include Perkins Loans, Subsidized Stafford Loans, and Unsubsidized Stafford Loans. A complete description of the current terms of these loan programs and the application process will be sent to all admitted applicants and is available online at www.studentaid.ed.gov.

LL.M. STUDENTS

Expenses and financial aid—Unmarried students should expect a minimum total budget of tuition and living expenses in excess of $50,000, with concomitant increases to those with dependents. Funds to support students in the LL.M. program are exceedingly limited. Grants are available only in a small portion of the total cost, therefore applicants requiring financial aid should make every effort to obtain assistance from their governments or other outside sources. Because of the University’s financial policy, tuition waivers are not permitted.
We generally do not prefer certain majors over others, but we do value a well-rounded education that has exposed applicants to the humanities and sciences, with a particular emphasis on writing and reasoning skills, as well as foreign languages. For more information, please consult the Official Guide to ABA-Approved Law Schools, prepared by the Law School Admission Council and the American Bar Association. This book includes information about pre-law preparation, applying to law schools, and the study of law, as well as information about most U.S. law schools. It is available in many college bookstores and can also be ordered from Law Services, (215-968-1001 or www.lsac.org).

Application Procedure and Admissions Policy

Admission to the Law School is based on a careful review of each application by one or more members of the Admissions Committee. While the Committee does not rely solely on numerical criteria, most of the applicants admitted to the Law School have been in the top 10% of their undergraduate programs and have scored in the top 5% on the LSAT.

Completing the Application. An application can be downloaded from our website (www.law.uchicago.edu). It is also available on the LSACD, which can be ordered from Law Services (215-968-1001 or www.lsac.org). Applicants may submit their applications electronically through the LSACD on the Web (www.lsac.org) or through our website at www.law.uchicago.edu. The application fee is $65 and may be paid by check or money order made payable to the University of Chicago Law School. Completed applications can be submitted starting September 1, 2004.

Early and Regular Decision. Applicants may choose to apply for Early Decision or Regular Decision.

• Early Decision. Applicants who wish to be considered for Early Decision must submit their applications and all supporting materials by December 1, 2004, and will be notified of the Admissions Committee’s decision by the end of December. If admitted, Early Decision applicants must commit to enrolling at the Law School and must withdraw all applications at other law schools. Some Early Decision applicants who are not admitted during the Early Decision cycle will be reevaluated during the Regular Decision cycle.

• Regular Decision. Applicants who wish to be considered for Regular Decision must submit their applications by February 1, 2005. Applications received for Regular Decision will be considered on a rolling basis once all supporting materials have been received. Any applications received after February 1 will be considered on a space-available basis only. The Admissions Committee will begin making decisions in late January and will continue until all applications have been reviewed.
The Law School

The LSAT. Applicants must take the Law School Admissions Test (LSAT) and submit all current LSAT scores before their applications will be considered. An LSAT score is deemed current if it has been earned within four years of the date that the application is submitted to the Law School. The LSAT is administered four times a year in many locations throughout the world. Early Decision applicants must take the LSAT no later than the late September/early October administration. For information about the LSAT, contact Law Services at 215-968-1001 or www.lsac.org.

Letters of Recommendation. We require two letters of recommendation, but will accept up to four. We prefer that at least one recommendation be academic, but we realize that academic recommendations can be difficult to procure for applicants who have been out of school for several years.

The LSDAS. All applicants who have attended U.S. undergraduate schools are required to register with the Law School Data Assembly Service (LSDAS) for processing undergraduate and graduate transcripts. LSDAS also provides a letter of recommendation service. The Law School strongly encourages (but does not require) that applicants use this service. For information about the LSDAS, please contact Law Services at (215-968-1001 or www.lsac.org).

Financial Aid. Applicants who wish to be considered for financial aid should contact the Access Group (800-282-1550 or www.accessgroup.org) to complete the application online. Need Access information received after March 1 will be considered for scholarship support only to the extent that funds remain available.

Interviews. The Admissions Committee invites certain applicants for interviews at the Law School. Interviews are usually conducted between January and April.

Visits. We encourage all prospective applicants to visit the Law School. In the fall and winter quarters, we conduct open houses and tours for prospective applicants; please call ahead for the schedule or check our website at www.law.uchicago.edu.

Applicants with Disabilities. Applicants with disabilities should contact the Dean of Students as soon as possible after their admission in order to coordinate accommodations at the University.

TRANSFER APPLICATIONS

Students in good standing at other law schools may apply for transfer to the Law School once they have received their first-year grades. Transfers must spend two academic years in residence at the Law School to qualify for the J.D. degree. In making transfer decisions, the Admissions Committee relies heavily on first-year grades and the quality of the law school attended. Transfer students are eligible to participate in all activities of the Law School, including law journals and clinics. They are also eligible for selection to the Order of the Coif and may graduate with honors based on their two years of work at the Law School. Requests for transfer applications should be directed to the Admissions Office after April 1st.
Albert Alschuler


Douglas Baird


John Bronsteen


Emily Buss


Mary Anne Case

“Of This and That in Lawrence v Texas,” 2003 Supreme Court Review.

Adam Cox


David Currie

Frank Easterbrook


Richard Epstein


“No Canadian Cure for Our Health Care Malaise,” Medicine on the Midway 44 (Summer 2003).


Carolyn Frantz


Philip Hamburger

“Against Separation,” 155 The Public Interest 177 (Spring 2004).


Bernard Harcourt


Foreword to the Supreme Court Review: “‘You Are Entering a Gay and Lesbian-Free Zone’: On the Radical Dissents of Justice Scalia and Other (Post-) Queers [Raising Questions about Lawrence, Sex Wars, and the Criminal Law],” 94 Journal of Criminal Law and Criminology 503 (2004).


Jill Hasday

Richard Helmholz


Dennis Hutchinson

_The Supreme Court Review_ 2003 (edited with David A. Strauss and Geoffrey R. Stone).

William Landes


Saul Levmore


Douglas Lichtman


Lyonette Louis-Jacques


“Mr. Sprūdžs,” 95 *Law Library Journal* 334 (Summer 2003, No.3) (contribution to “Remembrances of Adolf Sprūdžs”).


Tracey Meares


Abner Mikva


Martha Nussbaum


“Capabilities and Disabilities: Justice for Mentally Disabled Citizens,” 30 Philosophical Topics 133 (2002).


“Genocide in Gujarat,” Dissent 61 (Summer 2003).


“Mill Between Aristotle and Bentham,” Daedalus 60 (Spring 2004).


“Preface,” issue on Global Inequalities, 30 Philosophical Topics 1 (2002) (with Chad Flanders).


Review of Mary Kinzie, Drift, 183 Poetry 235 (January 2004).


Randal Picker


Eric Posner


Richard Posner


“The Long-Run Growth in Obesity as a Function of Technological Change,” Perspectives in Biology and Medicine S87 (Summer 2003 Supplement) (with Tomas J. Philipson).
“No Thanks, We Already Have Our Own Laws: The Court Should Never View a Foreign Legal Decision as a Precedent in Any Way,” Legal Affairs 40 (July/Aug 2004).
“Smooth Sailing,” Legal Affairs 40 (Jan/Feb 2004)

Geoffrey Stone
Constitutional Law, 2004 Annual Supplement (with Louis M. Seidman, Cass R. Sunstein, Mark V. Tushnet, and Pamela Karlan).
The First Amendment, 2004 Annual Supplement (with Louis M. Seidman, Cass R. Sunstein, Mark V. Tushnet, and Pamela Karlan).
The Supreme Court Review 2003 (edited with Dennis J. Hutchinson and David A. Strauss).
“Liberta Civili in Tempo di Guerra: La Prospettiva Americana,”

Randolph Stone
Lior Strahilevitz

David Strauss
The Supreme Court Review 2003 (edited with Dennis J. Hutchinson and Geoffrey R. Stone).

Cass Sunstein
The Second Bill of Rights: Franklin Delano Roosevelt’s Constitutional Vision and Why We Need It More Than Ever (Basic Books 2004).
“President Versus Precedent: Bush’s reckless bid for an amendment defies an Oval Office tradition,” Los Angeles Times (February 26, 2004).
“We Need to Reclaim the Second Bill of Rights,” The Chronicle Review (June 11, 2004).
“Your Money or Your Life,” The New Republic (March 15, 2004).
Alan Sykes

Adrian Vermeule

David Weisbach

Diane Wood
Trade Regulation: Cases and Materials, 5th ed. (Foundation Press Thomson/West 2003) (with Robert Pitofsky and Harvey J. Goldschmid).
SIGNIFICANT ACHIEVEMENTS RELATED TO THE CLINICAL PROGRAMS

In May 2004, the Civil Rights Police Accountability Project and Criminal and Juvenile Justice Project received the Clinical Legal Education Association’s 2004 Award for Excellence in a Public Interest Project. The award recognized the work of Professors Randolph Stone and Craig Futterman, together with more than twenty Clinic students and hundreds of public housing residents, in Williams v. Brown, a federal civil rights class action lawsuit challenging the Chicago police raid of a community basketball tournament held in Stateway Gardens, a South Side public housing community. After a three-year struggle, the Clinic won a half million dollar settlement from the City of Chicago. A significant portion of the award will go to the Stateway Civil Rights Project to support resident-led human rights monitoring and reporting, initiatives that improve policy/community relations, and the revitalization of the Stateway basketball tournaments and other local community programs.

MacArthur Justice Center students and faculty celebrated a $2,600,000.00 settlement with the City of Chicago and Cook County in favor of Justice client John Willis, Jr. Mr. Willis spent eight and a half years in prison after having been convicted of a series of sexual assaults that he did not commit. After DNA testing proved his innocence and he was released from prison, Mr. Willis filed a civil suit for damages against City and County officials involved in his case. The suit, in which MacArthur’s Director Locke Bowman was principal counsel, contended that police and prosecutors had concealed exculpatory evidence at the time of Mr. Willis’ original trial.

MacArthur Center trial attorney Joseph Margulies was counsel of record and the principal author of the petitioners’ briefs in Rasul v. Bush, argued in the United States Supreme Court this Term. Margulies conceived and developed the arguments that so-called enemy combatants detained at Guantanamo Bay, Cuba are entitled to access to the federal courts for a determination of the legality of their detention.

