THE UNIVERSITY OF CHICAGO

THE LAW SCHOOL

ANNOUNCEMENTS

Fall 2007
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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’s 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 sixty 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.
PROGRAMS of INSTRUCTION

THE DOCTOR OF LAW (J.D.) DEGREE

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.

JOINT AND CONCURRENT DEGREE OPPORTUNITIES

The Law School participates with several other areas of the University in formal joint degree programs. These programs have specific admission requirements, and candidates are able to count course work in each area toward the academic requirements in the other area, thus reducing the time and expense involved in earning both degrees. Although there are no formal joint degree programs with most areas of the University, candidates who wish to earn the J.D. in the Law School and a Ph.D. concurrently in another area of the University have found that there are several ways to facilitate and expedite such a dual course of study.

The Law School has formal joint degree programs with the Graduate School of Business (both M.B.A. and Ph.D. degrees), The Harris School of Public Policy (M.P.P.), and the Committee on International Relations (M.A.). The admission and degree requirements for these programs are available in the Admissions Office and the Dean of Students Office.

Students pursuing concurrent J.D. and Ph.D. degrees may, with the approval of the Law School Dean of Students, count up to 12 credits of course work outside the Law School toward the J.D. degree. The Law School is flexible in giving students leaves of absence so that they may register full time in other areas of the University. J.D. candidates working concurrently on Ph.D. dissertations with a law-related component have found that their studies in the Law School may enable them to complete their dissertations in a shorter time than other Ph.D. students.
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.

In a typical year about one to three current LL.M. students or graduates apply to the J.S.D. program and most of them are offered admission. Eight candidates were awarded J.S.D. degrees between June 2003 and June 2007. In order to qualify for admission to this program, students must ordinarily have maintained at least a 178 average during their LL.M. year, 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 judgment 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) or the International English Language Testing System (IELTS) within two years of the date of their application. A minimum total score of 104 overall on the new version of the TOEFL is required. On the old version of the TOEFL, a total score of 250 with 25 in each sub score on the computer-based TOEFL or a total score of 600 with 60 in each sub score on the paper-based TOEFL are required. Minimum required scores on the IELTS are an overall score of 7 and sub scores of 7 each. Applicants may not be offered admission if their TOEFL or IELTS scores do not meet these minimum standards. Most admitted LL.M. applicants will have substantially higher scores.

The above English language tests will not be necessary if the applicant studied in full-time status for at least one academic year, within five years of the date of application, in the United States, the United Kingdom, Ireland, Australia, New Zealand, or English medium universities in Canada or South Africa. Students who have studied in English in other countries, for example, India, Pakistan, the Philippines, Hong Kong, Singapore, African countries, etc. are not exempt from this requirement and must provide either TOEFL or IELTS scores with their applications. 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 these English language test 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, and The Chicago Journal of International Law* are student-edited. For more information on these journals, see the section on Student Activities and Organizations, below.

*The Supreme Court Review* is an annual volume devoted to professional and interdisciplinary criticism and analysis of the work of the United States Supreme Court. *The Journal of Law & Economics* publishes research on a broad range of topics, including the economic analysis of regulation and the behavior of regulated firms, the political economy of legislation and the legislative processes, law and finance, corporate finance and governance, and industrial organization. *The Journal of Legal Studies* is a journal of interdisciplinary academic research into law and legal institutions. It emphasizes social science approaches, especially those of economics, political science, and psychology, but it also publishes the work of historians, philosophers, and others who are interested in legal theory.

*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, 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 Bernard Harcourt 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 Richard Helmholz directs the Program.
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. 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 Substantial Writing Credit.

CLASS ATTENDANCE

Regular class attendance is required as a condition of receiving course credit. Several years ago the Faculty Committee on Academic Rules and Petitions 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.

As a rule of thumb, and unless an instructor adopts a more stringent standard, regular attendance shall mean a student misses no more than one seminar session in a quarter and nor more than three class periods (for classes meeting three times a week) in a quarter.

2. An instructor who observes a student to be in violation of the attendance requirement shall so advise the Dean of Students, who shall promptly notify the student that s/he is in violation of the Law School's requirement. If a student's attendance remains unsatisfactory in that course or is at any time thereafter in violation of the attendance requirement in any other course, the Committee on Academic Rules and Petitions may deny the student credit in the course, withdraw the student's privilege of membership in the Law 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, psychology, 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.

**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 or the Dean of Students 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 regular 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, 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 may not register for classes that have a time overlap—even if it is just once a week for a few minutes – or that are so close in time that students cannot arrive at the second class on time.

2. Students may not 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 Profession 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 may not 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 or the Registrar to discuss before registering.

**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 programs 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.

The dissertation must be submitted to the Graduate Studies Committee within five years after admission to the J.S.D. or D.Comp.L. Programs and must be in publishable form, and must comply with form requirements established by the Graduate Studies Committee and the Dissertation Secretary of the University. Two 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.
**Substantial Writing Credit / Requirement**

Every J.D. student must complete at least two substantial writing projects beyond those required in the first-year course in Legal Research and Writing, under the supervision of a member of the Law School faculty. A substantial 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 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 one of the Law School’s clinical programs.

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 the work and certifies its equivalence in length and scholarship to a paper that satisfies the requirements of category (a).

In no case will substantial writing credit be given for “response” papers or transactional documents. A substantial writing project is expected to involve serious and substantive legal research and analysis. Faculty members sponsoring such projects may require advance approval of topics and multiple drafts before granting certification.

Faculty members 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 and are strongly encouraged to complete at least one of their substantial writing requirements during their 2L year.

Lecturers may not sponsor substantial writing projects without advance approval. Students seeking approval to work with a lecturer on a project should petition the faculty Rules and Petitions committee, via the Dean of Students. Visiting faculty are not expected to sponsor substantial writing projects but may do so if they choose and if they will be available to work with students until projects are completed, which in many cases will be after their visit has ended.

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. The paper is due to the faculty member by the deadlines listed below. (An instructor may choose to have an earlier or later deadline.) 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.

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Deadline</th>
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<tbody>
<tr>
<td>Autumn Quarter</td>
<td>Written work submitted by the first day of the Spring Quarter</td>
</tr>
<tr>
<td>Winter Quarter</td>
<td>Written work submitted by July 1</td>
</tr>
<tr>
<td>Spring Quarter</td>
<td>Written work submitted by the first day of the Autumn Quarter</td>
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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 date 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. No extensions may be granted beyond this graduation deadline.

**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 Immigrant Children’s Advocacy Project, and the Institute for Justice Clinic on Entrepreneurship. These 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 Housing Initiative, and Mental Health Advocacy (within the Mandel Clinic); the Immigrant Children’s Advocacy Project; and Entrepreneurship (associated with the Institute for Justice). Each of these clinical courses has its own requirements, which may include 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 Immigrant Children’s Advocacy Project, the Institute for Justice Clinic on Entrepreneurship, and the Poverty and Housing Law Clinic:

- 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 prior to enrollment. Such arrangements may be modified to reflect the work already performed or anticipated.
- A lottery may be used to determine admission to any clinical course.
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 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 Initiative, and Mental Health. Student experiences may vary by project.

THE IMMIGRANT CHILDREN’S ADVOCACY PROJECT

The Immigrant Children’s Advocacy Project is a human service and policy advocacy program dedicated to advocating for the best interests of immigrant and refugee children who are alone in the United States. The Project is working to develop a national network of Child Advocates for unaccompanied and separated immigrant and refugee children and to promote consideration of best interests in all decisions affecting unaccompanied immigrant children in the United States. Through the Immigrant Children’s Advocacy Project, law students and bilingual volunteers are trained to serve as friends of the child or Child Advocates. Their role is to figure out what brought the children to the United States and advocate on their behalf. The Advocates get to know the children, help sort out their story and help identify their eligibility for asylum or special protective visas. The Advocates help ensure the best interests of these most vulnerable children.

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 and have taken its prerequisites.

OTHER CLINICAL PROGRAMS
In addition to these projects, the Law School offers a clinical seminar Poverty and Housing Law Clinic in conjunction with the Legal Assistance Foundation of Metropolitan Chicago. Additional information on this offering may be found in the course descriptions.

COURSE POLICIES

SEMINARS
Because of the special demands of a seminar and because many seminars have long waiting lists, 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, at the request of the instructor, enrollment is limited to a smaller number.

While many seminars can accommodate all of the registering students, on occasion, certain seminars will be oversubscribed. 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 seminars 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 choice 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 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 Dean of Students and receive permission 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 substantial overlap with any course taken at the Law School or any other institution (a determination made by the Dean of Students); and (6) classes at other law schools or universities may not be substituted.

Determinations about the appropriateness of a particular class for a particular student’s course of study should not be interpreted as universal approval of a course for all students in a given year or in subsequent years. If a student elects to take an introductory level foreign language class, he or she must take the entire first year course sequence to receive any credit, and each quarter of that first-year sequence will earn only one (1) credit toward the J.D. degree.
**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 receive “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 description is followed by the quarter(s) in which it is taught and the instructor name(s). More up-to-date course information is available on the Law School web page at http://www.law.uchicago.edu/courses/index.html. The course descriptions below, however, provide a representative overview of the curriculum.

FIRST-YEAR COURSES

CIVIL PROCEDURE. Civil Procedure is offered in two parts. Part I 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 II 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 an examination given at the end of each quarter. Autumn Buss, Emily. Autumn Samaha, Adam. Spring Mitchell, Jonathan. Spring Wood, Diane.

CONTRACTS. 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. The student's grade is based on a single final examination. Winter, Spring Bernstein, Lisa. Winter, Spring Baird, Douglas. Winter Roin, Julie. Spring Posner, Eric.

CRIMINAL LAW. 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 light of the purposes of punishment and 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. Autumn Masur, Jonathan. Winter Etienne, Margareth. Autumn, Winter McAdams, Richard.

ELEMENTS OF THE LAW. 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 a proctored final examination. Autumn Strauss, David. Autumn Sunstein, Cass.
LEGAL RESEARCH AND WRITING. 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 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, Winter, Spring Abebe, Daniel. Autumn, Winter, Spring Balganesh, Shyamkrishna. Autumn, Winter, Spring Bowers, Josh. Autumn, Winter, Spring Effron, Robin. Autumn, Winter, Spring Manta, Irina. Autumn, Winter, Spring Sharpe, Jamelle.

PROPERTY. 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 a single final examination. Autumn, Winter Fennell, Lee. Autumn, Winter Strahilevitz, Lior.

TORTS. The focus of this course, offered over two sequential quarters, is on the Anglo-American system (mainly judge-created) of 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 a single final examination. Winter Epstein, Richard. Spring Miles, Thomas. Winter Gersen, Jacob. Spring Levmore, Saul.

ELECTIVE. In the Spring Quarter, first-year students elect one course from a prescribed list of upper-division courses and seminars. Spring

COURSE OFFERINGS

ADMINISTRATIVE LAW. 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 non-delegation 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-century 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 proctored final examination. *Autumn* Mitchell, Jonathan. *Winter* Sunstein, Cass.

**ADimiralty Law.** 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* Schmidt, Randall.

**Advanced Administrative Law and Institutional Design.** This seminar explores how public and private actors design and implement institutions and decisional strategies to solve intractable problems of fact and policy. The seminar will focus on advanced topics in administrative law, including theories of judicial deference, public choice, and political accountability; it will also touch upon issues of institutional design and analysis within the criminal law and in private law contexts such as incomplete contracting and tort compensation systems. The goal of the seminar will be to understand and critique administrative law and administrative decision-making from both internal and external perspectives, with particular emphasis on the light that private law principles may shed on public law institutions. Students should have already taken a basic course in administrative law or be familiar with general administrative law principles and doctrines. The grade will be based on short analysis papers and class participation. *Spring* Masur, Jonathan.

**Advanced Corporations: Mergers and Acquisitions.** We will study the planning of corporate mergers, acquisitions, and reorganizations, examining the application and integration of state corporate law, federal securities law, accounting principles, tax law, labor law, products liability law, environmental law, ERISA, and antitrust law. The goal is to introduce students to practical transaction planning and the art of being a "deal lawyer." We will focus on the problems faced and solved in real-world transactions, considering business and strategic issues as well as legal issues. Grades will be based on class participation, a few simulation exercises, and a standard final exam. Corporation Law is a prerequisite, but may be taken concurrently. *Spring* Henderson, M. Todd.