The Employment Discrimination Project won another victory in its efforts to improve and reform the Illinois anti-discrimination agencies. In March of 2004, Randall Schmidt testified against a proposal by Governor Rod Blagojevich to merge the two state agencies that handle claims of employment discrimination. Schmidt testified that the merger of the two agencies would contaminate the integrity and fairness of the system and would raise serious due process issues. A week later, Gov. Blagojevich announced that the plan was “off the table.” Shortly thereafter, Schmidt and his students began a series of meetings (that are still on-going) with officials from the state anti-discrimination agencies designed to develop and implement ways to improve the efficiency and effectiveness of the agencies.
The Mental Health Advocacy Project won a unanimous victory in the Illinois Supreme Court, Williams v. Staples, 208 Ill. 2d 480 (2004), affirming an earlier victory by the Project in the Illinois Appellate Court. In a case of first impression, the Supreme Court held that the provisions which limit the length of the specially restrictive commitments imposed upon persons acquitted by reason of insanity prevail over other apparently conflicting provisions which had been used to extend the confinement of our client. Jennifer Sallman ‘05, Anna Pervukhin ‘04 and Susanna Witt ‘03 were responsible for this victory. The Project won another victory in Baker v. Adams, 02 CH 15962 (Cir. Ct. Cook Cty, 2004), involving the rights of persons confined for lengthy periods of time in state hospitals to access the internet. One of our clients was denied the right to enroll in college courses over the internet because the state hospital would not allow him to have an email account. The Circuit Court of Cook County enter an injunction prohibiting the Department of Human Services from applying its unpublished internet access rules against our clients unless and until those rules were published pursuant to the Illinois Administrative Procedure Act. Although initially appealing this ruling, the Department later withdrew its appeal and published rules which provide greater access, including access for educational purposes. Heather Kirby ‘03, Jared Brown ‘04 and Kyle Bennion ‘05 were responsible for this victory.
INFORMATION about the STUDENT BODY

DEGREES CONFERRED IN 2004

Degree of Master of Laws
NUHA ABUNADA
SAHIN ARDIYOK
CAROLINE BOLLE
KAREL BOURGEOIS
FABIEN CARRUZZO
MARCOS LEITE DE CASTRO
NAKHOON CHOI
CHIN HUI CHONG
FABIO YANITCHKIS COUTO
FERNANDO ELIAS-CALLES ROMO
PHILIPP ESSER
PETRA GIESSEN
ARMIN LUDWIG GOEHRING
ALESSANDRA BITTENCOURT DE GOMENSORO
SHINTARO HIRATO
CHENG-YI HUANG
THOMAS KEYSERS
BELINDA LUU
FLAVIO ROBERTO PENTEADO MEYER
PATRICIO IVAN MIDDLETON
ROGER PETER MORF
FATIMA LUCIA RIBEIRO de SOUZA MOTA HASSON
MAURO HIANE DE MOURA
STEPHANE DE NAVACELLE
MARTIN STEPHAN OESCH
MATTHEW THOMAS PARISH
ETIENNE ANDRE PAX
RAUL PEREZ JOHNSTON
JACQUES-A ntoine PHILIPPE
FEDERICA PISACANE
MARIA CLARA REGO CALDERON
MARCOS CANECCHIO RIBEIRO
THOMAS URS GEORG ROHDE
JOSE CARLOS RODRIGUES ROSA
MUGI SEKIDO
NAOKI SHIBUYA
SHINTARO TAKAI
THANYANUCH TANTIKUL
PATRICIA SALES TEIXEIRA WYRWOLL
RALF BERND TIETZ
KOJI TSURUMI
GERUNG VIKTOR VON HOFF
MINAKO WAKABAYASHI
ALEXANDER WERDER
JOHANNES PATRICK WILLHEIM
TOSIHIKI YAGUCHI
JUNG HOON YEE
NOOR AHMED ZEB

Doctor of Law
SAMUEL DAVID ALMON
JENNIFER WILDE ANDERSON
ALEJANDRO MANUEL ARRIETA
KENDRICK FOSTER ASHTON, JR.
DEAN BACHUS
JEFFREY ERNEST BACOTE
* ADITYA BAMZAI
VALERIE JOY CASE BAYHAM
SHEILA CAREN BEAIL
PETER JOHN BEHMKE
SYNTHIA MARIE BELL
TRACI CERISE BELMORE
JON-THOMAS BLOCH
CHAD ADAM BLUMENFELD
CELESTE INES BOERI
ERIK BRENDON BOND
JUDITH FRANCES BONILLA
ILISABETH SMITH BORNSTEIN
** LEAH KATHRINE BOUCHER
TRICIA STEELE BOUTROS
PETER WILLIAM BROADBENT
JARED FELLOWS BROWN
TIMOTHY WILLIAM BROWN
DEREK JOEL BRUNOOGIE
KATHARINE EMILY BURDICK
KENDALL CLAIRE BURMAN
* CARYN MICHELLE CAMPBELL
SUSAN JUNE CAMPBELL
JOHN FRANCIS CARELLA
MENDI RUTH CARROLL
** JOSEPH COLLINS CA VENDER
* JOSEPH TRENT CEITHAML
## Schools, Colleges, and Universities Represented in the Student Body During 2003–2004

<table>
<thead>
<tr>
<th>School Name</th>
<th>No. of Students</th>
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<tbody>
<tr>
<td>Agnes Scott College</td>
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<td>Al Quds University, Palestine</td>
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<td>American University</td>
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<tr>
<td>Amherst College</td>
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<td>Ankara University, Turkey</td>
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<td>Barnard College, Columbia University</td>
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<td>Bates College</td>
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<td>Baylor University</td>
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<td>Christ College Cambridge</td>
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<td>Chulalongkorn University, Thailand</td>
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<td>Claremont McKenna College</td>
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<td>Clark University</td>
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<td>Cleveland Institute of Music</td>
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**Total number of schools represented** .................................. 172

**Residence of Students**

**2003-2004**

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The Harry A. Bigelow Professorship in Law was established in 1967 in honor of the late Harry A. Bigelow, who was Dean of the Law School from 1929 to 1939 and a member of the faculty of the Law School from 1904 until his death in 1950.

The Walter J. Blum Professorship in Law was established in 1999. It was made possible through the generosity of Burton Kanter, a member of the Class of 1952.

The Lee and Brena Freeman Professorship in Law was established in 1977 by Lee Freeman, Sr., with the combination of matching funds from the Ford Foundation, to support a person whose scholarly and teaching interests include the study of comparative domestic, foreign, and international mechanisms of achieving and preserving competitive business conduct and the interaction of United States and foreign antitrust, tax, and other legal regulation of international corporations to that end.

The William B. Graham Professorship was established in 1980. It was made possible through the generosity of William B. Graham, a member of the Class of 1936 and a Trustee of the University.

The Harold J. and Marion F. Green Professorship in International Legal Studies was established in 1973. The professorship was made possible through the generosity of Harold J. Green and a matching grant from the Ford Foundation. Mr. Green was a member of the Class of 1928.

The Frank and Bernice J. Greenberg Professorship in Law was established in 1985 through the estate of Frank Greenberg, a member of the Class of 1932, to provide financial support to deserving students.

The James Parker Hall Distinguished Service Professorship in Law was established in 1930 by the alumni of the Law School in memory of James Parker Hall, Dean of the School from 1904 until his death in 1928. The Hall family endowed the Fund fully through a gift made in 1984.

The Harry Kalven, Jr. Professorship in Law was established in 1976 in honor of the late Harry Kalven, Jr., a member of the Class of 1938, who was on the faculty of the Law School from 1946 until his death in 1974. The Kalven Chair was made possible through the generosity of the Robert R. McCormick Charitable Trust established under the will of Col. Robert R. McCormick, editor and publisher of the Chicago Tribune from 1926 to 1955. The professorship provides in perpetuity for scholarship in First Amendment studies.

The Kirkland & Ellis Professorship was established in 1984 by members of the law firm of Kirkland & Ellis, and its partner, Howard G. Krane, a member of the Class of 1957.
The Julius Kreeger Professorship in Law and Criminology was established in 1965 through the generosity of Mrs. Arthur Wolf, in memory of her late husband, Julius Kreeger, a member of the Class of 1920.

The Paul H. & Theo. Leffmann Professorship in Commercial Law was established in 1997 through a gift from the Leffmann Foundation. The Professorship is named after Paul H. Leffmann (Ph. B. 1927, J.D. 1930) and his brother and is awarded to a professor who has attained distinction in the field of commercial law.

The Edward H. Levi Distinguished Service Professorship was established during the 1978–79 academic year with a gift from an anonymous member of the University’s Board of Trustees. The Professorship is named in honor of Edward Hirsch Levi (Ph.B. 1932, J.D. 1935), Glen A. Lloyd Distinguished Service Professor and President Emeritus, a member of the Law School Faculty since 1936 and Dean of the Law School from 1950 to 1962.

The Karl N. Llewellyn Professorship in Jurisprudence was established in 1973 by former students, colleagues, family, and other friends of Professor Llewellyn, a member of the Law School faculty from 1951 until his death in 1962.

The Seymour Logan Professorship in Law was established by Mrs. Seymour Logan and their children as a memorial to Seymour Logan, a member of the College Class of 1943.

The Bernard D. Meltzer Professorship was established in 2000 honoring the distinguished service of Bernard D. Meltzer (A.B. 1935, J.D. 1937) at The University of Chicago Law School. At the time the Chair was created, Professor Meltzer had been on the faculty of the Law School for over 40 years.

The Clifton R. Musser Professorship in Economics was established in 1970 by members of Mr. Musser’s family, to provide a permanent professorship in economics in the Law School.

The Max Pam Professorship was established in 1935 in memory of Max Pam, a member of the Chicago Bar, with funds allocated by the Trustees under the will of Mr. Pam.

The Ruth Wyatt Rosenson Professorship was created in 1984 by Mrs. Ruth Wyatt Rosenson in memory of her husband, Harry N. Wyatt, a member of the Class of 1921.

The Arnold I. Shure Professorship was established in 1971. The professorship, which focuses on urban law, was made possible by a grant from the Ford Foundation. Matching gifts were contributed by many friends and alumni of the Law School in honor of Mr. Shure, a member of the Class of 1929.

The Leo Spitz Professorship in International Law was established by the will of Leo Spitz (J.D. 1910), in memory of his parents, Caroline and Henry Spitz.

The John P. Wilson Professorship in Law was established in 1929 with funds contributed for the John P. Wilson Memorial Foundation by John P. Wilson, Jr. and Anna Wilson Dickinson as a memorial to their father, a member of the Chicago Bar.
The Wilson-Dickinson Professorship in Law was established in 1974 by the Trustees of the University with funds from the John P. Wilson Memorial Fund, to honor the memory of the donors of the John P. Wilson Memorial Fund, John P. Wilson, Jr. and Anna Wilson Dickinson.

The Harry N. Wyatt Professorship in Law was created by Mr. and Mrs. Harry N. Wyatt (Ruth Fox Wyatt) in 1977. Mr. Wyatt was a member of the Law School Class of 1921 and Mrs. Ruth Wyatt Rosenson was a member of the College Class of 1927.

**Scholarship Funds**

*The Baker & McKenzie Law Student Assistance Program* was created by the law firm of Baker & McKenzie in 1989 to provide scholarship support for minority law students.