**Advanced Issues in Criminal Procedure.** 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, grand jury charging practice and rules, discovery, joinder and severance, evidentiary matters, suppression motions, sentencing, 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 explore the various legal and policy issues implicated by each subject area. The student's grade is based on a final major paper that may be written to fulfill one of the substantial writing requirements. Registration is limited to 15 students. *Winter* Filip, Mark.
ADVANCED LEGAL RESEARCH. The purpose of this course is to enhance students’ knowledge of legal sources and to develop their ability to research the law. The course will cover a series of practice areas (federal administrative, corporate and securities, tax, transactional, federal procedure, intellectual property) focusing on the substantive resources and practical research skills for each. Students will select their desired areas of focus in fulfilling the course requirements. Upon successful completion of the course, students will expand their understanding of research resources in a variety of areas, will improve their skills in using legal research tools, and will develop extensive research knowledge in at least one (ideally the student’s intended) area of practice. To receive credit for this course, students must complete two of the four research assignments (30% of grade), submit a research paper on a topic approved by the instructor (60% of grade), and attend and participate in all course meetings (10%). If a student completes more than two research assignments, the two highest scores will count towards the final grade. In the research paper, the student should extensively and comprehensively address sources for researching the topic, discuss successful and less useful techniques, and recommend research strategies. The research paper should be approximately ten pages and is due at the end of the quarter’s exam period. The course will be limited to fifteen students with priority to third years. Winter Lewis, Sheri.

ADVANCED TOPICS IN INTERNATIONAL AND FOREIGN RELATIONS LAW. Spring Posner, Eric.

ADVANCED TRADEMARKS AND UNFAIR COMPETITION. 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. A student’s grade is based on class participation and either a series of short thought papers totaling at least 25 pages or a major research paper. Students who elect to write a major research paper may receive substantial writing credit if the paper is certified by the instructor as having met additional applicable criteria. Enrollment is limited to twenty-two students. Winter Hilliard, David; Widmaier, Uli; Doellinger, Chad.

AMERICAN LAW AND THE RHETORIC OF RACE. 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. Spring Hutchinson, Dennis.

AMERICAN LEGAL HISTORY, 1607-1870. This survey course examines major themes and interpretations in the history of American law and legal institutions from the earliest European settlements through the Civil War. Topics include continuity and change between English and American law in the colonial period, the American Revolution and its consequences for state and national law, changing understandings of the U.S. Constitution, the transplantation of the common law, the varied meanings of and
debates over federalism, commerce, the law of slavery, and the constitutional and legal consequences of the Civil War. The student’s grade will be based on a take-home final examination and class participation. Spring LaCroix, Alison.

**ANALYTICAL METHODS IN LAW.** Familiarity with quantitative reasoning and statistics is increasingly an important part of a lawyer’s job. This course will prepare students to apply quantitative tools from economics and statistics to problems of legal importance. Topics covered include decision analysis, game theory, linear regression, common statistical distributions. Applications include litigation, negotiation, environmental law, criminal law, antitrust, damage calculation, and other legal fields. In addition to a main textbook, course material is drawn from legal cases, scientific studies, and journal and newspaper articles. The goal of the course is for students to develop their quantitative intuition through practical application, including the use of computer tools such as Excel. No specific mathematical background is required. A student’s grade will be based on class participation, three short assignments, and a proctored examination. Spring Abrams, David.

**ANTITRUST AND INTELLECTUAL PROPERTY: READINGS.** 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 webcasting, compulsory licensing, cable, and open access. Students 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 Picker, Randal.

**ANTITRUST LAW.** This course provides an introduction to the law of antitrust. 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. The student’s grade is based on class participation and a final examination. Autumn Picker, Randal. Spring Epstein, Richard.

**APPELLATE ADVOCACY CLINIC.** Directed by Professor Mikva, the Appellate Advocacy Clinic will be available to four (4) third-year students. Each of the students will be responsible for briefing and arguing a criminal appeal to the United States Court of Appeals for the Seventh Circuit in Chicago. Professors Mikva and Harcourt will work with students in the preparation of briefs and mooting them for oral arguments. Each of the students will receive a license under Illinois Supreme Court Rule 711 for these purposes, and Professor Mikva will serve as the attorney of record. The principal brief will be due in early December, and the reply brief and oral argument will be scheduled for the Winter quarter. All of the appeals stem from trials that have taken place in the U.S. District Court for the Northern District of Illinois. Participants will be selected based upon an interview with Professor Mikva. Applicants must have completed a course in Evidence and at least one course in Criminal Procedure. Students who are selected will be undertaking a major responsibility for which they should be prepared to devote substantial time. Autumn, Winter, Spring Mikva, Abner; Huber, Jason.
**ART LAW.** This seminar 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. *Autumn* Landes, William; Hirschel, Anthony.

**BANKRUPTCY AND REORGANIZATION: THE FEDERAL BANKRUPTCY CODE.** 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 a proctored final exam. *Autumn* Malani, Anup. *Spring* Morrison, Edward.

**BUSINESS PLANNING.** 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* Crow, Keith; Villmow, Keith.

**BUYOUTS.** In this seminar we will examine going private transactions in which publicly held companies are acquired by private equity firms with the participation of the company's management or by controlling shareholders. This is an especially timely topic because management buyouts have become far more prevalent than they were in the past and controlling shareholder buyouts continue to be controversial. Both types of transactions raise conflict of interest issues because some of the company's directors or officers, who are ordinarily charged with obtaining as much as possible for public shareholders in a sale transaction, are instead attempting to buy the company for as little as possible. We will examine the methods that Delaware law has provided for dealing with these conflicts of interest, whether those methods are likely to be effective and whether other methods would be more effective. We will also look at a variety of other issues raised by buyouts, including why they occur, whether they are likely to be beneficial to shareholders in spite of the existence of conflicts of interest, the consequences to society of these transactions and whether there are antitrust issues raised by the manner in which private equity firms bid on these transactions. Finally, we will examine the role of the lawyers who are involved in buyouts. There will be one 20-page paper. Grades will be based on the paper and class participation. The class size will be limited to 30. *Winter* Davis, Scott.

**CHILDREN AND THE LAW.** This course will examine how the law treats children and childhood in civil and criminal legal disputes. It will consider the status, rights and obligations of children when they appear either as actors or subjects in various social and
public institutions (e.g., courts, schools, prisons, families and the workplace). We will explore these issues while considering the fundamental debate of juvenile law: how the legal system should strike the balance between protecting children, respecting parental rights and recognizing children as autonomous and fully accountable persons. There will be a take-home exam and 1-2 short reaction papers. *Autumn* Etienne, Margareth.

**CIVIL RIGHTS CLINIC: POLICE ACCOUNTABILITY.** The Police Accountability Project (PAP) is 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. 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 required [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, Winter, Spring* Futterman, Craig; Huber, Jason.

**CLASS ACTION CONTROVERSIES.** This seminar will address the legal principles that govern class action litigation in federal and state courts. The seminar will discuss the requirements of Rule 23, current issues and recent court decisions, legislative modifications to class action practice, constitutional principles applicable to class actions, and the legal, practical, and ethical issues that arise in class actions. 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. Students wishing to receive a third credit will need to submit additional written work. *Winter* Brody, Michael.

**COMMERCIAL REAL ESTATE LAW.** *Spring* Leslie, Jeff.

**COMPARATIVE CONSTITUTIONAL DESIGN.** *Spring* Ginsburg, Thomas.
COMPARATIVE CONTRACTS. Spring Effron, Robin.

COMPARATIVE LAW. Winter Posner, Eric.

COMPARATIVE U.S. AND JAPANESE BUSINESS LAW. This intensive course will undertake a comparative study of U.S. and Japanese business law. Topics will be selected from areas of commercial transactions, corporate law, corporate tax, securities regulation, and banking regulation. More specifically, we will look at topics that are highly debated in Japan today, such as hostile corporate takeovers and the role of legal and accounting professionals in corporate governance. The course will examine both countries’ laws and regulations against their socio-economic and cultural backgrounds and explore themes underlying these laws and regulations. Class materials and discussion will be in English, and no prior knowledge of particular subject areas is expected. Winter Kanda, Hideki.

COMPETITION POLICY IN THE EUROPEAN COMMUNITY. This seminar provides an introduction to the law and practice of competition policy in the European Community. It will focus particularly on the economic reasoning underlying competition law in the European Community and differences with the United States. The course first focuses on the objectives of EC competition policy including its German foundations. It will then cover the major areas of EC competition law including cartels and the exemptions for cooperative behavior under Article 81 EC Treaty; abuse of dominance including essential facilities, tying, bundled rebates, and exclusive dealing under Article 82 EC Treaty; and mergers. It will also examine state aid policy under the EC treaty including the rationale for prohibiting state subsidies of industry and the application of state aid by the European Commission and EC Courts. The course will introduce students to the major EC cases, to a few important cases decided under national law, and to recent efforts to reform European competition law to make it more economics- and effects-based. Grade will be based roughly on a paper (25-30 pages). Spring Evans, David.

COMPLEX CORPORATE LITIGATION MANAGEMENT. High stakes, high visibility corporate litigation creates the need for high quality legal reasoning. It also demands a large team of people with diverse skills and knowledge about such things as team management, economics and the marketplace, good public policy choices, the media and public response, the courts, a jury, the opposition, and the client, just to begin the enumeration. This seminar involves several case studies of litigated disputes involving hundreds of millions of dollars that galvanized the media. The case studies will include a California initiative to roll back auto insurance rates 20%, a corporate governance case involving billions in dividend payments, a class action with allegations of corporate “redlining,” and a private attorney general lawsuit in the aftermath of a major natural catastrophe. Students will develop and apply their knowledge to examine critically litigation strategy decisions by all parties at the pre-trial, trial, appellate, and settlement phases of each litigation. Guest conversationalists may include a senior litigator, an expert witness, a company executive, a journalist, or a member of the judiciary. Students’ grades are based on class participation and students’ choice of either a paper or end of quarter examination. Winter Mintel, Judith.
CONFLICTS OF LAW. 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. A student’s grade will be based on a proctored final examination. Winter Isenbergh, Joseph.

CONSTITUTION IN CONGRESS. 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. 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 Currie, David.

CONSTITUTIONAL DECISION MAKING. 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 the 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 Stone, Geoffrey.

CONSTITUTIONAL LAW I: GOVERNMENTAL STRUCTURE. This course analyzes 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 take-home final examination. Autumn LaCroix, Alison. Spring Rosenberg, Gerald.

CONSTITUTIONAL LAW II: FREEDOM OF SPEECH. 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 and class participation. Students who have completed Constitutional Law IV are ineligible to enroll in this course. Winter Stone, Geoffrey.
CONSTITUTIONAL LAW III: EQUAL PROTECTION AND SUBSTANTIVE DUE PROCESS. 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, and the recognition of individual rights not explicitly enumerated in the Constitution. Time permitting, we will also address 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 a proctored final examination. Winter Strauss, David.

CONSTITUTIONAL LAW IV: SPEECH AND RELIGION. This course covers various aspects of the first amendment, with particular emphasis on freedom of speech and press, religious liberty, and religious establishments. It is recommended that students first take Constitutional Law I. Students who have completed Constitutional Law II are ineligible to enroll in this course. The student’s grade is based on a take-home final examination. Spring Samaha, Adam.

CONSTITUTIONAL TRADITIONS IN EUROPEAN LEGAL HISTORY. This seminar focuses on important constitutional concepts in European Legal History and also their impact on American constitutional history. The seminar examines the emergence, rise and also the historical change of constitutional foundations like the idea of fundamental rights, the rule of law, elections and majority rule, the idea of representation, the legitimacy of taxation or the concept of statehood. The seminar will be based on the reading of textual sources. Students are permitted to write a paper, but a final examination will also be offered as an option. Spring Thier, Andreas.

COPYRIGHT. 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. Spring Picker, Randal.

CORPORATE CRIME AND INVESTIGATION. 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 exam or paper. Enrollment is limited to 20. Spring Guentert, Philip.