*The Baker & McKenzie Zurich Scholarship Fund* was established in 1984 by the partners of the Zurich office of Baker & McKenzie, for the support of graduate students from Switzerland studying at the Law School.

*The Russell Baker Scholarship Fund* was established in 1981 by the partners of Baker & McKenzie in this country and abroad in honor of the late Russell Baker, a graduate of the Law School Class of 1925 and founder of Baker & McKenzie, for the support of foreign and upperclass students.

*The James B. Blake Scholarship Fund* was established in 1951 as a memorial to James B. Blake (J.D. 1907), by his friends.

*The Harry C. Bull Scholarship Fund* was established in memory of Mr. Harry C. Bull '85 and his daughters, Madeline and Alexandra, by their friends and family in 2002.

*The William G. Burns Scholarship Fund* was created in 1988 as a moral obligation scholarship fund in memory of Mr. Burns (Ph.B. 1929, J.D. 1931) by his colleagues at the firm of Bell, Boyd & Lloyd and other friends.

*The John William and Eva R. Chapman Scholarship* was established in 1978 by the bequest of Mr. and Mrs. Chapman.

*The Clinton Family and Douglas G. Baird Fund* was established by the Clinton Family Fund in honor of Douglas G. Baird for the support of student scholarships.

*The Irwin N. Cohen Scholarship* was contributed in 1968 by friends of the late Judge Irwin N. Cohen (LL.B. 1930).

*The Marcus Cohn Scholarship Fund* was established in 1995 by Mr. Cohn (A.B. 1935, J.D. 1938). Proceeds of the Fund are used to provide scholarship support for students in the Law School.

*The Andrew D. and Eleanor C. Collins Scholarship Fund* was established in 1969 by bequest under the will of Eleanor C. Collins.
The Jack Corinblit/Martin M. Shapero Scholarship Fund was established in 1984 by Jack Corinblit (J.D. 1949) and Martin M. Shapero, his law partner. The Fund provides scholarship support to a second- or third-year law student.

The George T. Crossland Scholarship Fund was established in 1997 by a bequest under the will of George T. Crossland (J.D. 1911) to provide scholarships to students in the Law School.

The Decalogue Society of Lawyers Scholarship Fund was established in 1975 by the Decalogue Society of Lawyers in memory of Paul G. Annes (J.D. 1923).

The Earl B. Dickerson Scholarship Fund was established in 1984 by Mr. Dickerson, a member of the Class of 1920 and one of America’s early pioneers in the civil rights movement, in memory of his wife, Kathryn Kennedy Dickerson. The Fund benefits a student who exemplifies strong moral character and who is committed to projects in the law that seek to correct social injustices.

The Harold and Milton Durchslag Endowment Fund was established in 1997 with a bequest from the estate of Harold Durchslag (Ph.B. 1932, J.D. 1934). Named also for his brother, Milton Durchslag (Ph.B. 1928, J.D. 1930), the Fund is used to provide scholarships and loans to students attending the Law School.

The Donald E. Egan Scholarship Fund was created in 1997 in memory of Don Egan (J.D. 1961) by his family and friends including members of the Class of 1961 and the firm of Katten, Muchin & Zavis, where he was a partner. The Fund provides scholarship support and a cash award which, while based on financial need and strong academic performance, is given to students who have demonstrated interest in the Law School, leadership potential within the larger legal community, an aggressive desire to succeed tempered by integrity and a reputation for toughness, honesty, and fair dealing.

The Owen Fairweather Scholarship Fund was established as an endowed moral obligation scholarship fund in 1987 by the firm of Seyfarth, Shaw, Fairweather & Geraldson and the friends and colleagues of Mr. Fairweather in memory of Owen Fairweather (J.D. 1938).

The Edith R. and David H. Feldman Scholarship Fund was first established in 1974 as the Edith R. Feldman Fund by David H. Feldman (J.D. 1928), in memory of his wife. In 1985, it was perpetuated in their memory by their children and other members of their family, to provide scholarship support for worthy and deserving students.

The Robert S. Fiffer Memorial Scholarship was established in 1975 by the family and friends of Mr. Fiffer, a member of the Class of 1947.

The George W. Friede 1931 Scholarship was established by a gift and bequest of the late George W. Friede (J.D. 1931). The scholarship is awarded to qualified students who are graduates of a college or university in the state of Oregon or who have been domiciled in that state for the three years preceding the award of the scholarship.

The Friedman & Koven Scholarship was established in 1981 by the partners of Friedman & Koven to provide scholarships in the Law School.
The Edward D. Friedman Fellowship was created by Edward D. Friedman (J.D. 1937) and his family to support students and graduates of the Law School who pursue careers dedicated to the public interest and/or to support scholarships awarded to students at the Law School.

The Burton and Adrienne Glazov Scholarship Fund was established in 1984 by Mr. Glazov, a member of the Class of 1963, and his wife, in honor of their parents, Mr. and Mrs. Joseph Glazov and Mr. and Mrs. Reuben Graff. The Fund supports a scholarship for a student who shows both financial need and significant potential.

The Anna Weiss Graff Honor Scholarship was established in 1961 by the Julian D. Weiss and Shirley W. Weiss Foundation.

The Joseph E. Green Scholarship Fund was created in 1997 with a bequest from the estate of Mr. Green, a member of the Class of 1921. The Fund is used to provide financial aid to deserving students.

The Frank and Bernice J. Greenberg Scholarship Fund was established in 1985 through the estate of Frank Greenberg, a member of the Class of 1932, to provide financial support to deserving students.

The Ernest Greenberger Scholarship Fund was established in 2002 by Mrs. Stacia Greenberger in memory of her husband, Ernest, a member of the Class of ’47. The fund will ease the financial burden of students attending the Law School.

The George and Mary Gregory Memorial Scholarship Fund was established in 1969 by Chris D. Gregory, a member of the Class of 1929, in honor of his parents, to provide scholarships in the Law School.

The Kenneth S. Haberman Scholarship Fund was established in 1986 in memory of Mr. Haberman, a member of the Class of 1959, by his wife Judith, members of his family, friends, and classmates. The Fund provides scholarship support to students in financial need who have exhibited an interest in the world around them, on a continuing and serious basis, through activities, hobbies, or other non-academic interests.

The Berthold Harris Scholarship Fund was established in 1996 by the estate of Jeane T. Harris in memory of her husband Berthold Harris (J.D. 1929). The Fund provides scholarship support to students of the Law School.

The Jill Harris Scholarship Fund was established in 1986 by Stuart C. (J.D. 1965) and JoAnn Nathan in memory of Jill Harris. The Fund is to provide financial aid for deserving students.

The George L. Hecker Scholarship Fund was established in 1997 by George L. Hecker (J.D. 1933) to provide scholarship support for students in the Law School, with preference for those who have received their undergraduate degrees from the College at the University of Chicago.

The Joseph and Marion Heffernan Scholarship Fund was created in 1995 by William C. Heffernan (J.D. 1978) in memory of his parents. The Fund provides scholarship support to students on the basis of financial need.
The Stuart Cardell Hyer Scholarship was established in 1972 as a memorial to Stuart C. Hyer (J.D. 1955), by his parents, Ebba Cardell Hyer and Stanton E. Hyer (J.D. 1925).

The Illinois Bar Foundation Scholarship was established in 1989 to support a second- or third-year student with financial need.

The Steven and Priscilla Kersten Fellowship Fund was established by Steven Kersten (J.D. 1980) to support students and graduates of the Law School who pursue careers dedicated to the public interest and/or to support scholarships awarded to students at the Law School.

The Kirkland & Ellis Minority Scholarship Fund was created by the law firm of Kirkland & Ellis in 1996 to provide support for minority law students at the Law School.

The Francis S. Kosmerl Fellowships were established in 1948 by a bequest under the will of Francis S. Kosmerl (J.D. 1918).

The Law School Alumni Scholarships are provided out of funds contributed by alumni.

The Moses and Dorothy Levitan Scholarship Fund was established in 1985 by Mrs. Levitan in memory of Mr. Levitan, a member of the Class of 1913. The Fund provides support for worthy and deserving students.

The Allen Hart Lippitz Memorial Fund was established in 1987 by Ivan and Golda Lippitz in honor of their late son, an outstanding student who aspired to a career in law. The Fund supports moral obligation scholarships awarded annually to students demonstrating both financial need and the highest moral and ethical standards.

The John S. Lord and Cushman B. Bissell Scholarship Fund was established in 1979 by the firm of Lord, Bissell & Brook to honor its founding partners, John S. Lord and Cushman B. Bissell. In 1985, it became a permanent source of financial assistance to law students, providing scholarships to first- and second-year students chosen on the basis of outstanding scholastic accomplishment, leadership, and initiative.

The Hilda Loth Memorial Scholarship Fund was established in 1968 by Alan Loth, a member of the Class of 1914, in memory of his wife, Hilda Loth, to provide an annual law scholarship.

The Edith Lowenstein Scholarship was established in 1983 by bequest under the will of Edith Lowenstein, a member of the Class of 1939. This full-tuition scholarship is to be awarded each year to a needy law student who shows promise of becoming a good lawyer due to his or her intelligence, character, and general education. The award is made on the basis of the student’s progress during the first year of law school without regard to class standing.

The Robert F. and Phyllis M. Lusher Scholarship Fund was created in 1995 by Mr. Lusher (A.B. 1957, A.B. 1958, J.D. 1959) and Mrs. Lusher (A.B. 1954) to enable an international graduate student to come to the Law School for a Master of Laws (LL.M.) degree.

The Lidia and Samuele Martini Memorial Scholarship was established in 1975 by a bequest under the will of Chester Martini in memory of his parents.
The University of Chicago

The McDermott Will and Emery Scholarship Fund provides support of student scholarships and is supported by gifts from members of the firm.

The Victor McQuistion Scholarship Fund was created in 1986 by his widow, Mrs. Ethel McQuistion, and the estate of Victor McQuistion, a member of the Class of 1921. The Fund is to provide financial aid for deserving students.

The Byron S. and Jeanette R. Miller Working Students Assistance Fund was created in 1996 by Byron (A.B. 1935, J.D. 1937) and Jeanette (A.B. 1936, J.D. 1937). The Fund provides financial support to law students who work during the academic year while in law school.

The Robert H. and Ina M. Mohlman Fund was established in 1986 by Mr. Mohlman, a member of the Class of 1941, for the benefit of students at the Law School.

The Leonard G. Nierman Fund was established by his mother, Pauline, his wife, Bernys, and sons, Paul and James, through the Eli A. Nierman Foundation. The funds are awarded as a moral obligation scholarship, as a memorial to Mr. Nierman (a member of the Class of 1936), to a second- or third-year student who exhibits interest in a career in patent law.

The Oak Brook Bank Scholarship, created in 1998, was facilitated by the President of the bank, Richard Rieser (J.D. 1968). The scholarship fund assists low and moderate income students who currently reside in or grew up in the West, North, or Northwest suburbs of Chicago.

The George B. Pletsch Scholarship Fund was established in 1985 by the Grover Hermann Foundation as a memorial to George B. Pletsch, a member of the Class of 1944, who was a prominent member of the legal profession and who served for many years as a director and officer of the foundation. The Fund supports moral obligation scholarships which are awarded annually as determined by the Dean of the Law School.

The James Nelson Raymond Scholarship was established in 1930 from a fund given by Anna Louise Raymond in memory of her husband, James Nelson Raymond.

The Reuben & Proctor Scholarship was established in 1982 by the law firm of Reuben & Proctor to provide scholarships in the Law School.

The Ruth Wyatt Rosenson Scholarship Fund was established in 1989 as an endowed scholarship by a bequest from Mrs. Rosenson. Selections are made annually based on scholarship, financial need, moral integrity, and indications of a promising future. Recipients are known as Ruth Wyatt Rosenson Scholars.

The Ben and Althea Rothbaum Scholarship Fund was created in 1991 to provide scholarships for students attending the Law School. Mrs. Rothbaum created the Fund in honor of her late husband, a member of the Class of 1921.

The Malcolm Sharp Scholarship Fund was established in 1982 by members of the Class of 1952 to provide scholarships in the Law School in honor of Malcolm P. Sharp, Professor in the Law School from 1933-1965.
The Daniel C. Smith Scholarship Fund was created in 1992 by Daniel C. Smith (A.B. 1938, J.D. 1940). Proceeds from this endowed Fund are used to provide financial aid to deserving and academically promising students at the Law School.

The Edmund A. Spencer Scholarship Fund was established in 1994 with a bequest from the estate of Mr. Spencer, a Chicago CPA/attorney, who was one of the first specialists in federal income taxation. Proceeds from the Fund are used to provide scholarships to academically promising students in the Law School who are dependent in whole or in part upon their own efforts to provide the means of obtaining a legal education.

The Stepan Chemical Company Scholarship, established in 1972 by the Stepan Chemical Company, is awarded on the basis of academic achievement and financial need to a third-year student, a person likely to make a constructive contribution to society either as a practicing lawyer or in other leadership capacities within the profession. Paul H. Stepan is a member of the Class of 1970.

The Stonewall Scholarship was created in 1989 and is awarded by the Dean of Students to a Law School student who is likely to use his or her legal education to further gay and lesbian rights.

The Marvin T. Tepperman Scholarship Fund was created in 1991 by Jane Price Tepperman in honor of her late husband, a member of the Class of 1949, and a leading corporate attorney in San Francisco. The Fund provides financial aid for deserving students.

The Alfred B. Teton Civil and Human Rights Scholarship Fund was created with a bequest to the Law School by Judge Alfred B. Teton (A.B. 1935, J.D. 1936) who served in the United States Department of Justice early in his career and later became Judge of the pro se Circuit Court of Cook County. The Fund benefits students who have demonstrated a desire to contribute to the field of civil and human rights.

The Unterman Family Scholarship was established in 2004 by Thomas E. Unterman (J.D. 1969) and Janet M. Unterman. The fund will provide scholarship support for students in the Law School.

The Maurice Walk Centennial Scholarship Fund was established in honor of the Law School’s centennial to commemorate Maurice Walk, a member of the Class of 1921 who was born in the same year that the Law School was founded. The fund will provide scholarships for students at the Law School.

The William W. Wilkow Scholarship Fund was established in 1984 by the law firm of Wilkow & Wilkow, P.C., in honor of William W. Wilkow (J.D. 1948). The Scholarship is awarded to a second- or third-year student who shows academic promise and exhibits financial need.

The Harry N. Wyatt Scholarship was established through the estate of Mr. Wyatt to provide scholarships in the Law School. Mr. Wyatt was a member of the Class of 1921.

The S. K. Yee Scholars Fund was established in 1983 by the S. K. Yee Scholarship Foundation in honor of General Yee, Chairman of the Board of the United Chinese Bank of Hong Kong. These moral obligation scholarships are awarded annually to twenty law students as determined by the Dean of the Law School.
The James C. Hormel Public Service Fund was created in 1986 by Mr. Hormel, a member of the Class of 1958 and Dean of Students at the Law School from 1961 to 1967, to support the James C. Hormel Public Service Program at the Law School. This program is designed to encourage participation by students and graduates in public service activities.

The Thomas Loren Karsten Public Service Fund was created in 1990 by Marilyn Herst Karsten (Ph.B. 1944) and the Marilyn and Thomas Karsten Foundation. The Fund honors the memory of Thomas Loren Karsten (Ph.B. 1937, J.D. 1939), whose long career included distinguished public service. Through the Law School’s Public Service Program, the Karsten Fund helps to ease the financial burden faced by students and graduates considering careers in public service.

The Miriam Hamilton Keare Environmental Law Fund (ELF) was created in 1989 by Miriam Hamilton Keare (J.D. 1933) to support student research, bring speakers to the Law School, fund summer and part-time public service work by law students, and public service/work by graduates of the Law School in the area of environmental law.

The John M. Kimpel Fund was created in 1995 by Mr. Kimpel, a member of the Class of 1974, to provide support for summer internships for law students in the Mandel Legal Aid Clinic.

The Kathryn Smith Matkov Fund was established in 1999. The Fund honors the memory of Kathryn Smith Matkov, a member of the Class of 1979. It was created by George Matkov and members of the Class of 1979. The Fund supports clinical legal education and public interest law.

The Myndl and Hyman M. Spector Fund provides supplemental grants to support students who accept public service positions during the summer. The Fund was established in 1982 by Mr. and Mrs. Spector’s family in recognition of their lifelong devotion to civil liberties.

The Maurice S. and Helen R. Weigle Fund for Public Service was created in 1989 by Helen R. Weigle (A.B. 1935), Alice Weigle Kraus, Douglas M. Kraus (J.D. 1973), and Babs Weigle Maltenfort in memory of Maurice S. Weigle (Ph.B. 1933, J.D. 1935). The Fund currently supports the loan forgiveness portion of the Law School’s Public Service Program, with a particular focus on alumni who utilize their skills in the protection of the rights and welfare of children.

The Hubert L. Will Fund for Clinical Legal Education was established in 1995 by the family and friends of Judge Will (A.B. 1935, J.D. 1937), whose distinguished legal career included thirty-four years as a U.S. District Court judge. The Fund is used to support the work of students in the Law School’s Mandel Legal Aid Clinic in the area of criminal justice; or in such programs that, in the opinion of the Dean, would best reflect the creativity, integrity, and the concern for the individual exemplified in the career and values of Judge Will.
The Bobette and James Zacharias Fund was established in 1982 by family and friends in honor of James L. Zacharias, a member of the Class of 1935, on the occasion of his 70th birthday. The Fund provides support for the work of the Mandel Legal Aid Clinic.

FELLOWSHIP FUNDS

The Victor H. Kramer Foundation Fellowship was established in 1976 by the Victor H. Kramer Foundation of Washington, D.C., for mid-career training of employees of the Federal Trade Commission and the Antitrust Division of the Department of Justice. Under the original terms, The Kramer Fellowship Program was offered in alternate years with the Institution for Social Policy Studies at Yale University. In 1997, Harvard Law School was selected as the alternate school. In addition, the fund is available to support Law School conferences.

The Tony Patiño Fellowship was established in 1983 at the University of Chicago Law School in memory of Antenor Patiño, Jr., in keeping with his philosophy and his intention to help his fellow law students. The Fellowship is “trying to identify leaders, people of character and capability.” The title of “Fellow-Elect” and a grant of not less than $7,500 are awarded annually to law students selected by the Fellowship’s Selection Committee. The fellowship award and all renewals are determined by committees independent of the Law School.

The James Nelson Raymond Fellowship was created in 1933 and 1934 by Anna Louise Raymond.

The Daniel C. Smith Fellowship was established in 1980 to support a student during the summer for research in support of legal services to indigent clients in the University community. The Fellowship honors Daniel C. Smith, a member of the Class of 1940, and was made possible through gifts from the FMC Corporation, the Amoco Foundation, and the law firm of Kirkland & Ellis.

LOAN FUNDS

The Harry A. Bigelow Loan Fund was established in 1929 by the Law School Class of 1929 in honor of the late Dean Bigelow.

The Robert Binninger Memorial Loan Fund was established in 1986 through a bequest from Mr. Binninger to provide loans to law students at the University.

The Bernhardt Frank Loan Fund was established in 1952 by Louis H. Silver (J.D. 1928), in honor of his brother-in-law, an outstanding appellate lawyer.

The Ernst Freund Loan Fund was established in 1922 by the late Professor Ernst Freund and since his death has been augmented by other contributions.

The Raphael and Rose, Joseph A. and Martha Bloch Golde Loan Fund was established in 1955 by provision of the will of the late Joseph A. Golde (J.D. 1915), in memory of his parents.
The James Parker Hall Loan Fund was established by the alumni of the Law School in memory of the late Dean Hall.

The Ronald G. Hillebrand Memorial Loan Fund was established in 1962 by the Class of 1962 and other friends of Ronald G. Hillebrand in his memory; it is available to third-year, married students of the Law School.

The Harold S. Lansing Loan Fund was established in 1972 in memory of Mr. Lansing, a member of the Class of 1928, through the generosity of his friend and classmate, Harold J. Green.

The Law School Student Loan Fund.

The Glen A. Lloyd Student Aid Fund was established in 1975 by friends of Glen A. Lloyd in his memory. Mr. Lloyd, former Chairman of the Board of Trustees of the University, was a member of the Class of 1923.

The Louis M. Mantynband Loan Fund was established by his partners in memory of Mr. Mantynband, a member of the Class of 1920.

The Floyd R. Mechem Loan Fund for law students was established in 1921 by the late Professor Floyd R. Mechem.

The Esther Jaffe Mohr Memorial Loan and Scholarship Fund was established in 1966 in memory of Mrs. Mohr (J.D. 1920), a distinguished Chicago lawyer, by Judith Mohr Joyce, Elaine Goodman Mohr (J.D. 1954), and David L. Mohr (J.D. 1959). Preference is to be given to women.

The Harvey Puchowitz Loan Fund was established in 1955 by friends of Harvey Puchowitz (J.D. 1954), in his memory.

The Anna Louise Raymond Loan Fund was established in 1932 for the benefit of students in the Law School, with preference to be given to women.

The Julius Rosenthal Fund was established in 1903 in memory of Julius Rosenthal, by the late Judge Julian W. Mack, formerly a professor in the School.

The Frederick and Edith Shaffer Sass Loan Fund was established by Frederick Sass Jr. (Ph.B. 1930, J.D. 1932) and Louis Sass (S.B. 1932), in memory of their parents.

The Earl K. Schiek Loan Fund was established through the generosity of the late Mr. Schiek, a member of the Class of 1920.