CORPORATE ENVIRONMENTAL BEHAVIOR. This course will use corporate responses to climate change to examine the legal, economic, and social influences on firm environmental behavior. Environmental regulations impose more than $100 billion in costs per year on the economy. In addition, much private regulation of firm environmental behavior occurs in the shadow of public environmental laws. The course will draw on theoretical and empirical literature to explore the incentives for firms to comply with environmental laws, to participate in voluntary programs, to adopt environmental management systems, and to address environmental issues in corporate transactions.
The implications for environmental law and policy will be explored. The course will include lecture and class discussion, along with mock negotiations in small group settings. The final grade will be based on class participation and performance on a written examination. Autumn Vandenergh.

**CORPORATE FINANCE.** 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. A student’s grade is based on 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 Weisbach, David.

**CORPORATE FINANCE, BEHAVIORAL FINANCE AND INVESTMENTS.** This is an introductory course covering the basic economics of investments and corporate finance. It begins with usual fundamental topics in courses of this type such as the valuation of debt and equity securities, portfolio theory, the modern understanding of risk and the returns to risk bearing, the theory of efficient capital markets and its critics and a very brief and simple introduction to the valuation of options and derivatives. The course will pay particular attention to the new behavioral implications on these topics with attention to such innovations as prospect theory and other challenges and extensions to traditional finance theory. It then proceeds to provide an overview of the basic legal and financial principles of corporate finance including topics in capital structure. The course primarily focuses on the financial and economic aspects of these matters rather than on any specific laws governing particular transactions. The materials include Brealey and Meyers which is the basic textbook used in introductory courses of this type supplemented by readings covering the core behavioral finance insights. A student’s grade is based on a 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 but may petition to take the course as a seminar with the usual paper writing commitment. This introductory course is intended to address the needs of law students without substantial experience in economics and mathematics and there is no requirement that students have background or competency with calculus or statistics. Spring Rosenfield, Andrew.

**CORPORATE GOVERNANCE.** The focus of this course 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 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, 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 familiarize themselves fully with American corporate law. Limit 20 students. Autumn Bernstein, Lisa.

CORPORATION LAW. This course offers an introduction to the economic theory and basic legal principles governing the relationship among managers, investors, and creditors in business enterprises of all sizes. Grades will be based on class participation and a standard final exam. Autumn Henderson, M. Todd.

CORPORATION LAW. 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 allocation of control rights among managers, boards of directors, and investors. The student’s grade will be based on a proctored final examination. Autumn Isenbergh, Joseph.
CRIME POLICY. This mini-course considers the effectiveness and efficiency of public policies to control crime. Emphasis will be placed on exploring the positive questions associated with understanding the costs and benefits of different public policy interventions designed to control crime. Topics covered will include imprisonment, policing, drug policy, and gun control, as well as social policies such as job training, early childhood education, and abortion legalization. *Autumn* Ludwig, Jens.

CRIMINAL AND JUVENILE JUSTICE PROJECT. 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. 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 Legal Profession. 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*, *Winter*, *Spring* Conyers, Herschella; Stone, Randolph.

CRIMINAL PROCEDURE I: THE INVESTIGATIVE PROCESS. 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 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 a final examination. *Autumn* Bandes, Susan.
CURRENT CONTROVERSIES IN CORPORATE AND SECURITIES LAW. This seminar deals with the most important developments in U.S. (and to some extent global) corporate and securities practice during the preceding year. The course and discussions provide analysis of the legal, political, and economic implications of these developments. Each student submits one paper and gives an oral presentation and analysis of another student's paper. Winter Shepro, Richard.

DECISIONMAKING: PRINCIPLES AND FOUNDATIONS. 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 themselves 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. Spring Baird, Douglas; Nussbaum, Martha.

DIVORCE PRACTICE. This seminar provides an exposure to the dynamic process of representing clients in a dissolution of marriage case. Completion of Family Law 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. Completion of this seminar counts for fulfillment of a substantial writing requirement. Autumn Schiller, Donald.

EAST ASIAN LAW. Spring Ginsburg, Tom.

ECONOMIC ANALYSIS OF THE LAW. 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 Landes, William.

EDUCATION AND MORAL PSYCHOLOGY. This seminar will study some classic works in the philosophy of education, asking what account of children they articulate and how their educational proposals are connected both to psychological analysis and to normative ethical and political ideas. Included will be philosophers such as Plato, Aristotle, the Greek and Roman Stoics, Rousseau, Kant, J. S. Mill, Dewey, and Rabindranath Tagore, but also thinkers about childhood and education who were not professional philosophers, such as Friedrich Froebel, Johann Pestalozzi, Maria Montessori, and Donald Winnicott. We will ask about how education is related to important goals of the personal life, such as happiness and autonomy, but also how it is related to important goals of a shared political life, such as mutual respect and compassionate attention to human need. Enrollment limited to 25. Permission of the instructor required, and this should be sought in writing (email) by September 20. A minimum prerequisite is an undergraduate major in philosophy or the equivalent course work in philosophy. Autumn Nussbaum, Martha.

EDUCATION LAW. Winter Goodwin, Michele Bratcher.

ELDER LAW. This seminar focuses on the fundamental issues in elder law. The topics range from broad ethical issues (representation, capacity) to an examination of specific laws and practices to assist clients in planning for retirement, possible incapacity, and death. Tax rules governing trusts and estates play important roles in such planning; we will draw on relevant tax laws as needed. Specific topics covered include: special needs trusts and other planning tools for incapacity; guardianships; wills and trusts; Medicare and Medicaid; health care decision-making; long-term care; and income support. Trusts and Estates and Health, Law, and Policy are useful (but not required) prerequisites. Readings will be from the casebook, supplemented by other assigned books and articles written by lawyers, economists, and (perhaps) journalists. Students will be required to write eight papers about three pages each, responding to the various readings. Grades will be based on the papers and on class participation. Spring Lukens, Mimi.

ELECTRONIC COMMERCE LAW. This seminar 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 seminar will be suitable for papers. Enrollment is capped at 20. Students may either take the seminar for writing credit, requiring a substantial paper, or may write a shorter paper and make a presentation to the class at the end of the quarter. Winter Nagorsky, Marsha Ferziger.

EMOTION AND THE LAW. The emerging field of emotion theory lies at the intersection of several disciplines that study moral thought and decision-making, including philosophy, psychology, sociology, political science, anthropology, and most recently, neuroscience. The field has moved beyond its initial focus on challenging the traditional demarcation between reason and emotion, and is increasingly exploring the role of emotion in every aspect of legal theory and practice. Its subjects include the role emotion plays in decision-making, in moral and ethical development, and in the creation and development of social and institutional structures. The course will begin by considering the definitional issue: what do we mean by the term emotion? It will then consider emotions in specific legal contexts. The most obvious and explicit examples come from criminal law (e.g. the heat of passion defense, anti-sympathy instructions, the role of mercy, shaming punishments). However, the perspective of this course is that emotion pervades not just criminal but civil law, and not just the jury room but the judiciary, the legislature, the conduct of attorneys, and the very structure of legal institutions. It is equally essential to study emotions that law does not tend to label as emotional, as well as legal actors who are usually exempted from that category, including judges and legislators. The crucial questions are how to tell which emotions belong in which legal contexts, and how to channel or even educate emotions (to the extent they are educable) to improve the quality of justice. Readings will come from The Passions of Law (Susan A. Bandes ed. 2000) and from articles by a wide range of scholars. The grade will be based on a series of short reaction papers, class participation, and a 90 minute in-class final exam. Spring Bandes, Susan.

EMPIRICAL LAW AND ECONOMICS. Spring Morrison, Edward.

EMPLOYEE BENEFITS. 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. It 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 materials 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 proctored final examination. Spring Scogland, William.
EMPLOYMENT DISCRIMINATION LAW. This course provides an introduction to U.S. employment discrimination law. The emphasis is on analysis of race and sex discrimination under Title VII of the Civil Rights Act of 1964, but there is some coverage of other statutes and forms of discrimination, including disability discrimination under the Americans with Disabilities Act. Attention is devoted throughout to the relationship between current doctrine and leading theories of the wrong of discrimination and the nature of race, sex, and other forms of social difference. Topics will include both established categories of discrimination – disparate treatment, disparate impact, harassment, failure to accommodate – and their application to areas of current controversy, such as discrimination based on language or caregiving responsibilities. The student’s grade will be based on a take-home final examination and on class participation. Winter Zatz, Noah.

EMPLOYMENT DISCRIMINATION PROJECT. 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 workplace. 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 employer’s 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 the Law School Announcements and by the approval of the clinical staff. *Autumn, Winter, Spring* Schmidt, Randall.

**ENTERTAINMENT LAW.** This seminar 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 take-home final examination. *Spring* Krone, Steve. (Not offered 2007-08)

**ENTREPRENEURSHIP AND THE LAW.** This seminar introduces students to the lawyer’s role in representing entrepreneurs. The seminar focuses specifically on micro-enterprises, but generally applies to larger businesses as well. The initial part of the course explores economics and theory of entrepreneurship, as well as the constitutional and regulatory contexts in the U.S. The seminar then surveys fundamental legal questions that affect entrepreneurship. Topics covered include choice of entity, intellectual property, employment, and business strategy. Throughout the course, students will analyze strategies for counseling entrepreneurial clients and reflect on actual business documents such as limited liability company operating agreements, leases, or non-competition agreements. This seminar is a prerequisite for participation in the Institute for Justice Clinic on Entrepreneurship by 2L’s and a co-requisite for participation by 3L’s. Students’ grades will be based on active participation, short papers, and other writing assignments. *Autumn* Milnikel, Elizabeth; Satterthwaite, Emily.

**ENVIRONMENTAL LAW.** 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. A student’s grade will be based on a final examination. *Autumn* Nash, Jonathan. *Spring* Sunstein, Cass.

**EUROPEAN LEGAL HISTORY.** This survey course examines major tendencies and most important events in European Legal History. The course begins with the codification of Roman Law by emperor Justinian and the emergence of Germanic law during the migration period and moves forward to the 20th century. The course covers subjects as the emergence of jurisprudence in the middle ages and the structures of the ius commune, the reception of Roman Law, the spread of humanistic jurisprudence, the rise of natural law, the codification movement and the totalitarian challenges to law in the first half of the 20th century. Students grade will be based on a take home examination and class participation. *Spring* Thier, Andreas.
EUROPEAN UNION LAW I: CONSTITUTIONAL AND INSTITUTIONAL FRAMEWORK. 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 EU’s legal system works within the community of Europe, with particular emphasis on the issues of sovereignty and supremacy. What legislative powers does the EU have? What are the member states’ obligations to the EU? Do member states have recourse against the EU and each other? Lastly, we will consider the global role of the EU, including its relations with the ICJ, WTO and NAFTA. The seminar will end with a proctored final examination. Winter Duquette, Elizabeth.

EUROPEAN UNION LAW II: CURRENT LEGAL AND POLITICAL PROBLEMS. In this seminar, we will discuss current legal and political problems of the European Union. We will study the role international law plays in the EU’s legal system, the evolution of its human rights law, and the impact of the EU’s common foreign and security policy. As the EU enlarges, it faces new political and legal challenges, which provide opportunity for discussion and forward-looking analysis. We will examine the perceived need to change the constitutional structure of the EU and consider the political impact a new constitution might have on the member states. The student’s grade will be based on a series of short research papers and class participation. European Union Law I, or its equivalent, is a prerequisite for this seminar. Spring Duquette, Elizabeth.

EVIDENCE. This course examines 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. Winter Buss, Emily.

EVIDENCE. This course examines 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. Spring Stone, Geoffrey.

FAMILY LAW: SELECTED TOPICS. This seminar will focus on the law surrounding intimate relationships between adults. In particular, we will focus on the institution of marriage and its changing scope and social meaning, the financial consequences of ending these relationships, and the division between parents of the care and support of children. Grades will be based on class participation and on several short papers written during the quarter. Winter Buss, Emily.

FEDERAL CRIMINAL LAW. This course examines the substance and structure of federal criminal law. It focuses on four topics: (1) federal jurisdiction over crime; (2) crimes that enlarge the scope of federal criminal law such as the Hobbs Act and mail fraud; (3) crimes that target organizations such as RICO; and (4) other federal offenses, such as bribery of public officials and drug trafficking. If time permits, an important aspect of sanctions in the federal system, asset forfeiture, will be discussed. The student’s grade will be based on a take-home examination. Autumn Noller, Lisa; Rubenstein, Daniel. Winter Miles, Thomas.
FEDERAL HABEAS CORPUS. We will cover the history of the Great Writ and the evolution of the scope of federal habeas corpus review and relief; the Suspension Clause; habeas review in capital cases including stays of execution; alternatives to habeas review; state post-conviction proceedings; and jurisdictional issues in both the trial and appellate courts. There will be an emphasis on habeas review under the Antiterrorism and Effective Death Penalty Act, which will be particularly helpful for students taking federal judicial clerkships. Students’ grades are based on in-class participation and a proctored final examination and a paper (if the three credit option is chosen). Spring Mortara, Adam.