The Alta N. and Channing L. Sentz Loan Fund for worthy and deserving students was established in 1971 by a bequest under the will of Channing L. Sentz, a member of the Class of 1908.

The Ben and May Shapiro Loan Fund, established by Robert B. Shapiro (J.D. 1935), in memory of his parents, is available to students, preferably in the Law School, who depend in whole or in part on their own efforts to secure an education.

The Florence and Irving Stenn Loan Fund was established in 1970 by Irving N. Stenn, Sr. (J.D. 1927) and Florence Stenn.
The Richard M. Stout Clinical Loan Fund was established in 1997 by Richard M. Stout (J.D. 1944) to provide interest-free loans to students working in the Mandel Legal Aid Clinic who, upon graduation, plan on entering some form of public-interest law.

**RESEARCH AND OTHER FUNDS**

The Ameritech Fund in Law and Economics was established in 1986 by the Ameritech Foundation to underwrite research, writing, and scholarship in the field of Law and Economics.

The Russell Baker Scholars Fund for the support of faculty research was established in 1981 by the partners of Baker & McKenzie in this country and abroad in honor of the late Russell Baker. Mr. Baker, an a member of the Class of 1925, was the founder of Baker & McKenzie.

The Paul M. Bator Research Fund was created in 1989 in memory of Professor Bator by his family and friends to support faculty research in the field of federal jurisdiction.

The Walter J. Blum Faculty Research Fund was created in 1988 by Professor Blum’s friends, admirers, and former students in honor of his long and distinguished career. The Fund provides support for faculty research in the areas of taxation, corporate finance, and reorganization.

The Capital Campaign Law School Building Fund was established in 2000 through a gift from John (A.B. 1948, J.D. 1949) and Naomi Morris. The Fund will support improvements and additions to the Law School Building throughout the campaign.

The Arnold and Samuel Chutkow Memorial Fund was established in 1958 as a memorial to Arnold M. Chutkow (J.D. 1951), through a gift from Samuel Chutkow (J.D. 1920), and the friends and classmates of Arnold Chutkow, to support the student moot-court competition. In 1981, it was also designated as a memorial to Samuel Chutkow.

The Frank Cicero, Jr. Faculty Fund was created by Frank Cicero, Jr. (J.D. 1965) on the occasion of his 25th Reunion. The proceeds of the Fund are used to recruit, encourage, and support outstanding faculty members.

The Norton Clapp Fund was created in 1986 by Mr. Clapp, a member of the Class of 1929. As an endowed fund, it is to underwrite special needs of the Law School as determined essential and appropriate by the Dean.

The Clinical Legal Education Fund, formerly the Mandel Legal Aid Clinic Fund, was established by alumni in 1973 to support the activities of the clinical program at the Law School as represented by the Mandel Legal Aid Clinic.

The John Dewey Lectureship in Jurisprudence was established in 1981 by the John Dewey Foundation.
The Aaron Director Fund for the Study of Law and Economics was established in 1986 by an anonymous donor in honor of Aaron Director, Professor of Economics Emeritus at the Law School. The Fund promotes the study of law and economics through fellowships, assistance to the Journal of Law and Economics when desirable, and in other similar ways.

The Isaiah S. Dorfman Fund was created by Mr. Dorfman (Ph. B. 1928, J.D. 1931) in 1976 to support library acquisitions and an annual student prize for work in the area of labor law. In 1993, Mr. Dorfman asked that the proceeds of the Fund be diverted to support The University of Chicago Law School Roundtable, the student-edited scholarly journal.

The James H. Douglas, Jr. Fund for the Study of Law and Government was created in 1988 in memory of Mr. Douglas, a Trustee of the University, by his colleagues at the firm of Gardner, Carton & Douglas, clients, and other friends. The Fund supports the Law School’s program in Law and Government.

The Joseph N. and Patricia J. DuCanto Fund Endowment was created by Mr. DuCanto (J.D. 1955) in 1992. The Fund is utilized by the Dean of the Law School to support the central mission of the institution, allowing the Dean to address pressing needs and unique opportunities as they arise.

The George E. Fee, Jr. Memorial Fund, established in 1976 in memory of George E. Fee, Jr. (J.D. 1963), who served as Director of Placement and later Dean of Students in the Law School from 1965 to 1969, is used to support activities or grants that will aid students or the quality of student life.

The Raymond and Nancy Goodman Feldman Fund was established in 1975 to support scholarship in the Law School. Nancy Goodman Feldman received her A.B. in 1944 and her J.D. in 1946. Raymond Feldman received his J.D. in 1945.

The Lee and Brena Freeman Faculty Research Fund was created in 1986 by Mr. Lee A. Freeman, Sr. to provide faculty support for research and study.

The Barbara J. and B. Mark Fried Dean’s Discretionary Fund was created in 1989 by Mr. Fried (J.D. 1956) and Mrs. Fried (A.B. 1954, J.D. 1957) in honor of Jo Desha Lucas, Professor of Law Emeritus and former Dean of Students. The Fund is used to further the educational and scholarly missions of the Law School.

The Herbert and Marjorie Fried Faculty Research Fund was established in 1980 by Mr. and Mrs. Fried to assist in providing support for faculty. Mr. Fried was a member of the Class of 1932.

The Maurice and Muriel Fulton Lectureship in Legal History was created in 1985 through a gift made by Mr. Fulton, a member of the Class of 1942, and his wife Muriel, an alumna of the college. Its purpose is to underwrite a lectureship in legal history.

The Herbert F. Geisler Mandel Clinic Fund was created in 1985 to honor Mr. Geisler, a member of the Class of 1929, by one of his classmates. The Fund underwrites special projects in the Edwin F. Mandel Legal Aid Clinic.
The Burton and Adrienne Glazov Faculty Fund was created in 1990 by Burton (J.D. 1963) and Adrienne Glazov in honor of the graduation from the Law School of their daughter, Alison (J.D. 1990). The proceeds of the Fund are used to support the recruitment and retention of outstanding teachers and scholars for the faculty.

The Irving H. Goldberg Family Fund was created in 1988 by Mrs. Jane Wolfsohn Goldberg (Ph.B. 1932) and the Goldberg family in memory of Mr. Goldberg (Ph.B. 1926, J.D. 1927). The Fund is used to promote diversity within the student body.

The Dwight P. Green, Sr. Fund for Studies in Criminal Justice was established in 1973 by Dwight P. Green for support of the Law School’s continuing research and teaching program in crime control and criminal justice. Mr. Green was a member of the Class of 1912.

The Harold J. Green Faculty Recruitment and Retention Fund was created in 1989 by Marion Green, the Green family, and the Harold J. Green Foundation in memory of Harold J. Green (Ph.B. 1927, J.D. 1928). The proceeds of the Fund are used to provide housing support and salary supplements for the recruitment and retention of outstanding teachers and scholars for the faculty of the Law School.

The Daniel and Susan Greenberg Law School Fund was established in 1986 by Daniel (J.D. 1965) and Susan Greenberg in honor of the late Honorable Benjamin Landis, a member of the Class of 1930, as a fund, expendable at the Dean’s discretion.

The Frank Greenberg Dean’s Discretionary Fund was established in 1985 through the estate of Frank Greenberg, a member of the Class of 1932, to be used at the discretion of the Dean of the Law School.

The Haythe & Curley Fund was created in 1993 by Stephen C. Curley (J.D. 1969) in honor of his firm and in celebration of his 25th Reunion. Proceeds of the Fund are used at the discretion of the Dean to support the central scholarly mission of the Law School by underwriting initiatives undertaken by its students and faculty.

The Joseph H. Hinshaw Research Fund was created in 1989 by the Trust of Madeline E. Hinshaw in memory of her husband, a past president of the Illinois State Bar Association and a Fellow of the American College of Trial Lawyers. The Fund is used to support the scholarly activities of the University of Chicago Legal Forum.

The Lawrence T. Hoyle, Jr. Faculty Fund was created in 1990 by Lawrence T. Hoyle, Jr. (J.D. 1965) in honor of his 25th Reunion. The Fund provides support for the recruitment, encouragement, and support of outstanding members of the faculty.

The Insurance Research Fund was created in 1985 by a distribution of funds for the benefit of the Law School. The Fund underwrites faculty research regarding workers’ compensation insurance and related areas.

The Mr. and Mrs. Elliott A. Johnson Fund was established in 1993. The Fund is utilized by the Dean of the Law School to support the central mission of the institution, allowing the Dean to address pressing needs and unique opportunities as they arise.
The Harry Kalven, Jr. Memorial Fund was established in 1974 by the family, friends, and former students of Harry Kalven, Jr. (J.D. 1938). Mr. Kalven, who had been a member of the faculty since 1946, was the Harry A. Bigelow Professor of Law at the time of his death.

The Wilber G. Katz Lectureship was established in 1976 in honor of Wilber G. Katz, Dean of the Law School from 1940 to 1950, to fund an annual lectureship on a legal topic of significance by a member of the faculty of the Law School.

The Miriam Hamilton Keare Environmental Law Fund (ELF) was created in 1989 by Miriam Hamilton Keare (J.D. 1933) to support student research, bring speakers to the Law School, fund summer and part-time public service work by law students, and public service work by graduates of the Law School in the area of environmental law.

The Daniel P. Kearney Faculty Research Fund was created in 1995 by Mr. Kearney, a member of the Class of 1965, in honor of his 30th Reunion. Income from the Fund is used to support faculty research in the field of corporate governance.

The Samuel J. Kersten Faculty Fund was established in 1985 by the Samuel J. Kersten Family Foundation for the purpose of supporting faculty research at the Law School. The gift was made in honor of the 50th Graduation Anniversary of Bernard G. Sang (J.D. 1935).

The Lillian E. Kraemer Fund was created by Ms. Kraemer, a member of the Class of 1964, in 1993, in anticipation of the 30th anniversary of her graduation. Pending future designation, Ms. Kraemer has authorized the Dean of the Law School to use this gift to meet the immediate needs of faculty and students, and to address opportunities and problems as they arise.

The Jerome F. Kutak Faculty Fund was established in 1985 through the generosity of Mr. Kutak, a member of the Class of 1928, to support distinguished Law School faculty.

The Lawver Dean's Discretionary Fund was established by the estate of Aloha Lawver, wife of Jesse Lawver (J.D. 1929), in 1998, to support the Mandel Legal Aid Clinic, the library, and student scholarships.

The Carl S. Lloyd Faculty Fund was established in 1973 by Carl S. Lloyd, a member of the Class of 1920, to assist in providing faculty support.

The Frank D. Mayer Fund was established in 1985 through a gift from the Nathan and Emily Blum Foundation in honor of Mr. Mayer, a member of the Class of 1929, a friend and counselor of Mr. and Mrs. Blum. The Fund underwrites projects in the Center for Studies in Criminal Justice at the Law School.