FEDERAL JURISDICTION. The role of the federal courts in the federal system. Topics will include federal question and admiralty jurisdiction, litigation against federal and state governments and their officials, abstention and related doctrines, direct and collateral review of state-court decisions, standing and other justiciability doctrines, and congressional control of the jurisdiction of the federal courts. Constitutional Law I is recommended, but not required. The student’s grade is based on class participation and a proctored final examination. Winter Bandes, Susan. Spring Filip, Mark.

FEDERAL REGULATION OF SECURITIES. This course covers the basic economic and legal principles of public equity markets. We will look at the public offering (IPO) and private placement process in some detail, paying special attention to the key securities statutes and the complex rules issued by the Securities and Exchange Commission. We will also examine the basic principles of trading, including tender offers, private securities actions, and damages. The economics of finance and capital markets is employed to assist the analysis. Corporation Law is a prerequisite, although it may be taken concurrently. Grades will be based on class participation and a standard final examination. Winter Henderson, M. Todd.

FEDERAL REGULATION OF THE EMPLOYMENT RELATIONSHIP. Autumn Scalia, Eugene.

FEDERAL SENTENCING: THE RECENT REVOLUTION AND THE ONGOING STRUGGLE TO BALANCE JUDICIAL DISCRETION AND PROSECUTORIAL DISCRETION. Autumn Siegler, Alison.

FEDERALISM AND GLOBALIZATION: INSURANCE REGULATION OF MODERN FINANCIAL SERVICES. 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 substantial writing
requirement may be satisfied.) Attendance is required and particularly helpful; participation may be a factor in the final grade. *Winter* Shapo, Nat.

**FEMINIST JURISPRUDENCE.** 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. The grade is based on class participation and a final examination or major paper. *Autumn* Case, Mary Anne.

**FINANCIAL ACCOUNTING FOR LAWYERS.** This mini-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. Time permitting, 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 class participation, homework assignments, and a take-home final examination. Students may not take this class and Legal Elements of Accounting (79102). *Spring* Fitzgerald, Kathleen.

**FOOD AND DRUG LAW.** *Spring* Malani, Anup.

**FOREIGN RELATIONS LAW.** 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. A student’s grade will be based on a proctored final examination. *Winter* Nzelibe, Jide.

**GENETIC PROPERTY AND THE LAW.** *Autumn* Goodwin, Michele Bratcher.

**GLOBALIZATION.** *Autumn* Keenan, Patrick.

**GREENBERG SEMINARS.** These seminars, open only to Law School students, are designed to afford students the opportunity to engage in informal discussions with Law School faculty members on a range of topics. The groups, normally limited to 12 students, meet in a faculty member’s home five or more times over one or more quarters. Topics and participating faculty are announced prior to the Autumn Quarter registration period. Participating students earn one non-graded unit, but attendance at all sessions is required to earn the credit. Priority is given to 3rd year students in the lottery registration and to students who have not yet participated in a Greenberg Seminar. *Autumn, Winter, Spring* TBA.
HEALTH CARE RESOURCE ALLOCATION. 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, 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 medical necessity law, disability law, patient autonomy law in the context of end-of-life medical care, medical malpractice, health maintenance organization liability and regulation, and the corporate practice of medicine doctrine. Particular attention will be given to contractual solutions to the rationing dilemma and their own barriers to implementation. Grade will be based on writing a 10 page paper or two 5 page essays. Spring Abbo, Elmer.

HEALTH LAW. This course surveys the law and policy applicable to health care financing and delivery in the U.S. Topics include industry structure, malpractice liability, health insurance regulation, Medicare, Medicaid, taxation of healthcare spending, antitrust regulation, the drug approval process, pharmaceutical product liability, and protection of patient information. A student's grade will be based on a major paper, which may be used to fulfill a substantial writing requirement. Spring Malani, Anup.

HEALTH LAW AND POLICY. 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 student may choose to take a proctored final examination or to submit a paper. The grade will be based on the examination or paper, as well as class participation. Winter Bierig, Jack.

HIGHER EDUCATION AND THE LAW. 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 Sussman, Arthur.

HISTORIC PRESERVATION LAW. As we near the 50th anniversary of the Law School’s historic Eero Saarinen building, it is appropriate to present a seminar on historic preservation law for the first time. We will study the rationale for preserving historic resources; the tension between private property rights under the constitution and
public benefits; the standards for designating landmarks; federal, state and local laws regulating landmarks; tax and other financial incentives to encourage preservation of historic buildings; and governmental regulation of historic churches. Prior courses in land use or real estate are recommended. Your grade will be based upon discussions of the assigned weekly readings and a 10-page research paper on a topic of your choice. Limited to 15 students. Spring Friedman, Richard F.

HISTORY OF AMERICAN FEDERALISM: ORIGINS TO THE CIVIL WAR. This seminar examines the history of American federalism, both as a constitutional value and as a product of intellectual history, from its early modern European antecedents to current-day political and constitutional debates. The central idea of American federalism has long been the proposition that a group of states could unite to create a government structure based on a central (federal) authority, to which authority the states surrender certain of their own powers, and which authority wields a measure of power over individual citizens. Yet this federal idea has not been stable throughout the history of the Republic. On the contrary, controversy over the meaning of federalism has stood at the center of many of the nation’s greatest conflicts, from the Constitutional Convention to the War of 1812 to the Civil War. What was the origin of federalism’s central idea of divided sovereignty? How has the meaning of federalism changed throughout American history? What, if any, aspects of the idea have remained constant? This seminar will discuss historical questions of causation and influence, as well as the structure and workings of the American legal system. Emphasis will be on selected moments of tension in the development of the federal idea. The course will require extensive reading and discussion of primary source materials on the history of federalism. The student’s grade will be based on a series of short papers and class participation, with the option of writing an additional, research-based paper that satisfies the Substantial Writing Requirement. Spring LaCroix, Alison.

HISTORY OF AMERICAN LEGAL THOUGHT IN THE TWENTIETH CENTURY. This course will examine American legal thought since approximately 1870, with a focus on situating legal-intellectual developments in historical context. The aim of the course will be to understand changes in legal thought – in the governmental and judicial arenas, as well as in the academy – and their relationship to broader political, intellectual, social, and economic changes. Topics to be discussed will include the rise of formalism and classical legal thought; the progressive and legal process schools of thought; legal realism; the critical legal studies movement; and more recent interpretive approaches. Readings will include primary works as well as secondary sources and commentary. The final grade will be based on a take-home examination. Winter LaCroix, Alison.

HUMAN RIGHTS I: PHILOSOPHICAL FOUNDATIONS OF HUMAN RIGHTS. This course deals with the philosophical foundations of human rights. The foundations bear on basic conceptual and normative issues. We examine the various meanings and components of human rights and the subjects, objects, and respondents of human rights. We ask questions such as the following: Who has the rights? What they are rights to? Who has the correlative duties? Can we legitimately hold the members of other societies to the standards of our culture? What methods of argument and implementation are available in this area? The practical implications of these theoretical issues are also explored. Spring Laden, Anthony.
HUMAN RIGHTS II: HISTORY AND THEORY. This course is concerned with the theory and the historical evolution of the modern human rights regime. It discusses the emergence of a modern “human rights” culture as a product of the formation and expansion of the system of nation-states and the concurrent rise of value-driven social mobilizations. It juxtaposes these Western origins with competing non-Western systems of thought and practices on rights. The course proceeds to discuss human rights in two prevailing modalities. First, it explores rights as protection of the body and personhood and the modern, Western notion of individualism entailed therein. Second, it inquires into rights as they affect groups (such as ethnicities, and potentially, transnational corporations) or states. Winter Novak, William.

HUMAN RIGHTS III: CURRENT ISSUES IN HUMAN RIGHTS. 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). The student’s grade is based on a major paper (75%) and class participation (25%). Autumn Gzesh, Susan.

HUMAN RIGHTS: ALIEN AND CITIZEN. The basic notion of international human rights is that rights are inherent in the identity of human beings, regardless of their citizenship, nationality, or immigration status. This course will address how international human rights doctrines, conventions, and mechanisms can be used to understand the situation of the “alien” (or foreigner) who has left his or her country of origin to work, seek safe haven, or simply reside in another country. How native or resident populations and governments respond to new arrivals has varied tremendously in the past and present. In some situations, humanitarian impulses or political interests have dictated a warm welcome and full acceptance into the national community. In other cases, alien populations have become targets of suspicion and repression. In some extreme cases, states have “denationalized” resident populations who previously enjoyed national citizenship. We will use an interdisciplinary approach to address such questions as (1) Why do human beings migrate? What might human rights as a measuring instrument tell us about conditions that promote refugee flows and other forms of forced migration? (2) What is the meaning of citizenship? How is it acquired or lost? What rights may societies and nation-states grant only to citizens, but withhold from others? (3) Are human rights truly universal? Are rights necessarily dependent on citizenship? (4) How do differences in rights
between citizens and aliens become more important during national security crises? (5)
What are the principal categories used by nation states to classify foreign visitors and res-
idents? How do these categorizations affect the rights of foreigners? (6) How do interna-
tional human rights doctrines limit actions by states with respect to certain categories of
foreigners such as refugees, asylum applicants, and migratory workers? (7) Given the
non-voting status of foreign populations in almost all countries, how are the rights of
aliens represented in societies of settlement? How do home country governments regard
their expatriate communities? The student’s grade is based on attendance, participation,
and a major paper. Winter Gzesh, Susan.

HUMAN SCIENCES AND THE LAW. This course is the history of scientific issues in
the law, and the history of the handling of scientific evidence and scientific expertise
from around 1850 to the present day. Spring Winter, Alison.

IMMIGRANT CHILDREN’S ADVOCACY PROJECT. The Immigrant Children’s
Advocacy Project works to promote the best interests of unaccompanied immigrant
children in the United States. Last year, 7,787 undocumented children - traveling by
themselves, without parents - were apprehended and detained by immigration author-
ities as they tried to enter the United States, primarily from Central America, Mexico,
China and India. The children have been transported by hired smugglers or have made
the journey on their own. Most are fleeing extreme poverty, political or religious perse-
cution, child labor and abusive family situations. The Project provides unaccompanied
immigrant children with guardians ad litem (Child Advocates) whose objective it is to
help figure out what brought the children to the United States and advocate on their
behalf while they are subject to immigration court removal proceedings. The Project also
develops policy recommendations concerning unaccompanied children nationally,
informing by serving as guardian ad litem for individual children. Students will be
assigned to serve as Child Advocate for individual children in federal custody as well as
children living with sponsors in the Chicago area. Students will be expected to meet
with the children at least once a week at the shelter on the North side of Chicago; iden-
tify the children’s eligibility for relief from removal, including asylum and special visas
for victims of trafficking, abuse and abandonment; accompany the children to Immi-
gration Court, Cook County Juvenile Court, meetings with United States government
officials, and meetings with consular officials from the children’s country of origin; con-
duct legal research to support children’s claim for relief from removal in cooperation
with attorneys representing the children in Immigration Court, before the Board of
Immigration Appeals and the Seventh Circuit; identify and represent the children’s best
interests; conduct factual research regarding children’s presence in the United States,
including reasons for departure from country of origin, journey, and time in the United
States preceding apprehension, if any; research conditions in the children’s countries of
origin (e.g., political and economic conditions); develop written recommendations
regarding children’s best interests; write advocacy briefs on behalf of individual chil-
dren, incorporating international human rights principles and country-specific legal
and factual research; and advocate on the children’s behalf with the Office of Refugee
Resettlement, Department of Homeland Security and Executive Office for Immigration
Review in whatever context is necessary. Students are required to have moderate lan-
guage skills in Spanish, Mandarin, Hindi or Gujarati. Students will also be required to
undergo a DCFS background check (which includes: Sex Offender Clearance, CANTS Clearance, Illinois State Police and FBI Clearance as well as fingerprinting) and medical clearance (tuberculosis screening). See the general rules for all clinical courses for further details governing enrollment and the award of credit. Autumn, Winter, Spring Woltjen, Maria.

IMMIGRATION LAW AND THE RIGHTS OF NON-CITIZENS. 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 include the sources and scope of the federal government’s constitutional authority to regulate immigration, the grounds for admission and deportation from the United States, the status and conditions of undocumented immigrants, and the relationship between immigration and national security. The student’s grade will be based on a take-home final examination and class participation. Spring Cox, Adam.

INDEPENDENT RESEARCH. 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. Autumn, Winter, Spring Staff.

INFORMATION TECHNOLOGY LAW: COMPLEX INDUSTRY TRANSACTIONS. 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’s grade is based on periodic short written exercises (40 percent), take-home examination (40 percent), and class participation, including participation in mock negotiations (20 percent). Autumn, Spring Zarfes, David.

INFORMATION TECHNOLOGY LAW: RENEGOTIATING THE RIGHT PATH TO OUTSOURCING SUCCESS. Negotiation of outsourcing agreements is a complex process and frequently involves the most critical functions within a business, such as information technology, human resources, telecommunications, and customer support. The agreements themselves must clearly and elegantly set forth, inter alia, joint and individual responsibilities of the parties, service levels, payment terms including risk-reward mechanisms, governance, and dispute-resolution terms. Little time or effort is spared in the negotiation of these agreements; yet, not infrequently, disputes arise that are not adequately addressed within the four walls of the agreements. This seminar will explore the business and legal needs informing the renegotiation of outsourcing agreements from both the client and the IT service provider’s perspectives and how renegotiation
might best address these needs. Students will be provided with business cases, term sheets, and original contract documents, and requested to renegotiate and redraft the existing terms. At some point during the renegotiation, one or more disputes may arise between the parties that give rise to formal dispute resolution procedures (e.g., mediation). The student's grade is based upon class participation, including participation in negotiations (50 percent) and the ability to serve his/her client's interests as evidenced through the renegotiated agreement (50 percent). The ability to work collectively and to the client's best interests will be emphasized. Autumn, Winter Zarfes, David.

INSTITUTE FOR JUSTICE CLINIC ON ENTREPRENEURSHIP. 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 review; landlord, supplier, and lender negotiation; intellectual property protection; and basic tax and regulatory compliance. 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 the Law School Announcements and by the approval of the clinical staff. The seminar Entrepreneurship & The Law and the skills class Transactional Lawyering are prerequisites for 2Ls and corequisites for 3Ls entering the IJ Clinic. Autumn, Winter, Spring Milnikel, Elizabeth; Satterthwaite, Emily.

INSURANCE LAW. Winter Malani, Anup.

INTELLECTUAL PROPERTY LITIGATION: ADVANCED ISSUES. Intellectual Property litigation provides a framework for exploring complex federal civil litigation practice. This course will provide both 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 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. Grades will be based on class participation, oral arguments on motions, and written briefs. Trademarks and Unfair Competition is a prerequisite to taking this course, and completion of Evidence is helpful. Winter Masters, Douglas.

INTELLECTUAL PROPERTY: ADVANCED ISSUES. This seminar will critically examine some of the canonical ideas, theories, and controversies in the various areas of intellectual property. We will study the influence of these ideas on the development of intellectual property law and policy, particularly over the past fifty years. We will also explore their continued relevance and viability. Some of the questions we will ask include: What ideas have been influential in the legal development of intellectual property rights in the United States over the past century or so? Why have these ideas been influential? How well have these ideas stood the test of time? To what extent have these
ideas been empirically tested, and how well? What light do empirical studies (to the extent they exist) shed on the continued viability of these ideas? The grade will be based on class participation and a major paper. Autumn Long, Clarisa.

**INTENSIVE TRIAL PRACTICE WORKSHOP.** This practicum 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 practicum 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. This practicum is 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) or Trial Practice: Strategy and Advocacy (LAWS 91702) may not take this course. This practicum is offered for approximately six hours/day during the two weeks prior to the beginning of the Autumn Quarter. The student's grade is based on class participation. Autumn Conyers, Herschella; Futterman, Craig; Heyrman, Mark; Huber, Jason; Milnikel, Elizabeth; Schmidt, Randall; Stone, Randolph.

**INTERNATIONAL ARBITRATION.** 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.), procedural and substantive issues applicable to investor-state arbitration, the effective presentation of evidence, and the enforcement of international arbitral awards. The student’s grade is based upon the quality of preparation for and oral participation in the seminar, as well as the quality of a required research paper. Spring Rubinstein, Javier.

**INTERNATIONAL CRIMINAL LAW.** Autumn Keenan, Patrick.

**INTERNATIONAL ECONOMIC LAW.** Spring Nzelibe, Jide.

**INTERNATIONAL ENVIRONMENTAL LAW.** This seminar examines how global resources 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 such as loss of biodiversity, climate change, ozone depletion, trans-boundary air pollution, and oil spills. 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. The student’s grade will be based on class participation and a major paper. This seminar may be taken to fulfill one of the substantial writing requirements if the major paper is certified by the professor as having met the criteria. Autumn Nash, Jonathan.

INTERNATIONAL FINANCE. Today the volume of international financial flows far exceeds the volume of international trade. This mini-course addresses the international aspects of U.S. domestic banking and security markets and contrasts them with offshore and other foreign markets. The focus is on U.S., European, and Japanese regulatory systems and the role of international financial institutions. Among the particular topics are the eurodollar and eurobond markets; foreign exchange markets; futures, options and derivative markets; and an introduction to emerging markets finance. This course is intended to complement, rather than substitute for, courses in U.S. securities and banking regulation. The student’s grade will be based on a take-home exam and class participation. Winter Dam, Kenneth.

INTERNATIONAL LAW, INTERNATIONAL RELATIONS THEORY AND CONTRACTS. This seminar examines modern conceptions of international law through an international relations theory and contract law framework. The seminar will introduce students to the international relations theory literature, including security studies, international economic coordination and social constructivism. The seminar aims to provide students with the tools to understand, discuss and critique international law and organizations from an international relations and contracting perspective. Students do not need a background in international law or international relations theory for the seminar. Grades are based on response papers and class participation. Spring Abebe, Daniel.

INTERNATIONAL TRADE REGULATION. This course provides a comprehensive introduction to the legal framework for U.S. and international regulation of international trade in goods. The course will include: a brief introduction to the economics of trade; an examination of the World Trade Organization (WTO), the General Agreement on Tariffs and Trade (GATT), and related instruments; and an analysis of U.S. laws providing relief from “unfairly” traded imports, including the antidumping and countervailing duty laws, and of U.S. laws providing for other restrictions on imports, such as “safeguards” imposed under the “escape clause.” A student’s grade will be based on class participation and a proctored final examination. Autumn Chang, Howard.

INTRODUCTORY INCOME TAX. 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. Autumn Roin, Julie. Winter Weisbach, David.
INVESTMENT MANAGEMENT. This seminar provides an introduction to the investment management industry—the development and distribution of investment advisory services and financial investment products to investors and retirement plans. Although the growth and development of the U.S. capital markets in the preceding 25 years has been remarkable, the increase in the size and significance of the investment management industry has been even more dramatic. While during the period from 1980 to 2005 the Dow Jones Industrial Average increased by an unprecedented rate of nearly 13-fold, during the same 25-year period the investment management industry increased by over 90-fold, with estimates of discretionary assets under management in the industry exceeding $13 trillion. This growth in the size of the industry is coupled with an increase in the breadth and complexity of the investment products offered, involving a broad array of disciplines with which legal advisers and industry participants need to have a basic familiarity. This seminar examines the basic regulatory framework—primarily the federal Investment Company Act and Investment Advisers Act—by analyzing selected issues involving the structure, management, marketing, and distribution aspects of mutual funds and other investment products. Other topics will be highlighted through analysis of the development of new investment products, such as ETFs and publicly offered hedge funds and private equity funds. This seminar will provide an introductory level analysis of certain core areas of the investment management industry, including portfolio management philosophies; basic characteristics of equity, fixed income, and alternative asset classes; the role of fund directors, conflicts of interest, and corporate governance issues; and distribution and marketing-related issues, including the impact of the Internet on financial product design and distribution. A student's grade will be based on a final examination. Active class participation is encouraged and may be a factor in the final grade. A student electing to write a 10- to 12-page paper in addition to taking the exam may receive three credits and will be graded on both the paper and the exam. Winter, Hale, Thomas.

IRWIN ASKOW HOUSING INITIATIVE. 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. In addition to working on specific transactions, students in the Housing Project meet regularly 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. Academic credit for the Housing Project varies and is awarded according to the Law School's general criteria for clinical courses as described in the Law School Announcements and by the approval of the clinical faculty. Autumn, Winter, Spring, Leslie, Jeff.

ISLAM AND INTERNATIONAL LAW. In this seminar, we will focus on the relatively underemphasized works of fiction that were read and discussed during this time period. That is, we will read the novels that the founders read with an eye towards better understanding the literary backdrop against which they crafted their legal and political analysis.
A tentative and incomplete potential reading list includes: Tom Jones by Henry Fielding, Tristram Shandy by Laurence Sterne, Pamela by Samuel Richardson, and Vicar of Wakefield by Oliver Goldsmith, and Moll Flanders by Daniel Defoe. We may substitute one film version of a book frequently read during the same era. Student input on the selection of books is welcome. We will meet approximately 4-6 times during the Winter and Spring quarters. Students will receive 1 ungraded credit for participation. Enrollment is limited to 12. Spring Bianchi, Robert.

LAND USE PLANNING. This course examines the land development process. It explores the various legal tools used to regulate land uses as well as constitutional limits on government land use regulation. Attention will be given to the comparative advantages of different regulatory devices, as well as to the legal, political, and economic factors that influence public and private decisions about land uses. A student’s grade will be based on a proctored final examination. Spring Nash, Jonathan.

LAW AND LITERATURE OF CAPITAL PUNISHMENT. This seminar will explore the relation between law and literature, with a particular focus on the law and literature of capital crime and punishment. It will begin with the debate about whether literature can inform the study and practice of law, drawing from articles by Richard Posner, Robin West, Martha Nussbaum and other scholars. It will then focus on an array of works, including novels, short stories, non-fiction accounts, films, legal documents, and the occasional law review article. These works may shed light on the perspectives of legal and non-legal actors in the American system of capital punishment, including victims and survivors, defendants and their families, lawyers, judges, jurors, and executioners, and on how narrative tools and strategies are employed to argue the issues of guilt, innocence and punishment at the heart of the capital system. The reading list is not yet finalized, but may include the following works (or excerpts from them): In the Bedroom by Andre Dubus, Dead Man Walking by Sister Helen Prejean, Crossed Over: The Story of Karla Faye Tucker by Beverly Lowry, Do With Me What You Will by Joyce Carol Oates, In the Penal Colony by Franz Kafka, Billy Budd: Sailor by Herman Melville, Becoming Justice Blackmun by Linda Greenhouse, Death at Midnight: The Confession of an Executioner by Donald A. Cabana, In Cold Blood by Truman Capote, A Life and Death Decision: A Juror Weighs the Death Penalty by Scott Sundby, and movies such as Monster’s Ball, The Thin Blue Line and Capote. A student’s grade will be based on class participation and a major paper. The class may be taken for substantial writing credit with instructor approval, though only by non-graduating students. Spring Bandes, Susan.

LAW AND POLITICS: U.S. COURTS AS POLITICAL INSTITUTIONS. The purpose of this seminar is twofold. First, it introduces students to the political nature of the American legal system. In reviewing social science literature on courts, students focus on the relationship between the courts and other political institutions. The questions asked include the following: 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 seminar
may be taken for fulfillment of the Substantial Writing Requirement. There will be a mandatory preliminary meeting for interested students in the Autumn; law student enrollment is limited to 6. **Winter** Rosenberg, Gerald.