The Mayer, Brown & Platt Endowed Faculty Research Fund was established in 1986 by members of the law firm for the support of faculty research.

The McCormick Companions' Fund was established by Brooks McCormick Jr. to promote the study of animal rights at the University of Chicago Law School.
The Margaret & Richard Merrell Fund in Taxation was created in 1990 to support faculty conducting scholarly research and one or more fellowships for students undertaking a special research project in the area of taxation. The Fund was established by the Margaret and Richard Merrell Foundation under the aegis of its president, Herbert Portes (A.B. 1934, J.D. 1936).

The Charles J. Merriam Faculty Fund was established in 1979 by Mr. and Mrs. Charles J. Merriam, to support distinguished faculty, visiting faculty from other schools, or individuals from public or private practice. Mr. Merriam was a member of the Class of 1925.

The Michael E. Meyer Fund was created in 1991. It is used at the discretion of the Dean of the Law School to support projects and underwrite programs central to the academic and scholarly mission of the Law School. Mr. Meyer, a member of the Class of 1967, created the Fund on the occasion of the 25th anniversary of his graduation.

The Clifton R. Musser Law Lectureship Fund was established in 1956 with a gift from the General Service Foundation to bring to the Law School a former government official to reflect on some phase of the problems of government at the local, state, or federal level.

The Stuart C. and JoAnn Nathan Faculty Fund was created in 1989 by Stuart C. Nathan (J.D. 1965) and JoAnn Nathan in honor of Mr. Nathan’s 25th Reunion. The Fund provides support for the scholarly research of members of the Law School faculty.

The Nussbaum Fund was created in 1983 by Bernard J. Nussbaum (J.D. 1955) and was endowed in 1990 on the occasion of Mr. Nussbaum’s 35th Reunion and in honor of his brother, Michael (J.D. 1961), and his sons, Peter (J.D. Yale 1985) and Andrew (J.D. 1991). Currently, the proceeds of the Fund are utilized at the discretion of the Dean to support the central mission of the Law School.

The Russell J. Parsons Faculty Research Fund was created in 1983 by a gift from the Borg-Warner Corporation honoring Mr. Parsons (J.D. 1942) on his retirement after thirty-seven years of service.

The George J. Phocas Fund was established in 1994 by Mr. Phocas (A.B. 1950, J.D. 1953) to support faculty research. The proceeds of the Fund are to be used to support research in the field of private international law.

The Max Rheinstein Research Fund in Family Law was created in 1977 in honor of Professor Rheinstein by his friends and former students to underwrite faculty research in the field of family law.

The Leonard M. Rieser Memorial Fund was established in 1959 by the family and friends of Leonard M. Rieser, a distinguished Chicago lawyer and a former Lecturer in Law at the Law School, as a memorial to him to be used in a manner consistent with his wide and varied interests in law. Currently the Fund supports the Workshop in Legal History in the Law School.

The Robert B. Roesing Faculty Fund was established in 1977 by Robert B. Roesing, a member of the Class of 1936, to assist in providing faculty support.
The Bernard G. Sang Faculty Fund was established in 1973 by Bernard G. Sang, a member of the class of 1935, to assist in providing faculty support.

The Elsie O. and Philip D. Sang Faculty Fund was established in 1984 by a gift from the Elsie O. and Philip D. Sang Foundation in honor of Bernard G. Sang, a member of the Class of 1935, to assist in providing faculty teaching and research support.

The Walter V. Schaefer Fund was created in 1995 by Nancy Schaefer (J.D. 1974) and Chester T. Kamin (J.D. 1965). The Fund honors Ms. Schaefer’s father who graduated from the Law School in 1928 and whose distinguished legal career included service as a Justice of the Illinois Supreme Court. The Fund supports visiting faculty who study law from the perspective of the generalist.

The Ulysses S. and Marguerite S. Schwartz Memorial Fund was established in 1974 by the friends and family of Ulysses and Marguerite Schwartz. The Fund is used to support visits to the Law School of distinguished lawyers, whose experience may be in the academic field or in practice or public service. In 2001, the purpose of the Fund was expanded to include the support for a periodic visiting lectureship or senior fellowship, the student public service internship program, and the Law School’s student loan forgiveness program.

The Morton C. Seeley Fund was established in 1971 by a bequest under the will of Mrs. Morton C. Seeley in memory of her husband, Morton C. Seeley, a member of the Class of 1910.

The John N. Shephard Dean’s Discretionary Fund was created in 1986 by Mr. Shephard, a member of the Class of 1941, for use at the Dean’s discretion, preferably for new and unusual opportunities.

The John N. Shephard Fund for Clinical Legal Education was established in 1995 by Mr. Shephard, a member of the Class of 1941. The proceeds of the Fund are used to support the educational experience of students working in the Mandel Legal Aid Clinic at the Law School.

The Arnold and Frieda Shure Research Fund, one of the Law School’s first and largest funds of its type, was created in 1945 to fund legal studies pertaining to the public welfare, e.g., housing, restrictive covenants, the small investor, and other such problems, which touch closely the needs of the underprivileged or inadequately protected ordinary citizen. In 1991, by agreement, the purposes of the Fund were expanded to support significant publications, including books and articles, by senior members of the Law School’s faculty. Recipients of grants from the Fund are given the title “Shure Scholars” and are charged with upholding the high standards of scholarly inquiry established by their predecessors. In addition, the Fund may be used from time to time to support the acquisition of rare books or rare documents for the Law Library.

The Sonnenschein Fund was established as an endowed fund in 1984 by the partners of Sonnenschein Nath & Rosenthal in honor of Leo J. Carlin (J.D. 1919), Bernard Nath (J.D. 1921), and Samuel R. Rosenthal. Until a permanent designation is made, income from the Fund is to be used at the discretion of the Dean of the Law School.
The Leonard Sorkin Faculty Fund was established in 1984 by Leonard Sorkin for the purpose of supporting faculty research at the Law School. The gift was made in honor of the 50th Graduation Anniversary of Bernard G. Sang (J.D. 1935).

The John N. Stern Fund was created at the Law School to support the recruitment and retention of outstanding faculty members. Mr. Stern is a graduate of the University’s Laboratory School, Oberlin College, and Harvard Law School, and a longtime friend and supporter of the Law School and the University.

The Jon and Patricia Stout Dean’s Discretionary Fund was created by Mr (J.D. 1971) and Mrs. Stout in 1999. The Fund is to be used at the discretion of the Dean of the Law School.

The Wadmond Dean’s Discretionary Fund was established by the estate of Lowell (J.D. 1924) and Mary Elita Wadmond, in 1997, to further the education and scholarly missions of the Law School.

The Jerome S. Weiss Faculty Research Fund was established in 1980 through the generosity of Mrs. Gertrude Weiss Goodwin in memory of her late husband, Jerome S. Weiss, a member of the Class of 1930. Mr. Weiss’s partners in the Chicago law firm of Sonnenschein Nath & Rosenthal, as well as friends of Mr. Weiss, have made substantial contributions to the Fund.

The Stout Family Fund for Women, Entrepreneurship, and the Law was established in 2000 by Jon (J.D. 1971) and Patricia Stout to support and advance women’s entrepreneurship at the Law School.

The Hans Ziesel Endowment for Empirical Research in the Law is to be used in the Law School for faculty support and research.

CLASS FUNDS

The Class of 1915 Scholarship was endowed by the Class of 1915 and is awarded annually to a second-year student in the Law School.

The Class of 1930 Fund was established in 1980 and endowed in 1982 by the members of the Class of 1930 to provide unrestricted funds for the Law School.

The Class of 1932 Scholarship Fund was established in 1968 and endowed in 1982 by members of the Class of 1932 to provide scholarships in the Law School.

The Class of 1935 Scholarship Fund was established in 1968 by members of the Class of 1935 to provide a full-tuition scholarship annually to a student in the Law School.

The Class of 1940 Fund was established by members of the Class of 1940 on the occasion of their 50th Reunion. The proceeds of the Fund are designated for the support of student financial aid and the central educational and scholarly mission of the Law School as determined by the Dean.

The Class of 1941 Scholarship Fund was established in 1981 by members of the Class of 1941 to provide scholarships in the Law School.
The University of Chicago

The Class of 1942 Fund was established by members of the Class in 1992, on the occasion of their 50th Reunion. The Fund currently provides unrestricted support for academic programs and other needs as identified by the Dean.

The Class of 1947 Fund was established by members of the Class of 1947 on the occasion of their 45th Reunion. The Fund supports the programmatic needs of the Law School’s faculty and students.

The Class of 1948 Fund was established by members of the Class in 1993, in honor of the 45th anniversary of their graduation. The Fund provides unrestricted support for the Law School’s faculty and students, as directed by the Dean.

The Class of 1949 Dean’s Discretionary Fund was established in 1989 by members of the Class of 1949, on the occasion of their 40th Reunion. The Fund is utilized at the discretion of the Dean to further the central mission of the Law School.

The Class of 1950 Fund was established by members of the Class of 1950 on the occasion of their 40th Reunion. The Fund is designated to provide support for the central educational and scholarly mission of the Law School.

The Class of 1951 Scholarship Fund was established in 1981 by members of the Class of 1951 to provide scholarships in the Law School.

The Class of 1952/Malcolm Sharp Scholarship Fund was established in 1982 by members of the Class of 1952 to provide scholarships in the Law School in honor of Law School Professor Malcolm P. Sharp (1933–1965).

The Class of 1953 Fund was established by members of the Class of 1953 on the occasion of their 40th Reunion. The Fund will be used to support the central academic mission of the Law School through support of its faculty and students.

The Class of 1954 Fund was established by members of the Class of 1954 on the occasion of their 40th Reunion. The Fund provides unrestricted support for Law School programs.

The Class of 1955 Fund was established in 1990 in celebration of the 35th Reunion of the class of 1955. The Fund is dedicated to the maintenance and enhancement of the education and scholarly programs of the Law School, as designated by the Dean.

The Class of 1956 Fund was established by members of the Class of 1956 on the occasion of their 35th Reunion. Proceeds from the Fund are used to support the faculty and student programs of the Law School.

The Class of 1957 Fund was established by members of the Class of 1957 on the occasion of their 35th Reunion. The Fund provides unrestricted support of the central scholarly and intellectual mission of the Law School.

The Class of 1958 Fund is designated to support faculty and student programs as designated by the Dean of the Law School. The Fund was established in celebration of the 35th Reunion of the Class of 1958.
The Class of 1959 Fund was founded to provide support for the Law School’s faculty and student programs. The Fund was established by members of the Class of 1959, in celebration of the 35th anniversary of their graduation.

The Class of 1960 Fund was established by members of the Class of 1960, in honor of the 30th anniversary of their graduation. The proceeds of the Fund are used at the Dean’s discretion to further the Law School’s central mission and improve the quality of education.