**LAW AND PRACTICE OF ZONING, LAND USE, AND EMINENT DOMAIN.**

This seminar is a multi-disciplinary, multi-partisan discussion of the balance between private property rights and governmental regulation in land development. We primarily address (i) constitutional bases of private rights and public land use planning; (ii) eminent domain, takings and exactions (including impact fees and delays); (iii) current manifestations of local and regional planning and zoning, including City of Chicago Zoning Reform; and (iv) legal procedures and practical strategies for obtaining public financial incentives, land use approvals, and “relief” for real estate development projects, large and small. Prior course work in real property and constitutional law are encouraged. Course materials include cases, academic and trade-group commentaries, press coverage, and narrative and graphic exhibits for specific development projects. The student’s grade is based on attendance, spirited class participation, and, at each student’s election, either a paper or an open-book examination. Students writing a paper of 25 or more pages will earn 3 credit hours. Students taking the exam or writing a shorter paper of approximately 15 pages will earn 2 credit hours. **Spring** Geselbracht, Thomas; Novak, Theodore; Meltzer-Cassel, Danielle.

**LAW AND SCIENCE.** This seminar will explore the following question: how can the legal profession, and the legal system generally, cope with the legal and regulatory issues thrown up by the extraordinary advances, and rapidly growing complexity, of modern science? These issues include (a list by no means exhaustive): the litigation of tort suits involving subtle causal relations, and, more generally, the problem of “junk science” and of control of scientific expert witnesses; the role of juries in patent-infringement suits; the challenge to privacy and to intellectual property posed by digitization; the role of juries in patent-infringement suits; the collision between civil liberties and efforts to prevent bioterrorism; the teaching of evolution and “creation science” in public schools; and the control of dangerous technologies. In short, what is the role of law in its doctrinal, procedural, and institutional aspects, in relation to modern science? To what extent should the legal system seek to control science? Should science be left to scientists? Must lawyers know science? A background in science is not required for enrollment in the seminar. Very short papers will be due each week, but a student who wants substantial writing credit may substitute a long paper for the short papers. Enrollment is limited to 30. **Winter** Posner, Richard.

**LAW AND THE MENTAL HEALTH SYSTEM.** 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, to 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 Heyrman, Mark.

LAW AND THE POLITICAL PROCESS. 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 electoral power, the role of race in the regulation of politics, political party regulation, and campaign finance reform. The course will pay particular attention to the political theories and empirical assumptions that underlie judicial intervention in these areas. The student’s grade will be based on a take-home final examination and class participation. Winter Cox, Adam.

LAW, SCIENCE, AND MEDICINE. This seminar will address the intersection of law, science, and medicine, focusing on issues related to human research, informed consent, the “new genetics,” and other advances in biotechnology. Students may choose to write two short research 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 16 students. Spring Palmer, Julie Gage.

LEGAL ASPECTS OF CHINA’S TRANSITIONAL ECONOMY. This short course addresses the main features of China’s contemporary legal institutions with a special focus on their interaction with China’s economic transition and integration into the world economy. Following a brief introduction to China’s transition from a central planning economy towards a market economy, this course will cover topics including dynamics between constitution, legislations and regulatory rule making in a one-party state undergoing such an economic transition, reform of the judicial system and administrative law, challenge to property law from the disparity of rural and urban China during industrialization, and issues involving privatization of state enterprises, regulation of the financial market, and labor disputes. Controversies surrounding China on intellectual property protection and international trade will also be discussed. The student’s grade will be based on class participation and two reaction papers. Winter Chen, Ruoying.

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 will be based on a take-home final examination and class participation. Students with substantial prior exposure to accounting (such as students with an MBA, joint MBA/JD, and undergraduate finance or accounting majors) must seek instructor permission to take the course and will be graded based on a medium-length term paper. Students may not take this class and Financial Accounting for Lawyers (79101). Autumn Sylla, John.
LEGAL ETHICS. *Spring* Goodwin, Michele Bratcher.

LEGAL HISTORY OF EARLY CHINA. 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 seeks 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, 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, include commemorative inscriptions cast in bronze sacral vessels, descriptions of legal practices in received texts, actual statutes and case records, philosophical texts, contracts, and more. The medium, discovery, transmission, and “authorship” of these documents 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. The grade is based on three short papers (60% total) and class participation (40%). Enrollment is capped at sixteen. Preparatory reading required for the first class - contact instructor. *Spring* Skosey, Laura.

LEGAL INTERPRETATION. 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. *Autumn* Easterbrook, Frank.

LEGAL ISSUES IN INDIA. *Autumn* Shroff, Shardul.

LEGAL PROFESSION. This course, which satisfies the professional responsibility requirement, will consider the law and the ethics governing lawyers. Among the topics that will be examined are the nature of the lawyer-client relationship, competency, confidentiality, conflicts of interest, and some fundamental questions about who we are and what we stand for as lawyers. Two sections are offered each year, with the same basic content. The student’s grade is based on an examination. *Spring* Alberts, Barry.

LEGAL PROFESSION. This course, which satisfies the professional responsibility requirement, will consider the law and the ethics governing lawyers. Among the topics that will be examined are the nature of the lawyer-client relationship, competency, confidentiality, conflicts of interest, and some fundamental questions about who we are and
what we stand for as lawyers. Two sections are offered each year, with the same basic content. The student’s grade is based on an examination. Winter Keenan, Patrick.

LEGAL WRITING AND ANALYSIS. This seminar will focus on legal writing and legal practice in the context of American commercial transactions and is specifically designed for, and limited to, the LL.M. students. The class will introduce basic legal skills with an emphasis on effective legal writing, including the structure and drafting of (a) legal memoranda and correspondence to clients and senior lawyers in a firm or business, (b) letters of intent, (c) contracts, and (d) other corporate and business documents. Substantive areas of commercial law and negotiation skills will also be examined in the context of the various documents being studied by the class. The seminar will be taught in its entirety in each of the Autumn and Winter quarters and will be graded on a Pass/Fail basis. Since the course will be taught twice, there will be an effort to equalize enrollment. To pass the course, a student must attend class, participate therein, and successfully complete written assignments. Autumn, Winter Edwards, Charles L.

LEGISLATION. 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. Students examine the contemporary legislative process, including the procedural rules that govern Congress and state legislatures; the role of interest groups; and the major methodological and doctrinal issues of statutory interpretation by courts and agencies, such as the controversy over legislative history. These issues are discussed from legal, economic, and political perspectives. The student’s grade is based on a proctored final examination. Spring Gersen, Jacob.

LITIGATING CONTRACTS. This seminar will take a complex contracts case to the dispute stage, examining issues of legal consideration, damages, adequacy of pleadings, motions, etc. through judgment. Spring TBA.

LOCAL GOVERNMENT LAW. 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, which residents should receive those services, who should pay for the services provided, and who should provide the answers to the previous questions. It explores the relationship among federal, state, and local governments, with particular emphasis on judicial analysis of the constitutional and statutory bases of those relationships. Grading is based on a proctored final examination. Spring Fennell, Lee.

MARRIAGE. With the aim of making predictions and recommendations for the future, this course 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. Winter Case, Mary Anne.
MENTAL HEALTH ADVOCACY. 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. 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 the Law School Announcements and by the approval of the clinical teacher. *Autumn, Winter, Spring* Heyrman, Mark.

MICROSOFT LAB: TECHNOLOGY LAW PRACTICUM. The objective of this three-quarter seminar is to create a student “laboratory” that will work closely with Microsoft’s Redmond, Washington-based Office of Corporate and Legal Affairs on legal initiatives relative to the practice of a multinational software and technology-based business. Substantial attention will be devoted to understanding and developing contractual “best practices” within an industry context. Strategic assignments will likely focus upon issues of data privacy, cross-border regulations, and legislative initiatives, as well as other issues relevant to the industry. The student’s grade will be based upon the quality of work product (40 percent), client service (30 percent), and collaborative efforts within a team environment (30 percent). Instructor approval required; submit requests in writing to Dean Zarfes (dzarfes@uchicago.edu). *Autumn, Winter, Spring* Zarfes, David.

NATIONAL SECURITY AND THE RULE OF LAW. In this seminar, we will consider application of the rule of law to selected national security issues, with a focus on decisions facing counsel for government officials and private parties. Topics covered may include the status, treatment, and ultimate disposition of the detainees at Guantanamo
NEGOTIATION AND MEDIATION. This course will introduce the theory and practice of negotiation and mediation across various contexts, including deal-making and dispute resolution. It will give students an organized theoretical framework for analyzing various parties’ positions and crafting thoughtful strategies. Students will develop their practical skills and individual styles through a series of simulation exercises, which will be executed inside and outside of class and then discussed and critiqued. Exposure to different techniques, styles, and contexts will be used to teach students what works best for them. Grades will be based on in-class exercises, a series of reaction papers based on out-of-class assignments, and a final negotiation that will be observed and evaluated by the instructors. Enrollment is limited to 24 students, with a preference given to third-year students. Students who take this class may not take Negotiation Theory and Practice (46702). Winter Henderson, M. Todd; Leslie, Jeff; Milnikel, Elizabeth; Schmidt, Randall.

NETWORK INDUSTRIES. This course addresses 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. Winter Picker, Randal.

NON-PROFIT ORGANIZATIONS. This seminar explores the law associated with non-profit organizations. Such topics as fiduciary duties, conversions from non-profit 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 non-profit sector. The student’s grade is based on class participation and a final examination. Enrollment is limited to 24. Autumn Golden, William.
NONPROLIFERATION AND THE INTERNATIONAL TRADE IN NUCLEAR MATERIALS. This seminar examines the law and institutional structures put in place by the international community to promote the use of nuclear energy while simultaneously preventing the spread of nuclear weapons. The starting point is the 1970 Treaty on the Nonproliferation of Nuclear Weapons ("NPT"), the short eleven articles of which the class will review both in their original historical context and in their present application to the administrative and inspection work undertaken by the United Nations International Atomic Energy Agency. National regulation by the United States, as a nuclear weapons state under the NPT, will be explored in detail, especially as it relates to the transfer of nuclear technology to allegedly non-compliant states like Iran and North Korea. The goal of the seminar is to gain a clear understanding of the treaty’s continuing role in the two very different worlds of international security and commercial nuclear power. Students will be evaluated on the basis of a paper. Autumn Thompson, Michael.

ORIGINALISM’S ALTERNATIVES. This seminar investigates competing methods of interpreting constitutional text, including originalism in its various forms. Attention will be paid to judicial interpretation but other contexts will be considered as well. Grades will be based on a series of short papers and class participation, with the option of writing an additional paper that satisfies the Substantial Writing Requirement. Constitutional Law I: Governmental Structure is a prerequisite for the seminar. Autumn Samaha, Adam.

PARTNERSHIP TAXATION. 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 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. Spring Golden, William.

PATENT LAW. This is a basic course in patent law, in which the class is introduced to the governing statutes, core concepts, and influential court decisions. Students without a technical background are nevertheless encouraged to enroll. Patent cases often involve complicated technologies, but the key to understanding the relevant legal issue almost never turns on an understanding of the patented technology itself. Student grades are based on an in-class final examination. Winter Masur, Jonathan.

PATRIOTISM AND COSMOPOLITANISM. What is a nation, and why might it be appropriate to be attached to one’s own nation in a special way? Are there any good reasons why we should not always have equal concern for all human beings and seek to promote their good equally? (And who has the burden of proof here, the cosmopolitan or the defender of local loyalties?) If there are such reasons, do they give us reason to make the nation special, rather than to focus on other, frequently narrower, loyalties, such as those to one’s family, ethnic or religious group, sports team? Why did Marcus Aurelius say that his first lesson in being a good person was “not to be a fan of the Greens or Blues at the races, or the light-armed or heavy-armed gladiators at the circus”? Why did Sir Walter Scott say that a person who lacks patriotic emotion for his
own native land “living shall forfeit fair renown/And, doubly dying, shall go down/To that foul hell from whence he sprung,/Unwept, unhonored, and unsung.” Why did Wilfred Owen say, of the better man of the future, “He wars on Death — for Life/Not men — for flags.”? How is each philosophical position linked to a distinctive understanding of the good man and of manly virtue? What is patriotic emotion, and how is the apparently benign emotion of love of country linked to other more problematic emotions, such as anger, fear, the sense of humiliated masculinity, etc.? We will pursue these questions by reading a wide range of philosophical authors who have addressed the topic, including Cicero, Marcus Aurelius, Adam Smith, J. G. von Herder, Ernst Renan, V. D. Savarkar, M. S. Golwalkar, J. S. Mill, Rabindranath Tagore, Kwame Anthony Appiah, Amartya Sen, Jürgen Habermas, Samuel Scheffler, Richard Rorty, and Alasdair MacIntyre. We will also focus throughout on treatments of (a) patriotism, (b) anti-patriotism, and (c) cosmopolitanism in the arts, including literary works by Rabindranath Tagore, Wilfred Owen, and Walt Whitman, and also including selected films dealing with nationalism in the context of war. Enrollment limited to 25. Permission of the instructor required, and this should be sought in writing (e mail) by September 20. A minimum prerequisite is an undergraduate major in philosophy or the equivalent course work in philosophy. Autumn Nussbaum, Martha.

PLATO’S PHAEDRUS. This class is taught in Greek, and presupposes five quarters of Greek, or the permission of the instructors. But it is at the same time a philosophy course. We will read the dialogue closely in Greek, studying Plato’s views of beauty, love, and dialectic. We will also read a range of other materials in English, including critical discussions of the dialogue, background material on Greek sexuality, and several literary works that recast the Phaedrus in a modern context, possibly including Mann’s Death in Venice, Murdoch’s The Black Prince, and Coetzee’s Slow Man. Winter Nussbaum, Martha; Richardson, Gabriel.

PLEA BARGAINING. This seminar will focus on plea bargaining and the guilty plea system. In modern America, the criminal trial is a rarity. In some jurisdictions, it is practically nonexistent. Instead, almost all cases are resolved by guilty pleas, typically entered into after some form of plea bargaining. We will survey the variety of practices collectively defined as “plea bargaining.” We will discuss plea bargaining’s perceived advantages and disadvantages: whether, on the one hand, it unduly sacrifices accuracy and formality for the good of expediency; or, on the other hand, whether it facilitates compromise in arenas where adversarial heavy combat is less than optimal. We will explore the degree to which plea bargaining has affected the roles and responsibilities of judges, prosecutors, and defense attorneys; and we will examine the different contexts in which these changes make more or less sense. Additionally, we will analyze whether plea bargains successfully reflect probable trial outcomes, or, instead, whether cognitive biases and institutional arrangements and pressures lead parties to reach agreements outside the shadow of trial. Finally, we will evaluate the adequacy of efforts to regulate, reform, and/or abolish plea bargaining. The grade will be based on short analysis papers and class participation. Spring Bowers, Josh.
POVERTY AND HOUSING LAW CLINIC. This practicum, 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. This practicum 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, Spring Wheelock, Richard; Wood, Lawrence.

PRACTICING CORPORATE LAW. In this seminar we will consider issues of current interest in corporate law practice, with a focus on decisions facing counsel for corporations, directors, officers, advisors, regulators, and policy makers. Subjects to be covered include a broad range of corporate governance and strategic transaction issues, reform proposals, securities and corporate litigation, and the role of legal advisors, but will be adapted to match students. Students will form teams of 2-4 persons; each team will select a realistic fact setting illustrating a topic of interest to research, write about, and present to the class, which will collectively act as the client. Research will be expected to reach beyond, as appropriate, traditional law-related sources. Grades will be based on oral presentation, classroom participation, and a 20-page paper due 4 weeks after the end of the quarter. Class size is limited to 20. Prerequisite: Corporations. Winter Helman, Robert.

PRE-TRIAL ADVOCACY. 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. Students taking Pre-
trial 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 into a clinic course. Students who
have taken Advanced Trial Advocacy (LAWS 93802) may not take this course. Spring
Conyers, Herschella; Futterman, Craig; Heyrman, Mark; Huber, Jason; Milnikel, Eliza-
beth; Schmidt, Randall; Stone, Randolph.

PRICE THEORY 1. The focus of this course is on the theory of consumer choice, includ-
ing 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 Becker, Gary; Murphy, Kevin.

PRICE THEORY 2. 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 pro-
ducer choices; and market equilibrium and its stability. Winter Becker, Gary; Murphy,
Kevin; Reny, Philip.

PRIVACY. This course surveys society’s efforts to draw boundaries between the public
and private spheres, with a focus on the legal regimes governing the collection, aggre-
gation, and dissemination of private information. The course devotes substantial atten-
tion to the privacy-related torts, government surveillance, privacy-related First Amend-
ment issues, and international privacy law. Other substantive topics that may be cov-
ered include consumer privacy on the Internet, Megan’s Law, associational privacy, the
Freedom of Information Act’s privacy provisions, and medical privacy. The student’s
grade is based on a final examination and participation. Spring Strahilevitz, Lior.

PUBLIC CHOICE. This course focuses on the relationship between modern perspec-
tives on voting and interest groups on the one hand and legislation and judicial inter-
ventions on the other. The problems associated with collective decision-making illumina-
te interactions between legislatures and judges, democracy’s attempt to solve certain
problems, and the roles played by a variety of legal doctrines and constitutional institu-
tions (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. The basis of the grade will be a final examination. Winter Lev-
more, Saul.

PUBLIC INTERNATIONAL LAW I. Autumn Ginsburg, Tom.

PUBLIC INTERNATIONAL LAW II. Winter Ginsburg, Tom.

READINGS IN CORPORATE AND SECURITIES LAW. Spring Henderson, M.
Todd.
READINGS IN LEGAL THOUGHT. 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 Requirement. Grades are based on written submissions and class participation. Enrollment is limited to 14 students. Autumn, Winter, Spring Ginsburg, Douglas.

REGULATION OF SEXUALITY. This course focuses on the many ways in which the legal system regulates sexuality, sexual identity, and gender and considers such regulation in a number of substantive areas, including marriage laws, custody rules, sodomy laws, and constitutional rights such as free speech, equal protection, and substantive due process. Readings include cases and articles from the legal literature together with work by scholars in other fields on current questions of identity and other theoretical issues. The grade is based on class participation and a final examination or major paper. Spring Case, Mary Anne.

REMEDIES. 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 damages; probabilistic recoveries; the relationship between damages and non-legal sanctions; evidential damage; and liquidated 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 Porat, Ariel.

SARBANES-OXLEY ACT. This class will examine the changes brought about by the Sarbanes-Oxley Act both in terms of reporting requirements for public companies and the Act's impact on securities litigation. A student's grade will be based on class participation and a final paper. Winter Bunge, Jonathan; Krulewitch, Jerry.

SECTION 1983 CIVIL RIGHTS LITIGATION. Winter Futterman, Craig; Huber, Jason.

SECURED TRANSACTIONS. 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 a proctored final examination. Autumn Baird, Douglas.
SEcurities Litigation and Enforcement. Spring Miles, Thomas.

Seminar on Civil Procedure. Spring Sharpe, Jamelle.

Sexual Orientation and the Law. This course will focus upon American case law dealing with the rights of and restrictions upon gay, lesbian and transgendered persons. Early classes will survey federal constitutional law topics including equal protection, substantive due process, and the First Amendment freedoms of speech, association and religion. These federal doctrines will expose students to a broad range of concrete problems including the limits of sexual liberty, protections against anti-gay violence, equal access for gay student groups, and clashes between religious belief and state antidiscrimination laws. The course will then examine state law controversies including marriage equality, gay and lesbian parental rights, employment law, domestic partner benefits, and the rights of the transgendered. Emphasis will be given to the potential impact on future state law of broadly worded state constitutional amendments restricting marriage. The course will conclude with a review of two areas of national concern illustrating the practical limits of litigation and the need for legislative reform: military service and asylum. A robust exchange of competing views, rather than “political correctness,” will be encouraged during class discussions. Students will have the option of taking a final take-home exam or writing a paper on one of a list of topics provided by the instructor. Winter Madigan, James.

Social Welfare Law. This seminar will examine legal and policy issues surrounding the redistribution of money and other goods to achieve social welfare goals. We will start with theories of distributive justice and an overview of the U.S. welfare system, and then turn to topics such as welfare reform, conditions placed on benefits, policies affecting family structure, redistribution in a federal system, retirement and disability benefits, and the distribution of health care, education, and housing. The design features of existing and proposed policy instruments will be evaluated from a variety of perspectives. The grade will be based on a series of short response papers and class participation. Spring Fennell, Lee.

Sports Law. This seminar focuses on current issues in sports law including eligibility rules, drug testing, ownership structure, antitrust issues, 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. Winter Collins, John.

Structuring International Transactions. This course is designed to introduce students to certain aspects of structuring international transactions, with the goal of giving them some of the tools they will need as practicing lawyers in order better to respond to and resolve new and unexpected structuring problems clients will bring to them. We will start with some analysis of why parties need or wish to structure transactions, then study common structuring issues in cross-border deals, such as weak legal systems, international tax planning, foreign investment and other legal regulations and restrictions, and allocations of commercial risks. The types of structures covered may include joint ventures, synthetic leases, syndicated lending, project financed infrastructure projects, minority investments, and structuring work-outs of defaulted loans.
Each structure could be the subject of a full course, so this course is meant to introduce students to a variety of structuring situations and techniques. A student’s grade is based on 2-3 short written assignments, a team project (a longer written assignment and class presentation), and class participation. Autumn Vega-Byrnes, Thomas.

**STRUCTURING VENTURE CAPITAL, PRIVATE EQUITY, AND ENTREPRENEURIAL TRANSACTIONS.** 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 or private equity financed enterprise (such as IPO, SEC rule 144 sales, or sale of the company); (9) utilizing NOL of a troubled company after 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 and practical structuring issues (including use of common and preferred stocks, convertible debentures and convertible preferred, warrants, and options) relevant to entrepreneurial transactions. 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, Introductory Income Tax is strongly recommended, and Taxation of Corporations I is desirable. In addition, knowledge of corporate law, securities regulation, bankruptcy, and accounting is helpful. The appendix to the course book plus assigned supplementary readings contains adequate precedents for an understanding of the material covered by the course. The student’s grade is based on a final examination. Spring Levin, Jack; Rocap, Donald.

**STRUCTURING, NEGOTIATING, AND CONCLUDING COMPLEX BUSINESS TRANSACTIONS.** This seminar will examine the role of the attorney in advancing client interests, balancing business risks and, in all other relevant respects, adding value in a variety of business contexts across a range of industries (e.g., finance, retail, energy, healthcare, and IT). Students will be presented with broad business objectives and parameters, and charged with structuring, negotiating, and concluding deals that best meet client needs while taking into consideration the constraints informed by differing positions of negotiation leverage. Through exposure to diverse transactions, students will encounter and learn to deftly handle recurring and customary practice challenges and pitfalls. In-class negotiations and written assignments (of the sort typically required in legal practice) will form an essential element of the seminar and of the student’s grade (approximately 70 percent); performance on a take-home examination will form the balance of the student’s grade (approximately 30 percent).
TAXATION OF CORPORATIONS I. 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 recommended. The student’s grade is based on class participation and a final examination. Winter Isenbergh, Joseph.

REAL ESTATE FINANCE. TBA Rosenbloom, James.

TOPICS IN CRIMINAL PROCEDURE. This course deals with topics arising in the administration of criminal justice once police investigation has ended. It will cover topics such as prosecutorial discretion, pretrial proceedings, the role of the grand jury and indictment, guilty pleas, notice and discovery, trial by jury and appeals. Students will have a choice between a paper and a take-home exam. Criminal Procedure I is not required. Autumn Etienne, Margareth.

TOPICS IN STATE AND LOCAL FINANCE. 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. Winter Roin, Julie.

TOPICS IN U.S. HEALTH ECONOMICS, SOCIOLOGY, AND POLICY. This seminar course will explore three related topics: (1) Should quality be evaluated and rewarded in health care – e.g. through “pay for performance” programs and/or public reporting of physician and hospital quality scores? If so, how should this be done? (2) How is the recent emphasis by the Federal Trade Commission on enforcement of anti-trust law against physicians likely to affect the types of medical groups that survive and the way in which physicians practice medicine? How, if at all, should evolving FTC policy be modified? (3) Is physician professionalism a vital safeguard for patients or a self-serving mythology used to protect physicians’ autonomy and incomes? We will approach these topics by drawing from debates in the health policy and legal literature as well as the literatures of law and economics, of institutional sociology, and of the sociology of professionalism. Each student will write a paper related to one of the above topics and will give a presentation in class presenting work in progress on the paper. There will be no exams. Class size will be limited to 15. Admission to the course is by permission of the instructor (may be obtained in advance or at the first class). The course is intended for graduate students in law, business, sociology, economics, and public policy, as well as for physicians involved in fellowships in the medical school. Reading for the course is front-loaded so that we will all quickly gain some basic facts and concepts. There is no required reading after the sixth week of the course. Grading: (1) class participation: 30%. (2) presentation of paper/work-in-progress: 25%. (3) paper: 45%. Winter Casalino, Lawrence.