The Class of 1961 Fund was established by members of the Class of 1961, in honor of the 30th anniversary of their graduation. At the discretion of the Dean, the Fund will be utilized to provide support for outstanding educational and scholarly opportunities as they arise.

The Class of 1962 Fund was established by members of the Class of 1962, on the occasion of their 30th Reunion. Proceeds from the Fund are utilized by the Dean to support the central intellectual mission of the Law School.

The Class of 1963 Fund was established by members of the Class of 1963, as a part of their 30th Reunion celebration. Proceeds from the Fund are used at the discretion of the Dean to underwrite special projects and initiatives being undertaken by the faculty and students of the Law School.

The Class of 1964 Faculty Research Fund in honor of Soia Mentschikoff and Karl Llewellyn was established in 1988 by members of the Class of 1964, on the occasion of their 25th Reunion. The Fund celebrates the contributions to legal scholarship, to the Law School community, and to the Class of 1964 in particular, of these two renowned professors. The Fund supports scholarly research by members of the Law School faculty, and supports faculty scholarship.

The Class of 1965 Faculty Fund was established by members of the Class of 1965, on the occasion of their 25th Reunion. The proceeds of the Fund are utilized at the discretion of the Dean to support the faculty of the Law School.

The Class of 1966 Fund supports the needs of the Law School as identified by the Dean. It was established by members of the Class of 1966, in honor of the 25th anniversary of their graduation.

The Class of 1967 Fund was established by members of the Class of 1967, on the occasion of their 25th Reunion. The Fund provides support for special student and faculty initiatives as identified and approved by the Dean, and thereby continuing the Class’s involvement with the Law School.

The Class of 1968 Fund was established by members of the Class of 1968, on the occasion of their 25th Reunion. The Fund provides support for special student and faculty initiatives as identified and approved by the Dean, and thereby continuing the Class’s involvement with the Law School.

The Class of 1969 Fund was established by members of the Class of 1969, as part of their 25th Reunion celebration. The Fund supports the central academic mission of the Law School by providing unrestricted support for its programs.
The Class of 1970 Fund was established by members of the Class of 1970, on the occasion of their 20th Reunion. The Fund exists to further the academic pursuits and paracurricular interests of the students and faculty of the Law School.

The Class of 1971 Fund was established by members of the Class of 1971, on the occasion of their 20th Reunion, in memory of Richard Hudlin (J.D. 1971), a distinguished lawyer and jurist. Proceeds from the Fund are used to support minority and female student and faculty recruitment and advancement and to otherwise support the central mission of the Law School.

The Class of 1972 Fund was established by members of the Class of 1972, in honor of the 20th anniversary of their graduation. The Fund underwrites the needs of the faculty and students of the Law School, as identified by the Dean.

The Class of 1973 Fund was established by members of the Class of 1973, on the occasion of their 20th Reunion. The Fund supports the central intellectual and scholarly mission of the Law School.

The Class of 1974 Fund was established by members of the Class of 1974, on the occasion of their 20th Reunion. The Fund provides the Dean of the Law School with unrestricted support to be used to strengthen the institution’s curricular and paracurricular programs.

The Class of 1975 Fund was established by members of the Class of 1975, on the occasion of their 15th Reunion. The Fund is utilized at the discretion of the Dean of the Law School to address educational opportunities as they arise.

The Class of 1976 Fund was established by members of the Class of 1976, on the occasion of their 15th Reunion. The Fund is used to support the educational and paracurricular mission of the Law School, as determined by the Dean.

The Class of 1977 Fund was established by members of the Class of 1977, on the occasion of their 15th Reunion. The Fund is used by the Dean to address special needs or outstanding opportunities as they arise.

The Class of 1978 Fund was established by members of the Class of 1978, on the occasion of their 15th Reunion. The Fund supports the work of faculty members and students engaged in projects and initiatives central to the Law School’s scholarly mission.

The Class of 1979 Michael Bernstein Fund was established by members of the Class of 1979, on the occasion of their 10th Reunion, in memory of their classmate. Mr. Bernstein was killed in the downing of PanAm Flight 103 over Lockerbie, Scotland, while on a mission for the U.S. Department of Justice. The Fund is used to provide loan forgiveness and other support for Law School alumni who enter the public service.

The Class of 1980 Fund was established by members of the Class of 1980 on the occasion of their 10th Reunion. The Fund is used by the Dean to support the Law School’s central educational and scholarly mission.

The Class of 1981 Fund was established in 1991 in recognition of the Class’s 10th Reunion. Pending future designation by the members of the Class, the Fund currently supports the unrestricted needs of the Law School as identified by the Dean.
The Class of 1982 Fund was established by members of the Class of 1982, on the occasion of their 10th Reunion. Pending further designation by the Class, the Fund is currently used by the Dean of the Law School to underwrite the needs and activities of the faculty and student body, in support of the Law School’s central academic mission.

The Class of 1983 Fund was established by members of the Class of 1983, on the occasion of their 10th Reunion. The Fund supports the needs of faculty and students. Proceeds from the Fund are utilized by the Dean to underwrite special projects and initiatives.

The Class of 1984 Fund was established by members of the Class of 1984, on the occasion of their 10th Reunion. The Fund provides unrestricted support for the central academic mission of the Law School.

The Class of 1985 Fund was established by members of the Class of 1985, on the occasion of their 10th Reunion. Pending further designation by members of the Class, the Fund supports the needs and activities of the faculty and students of the Law School as determined by the Dean.

The Class of 1986 Fund was established by members of the Class of 1986, on the occasion of their 10th Reunion. The Fund provides unrestricted support for the Law School.

The Class of 1987 Fund was established by members of the Class of 1987, on the occasion of their 10th Reunion. The Fund is used by the Dean to support the central educational and scholarly mission of the Law School.

LIBRARY FUNDS

The Leo H. Arnstein Law Library Fund was established in 1993 in memory of Mr. Arnstein, a 1926 graduate of the College and a member of the Law School Class of 1928. Mr. Arnstein’s friends and family established this fund in memory of his long and distinguished career in the practice of law, and in acknowledgment of his lifelong commitment to the power and beauty of the written word.

The Elizabeth V. Benyon Law Library Fund supports the acquisition and preservation of books and other library materials for the D’Angelo Law Library.

The J. F. Bishop Memorial Book Fund was established in 1987 in memory of Julius Franklin Bishop (J.D. 1927) by his friend Abe L. Stein to support additions to the collection of the D’Angelo Law Library.

The Charles W. Boand Library Fund was established in 1967-1968 by Mr. Boand, a member of the Class of 1933.

The George Gleason Bogert Memorial Law Library Fund was established in 1979 in memory of Professor Bogert, the James Parker Hall Professor from 1936 to 1950, and a member of the faculty from 1925 until his death in 1977.
The Louis G. Cowan Law Library Fund was established in 1961 by Mr. Cowan.

The Benjamin B. Davis Library Fund was established by his wife, Janice, and his son, Muller, in 1984. The Fund to honor Mr. Davis (J.D. 1923) is for library materials in the domestic relations field.

The Allan T. Dunham Memorial Fund was established in 1964 by Professor and Mrs. Allison Dunham in memory of their son, for a general reading collection.

The Essington and McKibbin Memorial Fund was established in memory of two distinguished lawyers and public servants, Thurlow G. Essington (J.D. 1908), and George B. McKibbin (J.D. 1913), by Mrs. Essington and Mrs. McKibbin.

The Barbara Brown Fink Memorial Law Library Book Fund was established in 1982 by Eli E. Fink, JD ’30. The fund supports book acquisitions in the areas of constitutional law and civil liberties and may also be used to purchase other formats at the discretion of the Law Librarian.

The Jerome N. Frank Memorial Library Fund was established in 1961 by the friends of Judge Jerome Frank (J.D. 1913).

The William and Irene Friedman Memorial Book Fund was established by Judith Friedman Gillispie on behalf of the William J. and Irene J. Friedman Foundation in memory of Mr. and Mrs. Friedman. The fund supports acquisitions in the D’Angelo Law Library and in the Joseph Regenstein Library.

The Ernst Freund Memorial Book Fund supports the D’Angelo Law Library with a special emphasis on materials relating to judicial conduct and legal ethics and responsibility.

The Muriel and Maurice Fulton Book Fund in Law and Economics was established in 1978 by Mr. and Mrs. Fulton. Mr. Fulton is a member of the Class of 1942.

The Muriel and Maurice Fulton Law Library Fund was established in 1978 by Mr. and Mrs. Fulton. The Fund is used to acquire non-legal periodicals which are placed in the Fulton Reading Room. Mr. Fulton is a member of the Class of 1942.

Lewis R. Ginsberg Endowed Book Fund was established by Mr. Ginsberg in 1997 by Mr. Ginsberg, a 1956 graduate of the Law School. The fund supports acquisitions and preservation of books and information resources related to business law, including federal securities regulations.

The Jacob I. Grossman Memorial Library Fund was established in 1975 by a bequest under the will of Jacob I. Grossman.

The William B. Hale Fund was established in 1944 by the family of Mr. Hale for the collection of materials in United States, foreign, and international law relating to monopoly, competition, antitrust and government regulation of intellectual property rights.

The Walter Harnischfeger Library Fund in International Business Law was established in 1979 in memory of Walter Harnischfeger by the Harnischfeger Foundation for the acquisition of library materials on international business law.
The Wallace Heckman Memorial Fund was established in 1929 by Mrs. Heckman in memory of her husband, business manager of the University from 1903 to 1924.

The David Horwich Memorial Law Library Fund was established in 1965 in memory of David Horwich for furthering the study of Ethics and Law.

The Kellstadt Foundation Law Library Fund was established in 1984 in honor of Leo H. Arnstein, a member of the Class of 1928. The Fund supports acquisitions in the area of business and corporate law.

The Elaine and Samuel Kersten, Jr. Law Library Fund was established in 1978 through the gift of Mr. and Mrs. Kersten.

The KixMiller, Baar & Morris Law Library Fund was established in 1991 by Arnold I. Shure (Ph.B. 1927, J.D. 1929) and Frieda Shure. It honors the careers of William KixMiller (Ph.B. 1908, J.D. 1910), Arnold R. Baar (Ph.B. 1912, J.D. 1914), and George Maurice Morris (J.D. 1915), civic leaders, founders of Commerce Clearing House loose-leaf law services, and of the Chicago and Washington, D.C., law firm which bore their names, at which Mr. Shure began his long and distinguished legal career.

The Ira Sydney Kolb Memorial Book Fund was established in 1998 by Mrs. Ira S. Kolb in memory of her husband, Ira S. Kolb who was a 1932 graduate of the Law School.

The Philip B. Kurland and Paul Michael Bator Book Fund was established in memory of Professor Kurland and Professor Bator and is supported by Alice Bator Kurland.

A special Law Library Endowment Fund has been established under the guidance and with the help of Arnold I. Shure (J.D. 1929).

The Wendell M. Levi Law Library Fund was established in 1987 by a bequest from the estate of Wendell M. Levi (J.D. 1915).

The Lawrence E. Levy Memorial Book Fund provides support for the acquisition and preservation of books and other library materials for the D’Angelo Law Library.

The John Clover and Emma Bracewell Liddell Law Library Fund provides support for the acquisition and preservation of books and other library materials for the D’Angelo Law Library.

The Leon Morris Liddell Law Library Fund supports for the acquisition and preservation of books and other library materials for the D’Angelo Law Library.

The Martha Elizabeth and Maude Voncile Liddell Law Library Fund supports the acquisition and preservation of books and other library materials for the D’Angelo Law Library.

The Thomas Leon and Minnie Morris Liddell Law Library Fund provides support for the acquisition and preservation of books and other library materials for the D’Angelo Law Library.

The McDermott, Will & Emery Law Library Fund was established in 1978 by partner Lorenz F. Koerber, Jr. (LL.B. 1942), and is supported by gifts from other members of the firm.
The Edwin Thomas and Martha Davenport Morris Law Library Fund provides support for the acquisition and preservation of books and other library materials for the D'Angelo Law Library.

The Bernard and Emma S. Nathan and Maurice and Dorothy S. Kay Law Library Fund was established in 1986 by Stuart C. Nathan (J.D. 1965) and JoAnn Nathan in honor of Bernard and Emma S. Nathan and Maurice and Dorothy S. Kay.

The Thomas Owens Memorial Book Fund was established by Tom's friends and colleagues in honor of the 21 years that he worked in the D'Angelo Law Library.

The Abra and Herbert Portes Law Library Book Fund was established in 1987 by Ann, Gerald, Michael, and Joshua Yutkin in honor of the 50th Wedding Anniversary of Abra and Herbert (J.D. 1936) Portes.

The Herta Prager Law Library Fund was established in 1991 by Katharine Prager Darrow (A.B. 1965) and Peter H. Darrow (J.D. 1967), in memory of Mrs. Darrow's mother. Mrs. Prager was a member of the Law School Class of 1940 and served as law librarian for Northwestern University, the New Jersey State Library, and the United States Circuit Court of Appeals for the Second Circuit. The Fund supports the D'Angelo Law Library, with a special emphasis on European materials.

The Ernst Wilfred Puttkammer Law Library Fund in Criminal Law was established in memory of Mr. Puttkammer by Mrs. Puttkammer in 1979. Mr. Puttkammer was a member of the Class of 1917 and a professor at the Law School from 1920 until 1956.

The James Nelson Raymond Memorial Fund was established in 1929 by Anna L. Raymond as a memorial to her husband, James Nelson Raymond.

The Max Rheinstein Comparative Law Fund was established in 1974 by alumni and friends of the Law School in honor of the late Max Rheinstein, Max Pam Professor Emeritus of Comparative Law. The Fund is used for adding to the Foreign Law Collection in the D'Angelo Law Library.

The Maurice A. and Rose Rosenthal Library Fund was established in 1978 through the gift of Maurice A. and Rose Rosenthal. Mr. Rosenthal was a member of the Class of 1927.

The Adolph A. Rubinson Law Library Fund was created by Mr. Rubinson’s family in his memory in 1998. Mr. Rubinson was a 1934 graduate of the Law School.

The Samuel Schoenberg Memorial Book Fund was established in 1990 by Irene T. Schoenberg in memory of her husband, Samuel Schoenberg (Ph.B. 1933, J.D. 1935). The proceeds of the Fund are used for the acquisition of library materials.

The Joseph Young Sieux Book Fund was established as a memorial fund in 1995 by Mrs. Kimmy Au Sieux and her family in honor of Mr. Sieux, a member of the Class of 1927. The proceeds of the Fund are used for the acquisition of materials for the D'Angelo Law Library.
The Allen Sinsheimer, Jr. Law Library Fund was established in 1992 in memory of Mr. Sinsheimer (A.B. 1935, J.D. 1937) by his brothers Richard and Robert, and by his friend Lillian Cohen. The Fund is used at the discretion of the Dean of the Law School and the Law Librarian to purchase materials for, and to preserve the collection of, the D’Angelo Law Library.

The David M. Sloan Library Fund was established as a memorial fund in 1973 in honor of David M. Sloan, Class of 1951, by his family and friends. In 1985, it became a permanent source of support for the D’Angelo Law Library.

The Edward and Gilda Weiss Memorial Law Library Book Fund was established in 1987 by a bequest from the estate of Gilda Weiss.

The Edwin P. Wiley Law Library Fund was established in 1969 by Mr. Wiley, a member of the Class of 1952.

The Frederic Woodward Law Library Fund was established in 1961 by friends of Frederic Woodward, formerly a member of the faculty of the Law School, and a Vice-President of the University.

HONORS AND PRIZES

The Ann Watson Barber Outstanding Service Award was established in 1978 by family and friends in memory of Mrs. Barber, who was the registrar at the Law School from 1962 until 1976. The award is given to a third-year student who has made an exceptional contribution to the quality of life at the Law School.

The Joseph Henry Beale Prize, named in honor of the first Dean of the Law School, is awarded to the first-year student in each section of the first-year legal research and writing program whose work is judged by the faculty to be most worthy of special recognition.

The Bell, Boyd & Lloyd Best Advocate Awards were established by the law firm in 1999. The awards recognize outstanding performances in the first-year legal research and writing program moot court exercise.

The D. Francis Bustin Educational Fund for the Law School was established in 1971 by provision of the will of D. Francis Bustin, a 1917 alumnus of the University, to give awards or prizes from time to time for a valuable and important contribution, proposal, or suggestion for the improvement and betterment of the processes, techniques, and procedures of our government or any of its branches or departments, at the city, state, or federal level.

The Chicago Chapter of the Order of the Coif is an honor society founded to encourage and to advance the ethical standards of the legal profession. Its members are elected each spring from the 10% of the graduating class who rank highest in scholarship.
The Ronald H. Coase Prize for excellence in the study of law and economics was established in 1982 through the gifts of Junjiro Tsubota, a member of the Class of 1967. The award is made by the Dean of the Law School on the basis of recommendations from the editors of The Journal of Law and Economics, The Journal of Legal Studies, and The University of Chicago Law Review.

The Donald E. Egan Scholar Award, to a student who, like Mr. Egan (J.D. ’61), has demonstrated a strong interest in the Law school and has a reputation for integrity.

The Entrepreneur’s Advocate Award was established in 1999 for the Institute for Justice Clinic on Entrepreneurship. It is given to the graduating student who has most significantly contributed to the IJ Clinic and exhibited exemplary achievement with inner-city entrepreneurs.

The Hinton Moot Court Competition Awards are made to the winners of the Moot Court Competition.

The Karl Llewellyn Memorial Cup, for excellence in brief writing and oral argument in the Law School.

The Edwin F. Mandel Award is given to members of the graduating class who, during their Law School careers, have made exceptional contributions to the legal aid program, in both the quality of the work done and the conscientious exercise of legal aid responsibilities.

The Thomas R. Mulroy Endowment for Excellence In Appellate Advocacy was established in 1987 by Thomas R. Mulroy (J.D. 1928), Senior Counsel of the Chicago firm of Hopkins and Sutter, to fund the Thomas R. Mulroy Prizes for Excellence in Appellate Advocacy, which are awarded annually to the most outstanding participants in the Law School’s Moot Court Competition.

The John M. Olin Prize in Law and Economics was established in 1985 through the generosity of the John M. Olin Foundation. This annual award is given to the outstanding graduating law student in Law and Economics in the opinion of the Law and Economics faculty. The recipient will express, through his or her work, a dedication to outstanding scholarship and a broad understanding of the functioning of legal and economic institutions, together with their historic contributions to human liberty and progress.

The Casper Platt Award is awarded each year for the outstanding paper written by a student in the Law School. The award is supported by the Casper Platt Memorial Fund, established in 1968 in honor of the late Casper Platt (J.D. 1916), who served with distinction for many years as United States District Judge for the Eastern District of Illinois.
# Law School Calendar

## 2004-2005 (Tentative)*

### Autumn Quarter

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Days</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 21-24</td>
<td>Tuesday-Friday</td>
<td>Orientation</td>
</tr>
<tr>
<td>September 27</td>
<td>Monday</td>
<td>Classes begin</td>
</tr>
<tr>
<td>October 11-13</td>
<td>Monday-Wednesday</td>
<td>Callback days</td>
</tr>
<tr>
<td>November 25-26</td>
<td>Thursday-Friday</td>
<td>Thanksgiving break</td>
</tr>
<tr>
<td>December 3</td>
<td>Friday</td>
<td>Last day of classes</td>
</tr>
<tr>
<td>December 4-7</td>
<td>Saturday-Tuesday</td>
<td>Reading period</td>
</tr>
<tr>
<td>December 8-13</td>
<td>Wednesday-Monday</td>
<td>Exams</td>
</tr>
<tr>
<td>December 14-January 2</td>
<td>Tuesday-Sunday</td>
<td>Winter break</td>
</tr>
</tbody>
</table>

### Winter Quarter

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Days</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 3</td>
<td>Monday</td>
<td>Classes begin</td>
</tr>
<tr>
<td>March 4</td>
<td>Friday</td>
<td>Last day of classes</td>
</tr>
<tr>
<td>March 5-8</td>
<td>Saturday-Tuesday</td>
<td>Reading period</td>
</tr>
<tr>
<td>March 9-14</td>
<td>Wednesday-Monday</td>
<td>Exam period</td>
</tr>
<tr>
<td>March 15-27</td>
<td>Tuesday-Sunday</td>
<td>Spring break</td>
</tr>
</tbody>
</table>

### Spring Quarter

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Days</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 28</td>
<td>Monday</td>
<td>Classes begin</td>
</tr>
<tr>
<td>May 20</td>
<td>Friday</td>
<td>Last day of 2L/3L classes</td>
</tr>
<tr>
<td>May 21-22</td>
<td>Saturday-Sunday</td>
<td>2L/3L Reading period</td>
</tr>
<tr>
<td>May 23-28</td>
<td>Monday-Saturday</td>
<td>2L/3L Early exam period</td>
</tr>
<tr>
<td>May 27</td>
<td>Friday</td>
<td>Last day 1L classes</td>
</tr>
<tr>
<td>May 29-June 2</td>
<td>Sunday-Thursday</td>
<td>2L/3L Regular exam period</td>
</tr>
<tr>
<td>June 3-9</td>
<td>Friday-Thursday</td>
<td>1L Exam period</td>
</tr>
<tr>
<td>June 10</td>
<td>Friday</td>
<td>Graduation</td>
</tr>
</tbody>
</table>

* Be sure to check web site for final calendar revisions.
Notes