TRADEMARKS AND UNFAIR COMPETITION. 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 Long, Clarisa.
TRANSACTIONAL LAWYERING. This class will lay the foundation for the skills transactional lawyers employ in practice. It will expose students to the fundamentals of transactional lawyering starting with an orientation to a typical “deal” and the mindset of a transactional lawyer. Exercises will address skills such as interviewing and counseling clients, contract reviewing and drafting, and negotiation. Assignments will be a combination of simulations, out of class editing and writing, and peer review. Autumn Leslie, Jeff; Milnikel, Elizabeth; Satterthwaite, Emily.

TRANSNATIONAL LITIGATION. This seminar explores aspects of litigating cross-border disputes in U.S. courts. The seminar will examine topics including the jurisdiction of U.S. courts in international cases, foreign sovereign immunity and the act-of-state doctrine, enforcement of foreign judgments, and the extraterritorial application of domestic law. The seminar will also examine the role of separation of powers and federalism in transnational litigation. Students who have taken International Litigation in the U.S. Courts are ineligible to enroll in this seminar. A student’s grade will be based on short reaction papers and a final examination. Spring Kruger, Leondra.

TRIAL ADVOCACY. Autumn Dutton, Tom; Van Wart, Kevin; Witt, Helen.

TRIAL PRACTICE: STRATEGY AND ADVOCACY. 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. This seminar 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 the instructor strongly recommends that students have a good understanding of the Federal Rules of Evidence before taking the seminar, this is not a prerequisite. Final grades will be based on a fifteen-page trial brief, class participation, and performance during the mini-trial. Enrollment is limited to 18 students. Winter Fields, Barry.

TRUSTS AND ESTATES. This course examines American systems governing the transfer of property at death and related issues, with occasional glances at other legal systems. We first address statutory schemes for intestate succession. We then contrast the relatively formalistic law of wills (including capacity, execution, modification and revocation, and interpretation) with will substitutes and other comparatively flexible non-testamentary means of transferring property at death, including trusts. We close with a look at fiduciary duties, and in particular the modern prudent investor rule. We will consider both Illinois statutes and the Uniform Probate Code and Trust Act. Recurring course themes are the idea of testamentary freedom; statutory and other constraints on the disposition of property; and legal and other responses to social and technological changes such as assisted conception, artificial life support, untraditional families, and changes in the predominant forms of wealth. Grades will be based on participation in class discussion, contribution to the class Wiki, and a final examination. Winter Helsinger, Howard.
UBS LAB: BANKING LAW PRACTICUM. The objective of this three-quarter seminar is to create a student “laboratory” that will work closely with UBS’s General Counsel’s Office on legal initiatives relevant to the practice of a multinational banking and financial services firm. Substantial attention will be devoted to understanding and developing contractual “best practices” within an industry context comprising investment banking, wealth management, and asset management service offerings. Assignments will vary depending upon the diverse needs of this global “client” and, accordingly, the following is intended to provide guidance, rather than firm direction, to our sessions. (The schedule may prove to be overly ambitious and/or business need may dictate that we devote greater attention to particular topics; in either case, adjustments are likely) Strategic assignments spanning more than a single quarter are likely to focus upon legislative and regulatory issues, cross-border transactions, and/or compliance issues (e.g., employee classifications, overtime pay), and other matters relevant to the industry. The student’s grade will be based upon the quality of work product (40 percent), overall client service (30 percent), and collaborative efforts within a team environment (30 percent). Instructor approval required; submit requests in writing to Dean Zarfes (dzarfes@uchicago.edu). Autumn, Winter, Spring Zarfes, David.

VOTING IN COURTS. Autumn Nash, Jonathan.

WORK, POVERTY, AND THE LAW. Low-wage work is central to current antipoverty efforts in the United States, efforts proceeding against the backdrop of a changing labor market, a globalizing economy, and a renewed emphasis on work in the social welfare system. This course surveys legal and policy topics with special significance for low-wage workers, such as minimum and living wage laws and the application of labor and employment law to sub-contracting arrangements, temp agencies, the informal economy, and domestic work. Attention is given throughout to how gender and race structure low-wage work and the law governing it. Topics often involve the intersection of employment and other bodies of law, for instance labor protections for undocumented immigrants, prison inmates, and participants in welfare work programs. Consideration is given throughout to alternatives to direct regulation of the employer-employee relationship, including cash transfers through tax, social insurance, or welfare systems and in-kind benefits such as subsidized child-care and job training. The student’s grade will be based on class participation and either a series of short reaction papers or, for an additional credit, a research paper, which may be used to fulfill the Substantial Writing Requirement. Although there is no formal prerequisite, the class is intended for students with prior coursework or relevant experience in employment, employment discrimination, labor, or social welfare law. Spring Zatz, Noah.

WORKSHOP: CONSTITUTIONAL LAW. 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, Winter, Spring Strauss, David.
WORKSHOP: LAW AND ECONOMICS. 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; two in Autumn, two in Winter, and one in Spring. Grading is based on the completion of a substantial paper that satisfies the Substantial Writing Requirement. Autumn, Winter, Spring

Weisbach, David.

WORKSHOP: LAW AND PHILOSOPHY. This is a seminar/workshop most of whose participants are faculty from various 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 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, sexuality, and family. Students are admitted by permission of the instructors. They should submit a c.v. and a statement (reasons for interest in the course, relevant background in law and/or philosophy) by September 20 to Nussbaum by e-mail. Usual participants include graduate students in philosophy, political science, and divinity, and law students. The theme for 2006-7 will be Disability. Speakers to be invited include Eva Kittay, Anita Silvers, Jeff McMahan, Ann Davis, Sam Bagenstos, Ruth Colker, Michael Stein, Elizabeth Emens (outside visitors); Adam Samaha, Richard Posner, Daniel Brudney, Martha Nussbaum, (locals). Autumn, Winter, Spring

Nussbaum, Martha; Anderson, Scott.

WORKSHOP: LAW AND POLITICS. This workshop, conducted over two sequential quarters, is devoted to the intensive examination of selected problems arising at the intersection of law and politics. Workshop sessions will be devoted to the presentation and discussion of papers by members of the faculty of the University of Chicago and of other institutions. The substance and methodological orientation of the papers will both be diverse, but may include issues concerning legislative process, electoral structures, and the constitutional constraints on political institutions. The workshop will meet every other week during Fall and Winter quarters. Grading is based on class participation and the completion of 3 to 5 page papers that respond to the paper being presented. Winter, Spring

Cox, Adam; Gersen, Jacob.
WORKSHOP: LEGAL SCHOLARSHIP. This multiquarter workshop 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 faculty mini-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. Autumn, Winter, Spring Bernstein, Lisa.

WORKSHOP: REGULATION OF FAMILY, SEX, AND GENDER. Autumn, Winter, Spring Case, Mary Anne.
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 Law School Student Handbook. 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 project proposal 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.

Papers completed for independent study credit do not automatically qualify for Substantial Writing Credit. A student who seeks SWC through an independent study should ascertain from the sponsoring faculty member whether that is possible and what standards are required to obtain certification of the project for SWC.

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

Douglas Baird: bankruptcy; contracts; intellectual property; commercial law.
Lisa E. Bernstein: contracts; commercial law.
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; antitrust; intellectual property; legal history.
Lee Fennell: property; land use; local governments; housing; social welfare policy; behavioral law and economics.
Craig Futterman: police accountability; criminal justice; racism; poverty.
Jake Gersen: administrative law; legislation; law and political science.
Bernard Harcourt: (not teaching 2007-2008)
R. H. Helmholtz: (not teaching 2007-2008)
M. Todd Henderson: corporate law; securities regulation; bankruptcy; intellectual property (especially international issues).
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.
Alison LaCroix: American legal history; federalism; separation of powers.
William M. Landes: law and economics; intellectual property; torts.
Jeff Leslie: affordable housing; tenants rights; and economic development transactions.
Saul Levmore: public choice; torts; corporations; corporate tax; comparative law.
Anup Malani: law and economics; health law; corporation law; bankruptcy.
Jonathan Masur: administrative law; behavioral law and economics; patent law.
Richard McAdams: criminal law and procedure; law and economics; social norms; race discrimination.
Tom Miles: law and economics; empirical legal studies; criminal law; torts.
Martha Nussbaum: moral and political philosophy; jurisprudence; law and literature; ancient Greek philosophy; feminist theory; theories of motivation; animal rights.
Randy Picker: antitrust; copyright; network industries.
Eric Posner: contracts; international law; foreign relations law.
Richard A. Posner: economic analysis of law; judicial behavior; jurisprudence; national security law.
Julie Roin: federal taxation; taxation of international transactions; state and local government.
Gerald N. Rosenberg: empirical approaches to the study of law, courts, and judicial behavior; law and society; law and social change.
Adam Samaha: constitutional law or theory; federal courts; civil procedure.
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; trade secrets; law and technology; social network theory.
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.
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

Below is a representative sample of courses offered on a regular basis. Not every course
or seminar listed is offered every year. For the most up-to-date listing of courses offered
in the 2007-2008 school year, see the law school web site at http://www.law.uchicago-
go.edu/courses/index.html.

ADMINISTRATIVE LAW,
LEGISLATIVE PROCESS, AND
GOVERNMENT REGULATION

Clinics
Appellate Advocacy Clinic.
Employment Discrimination Project.

Courses
Administrative Law.
Admiralty Law.
Environmental Law.
Federal Regulation of Securities.
Foreign Relations Law.
Immigration Law and the Rights of
Non-citizens.
International Environmental Law.
Labor and Employment Law.
Labor Law.
Land Use.
Law and the Political Process.
Legislation.
Local Government Law.
Telecommunications Law and Policy.

Seminars
Administrative Law, Private Law, and
Institutional Design.
Affordable Housing Transactions.
Civil Liberties and National Security.
Employee Benefits.
Food and Drug Law.
Law, Behavior, and Regulation.
Law and Economic Development.
Law & Practice of Zoning, Land Use &
Eminent Domain.
Microsoft Lab: IT and Corporate Law
Practicum.
Non-Profit Organizations.
Public Choice.
Sarbanes-Oxley Act.
Securities Litigation and Enforcement.
Telecommunication Law: Advanced
Issues.
Topics State and Local Finance.
UBS Lab: Banking and Corporate Law
Practicum.
Workshop: Law and the Political Process.

COMMERCIAL, BUSINESS, AND
LABOR LAW

Clinics
Employment Discrimination Project.
Institute for Justice Clinic on Entrepren- neurship.
Housing Project.

Courses
Advanced Securities.
Antitrust Law.
Bankruptcy and Reorganizations: The
Federal Bankruptcy Code.
Buyouts.
Commercial Real Estate Law.
Commercial Transactions.
Copyright.
Corporate Finance.
Corporate Governance.
Corporation Law.
Employment and Labor Law.
Federal Regulation of Securities.
Financial Accounting for Lawyers.
Insurance Law.
International Taxation.
Investment Management.
Labor Law.
Land Use.
Legal Elements of Accounting.
Negotiation and Mediation.
Network Industries.
Patents.
Remedies.
Secured Transactions.
Structuring International Business Transactions.
Structuring, Negotiating, and Concluding Complex Business Transactions.
Structuring Venture Capital and Entrepreneurial Transactions.
Taxation of Corporations I.
Taxation of Corporations II.
Telecommunications Law and Policy.
Trademarks and Unfair Competition.
Transactional Lawyering.

**Seminars**

Advanced Antitrust.
Advanced Issues in Telecommunication Law.
Advanced Trademarks & Unfair Competition.
Affordable Housing Transactions.
Bankruptcy and Corporate Reorganization: Advanced Issues.
Business Planning.
Criminal Justice & Cyberlaw.
Current Controversies in Corporate and Securities Law.
Electronic Commerce Law.
Employee Benefits.
Entrepreneurship and the Law.
Federal Regulation of the Employment Relationship.

Financing Real Estate Transactions.
International Law, International Relations, and Contracts.
International Sales.
International Trade, Investment, and Finance.
Law and Economic Development.
Non-Profit Organizations.
Practicing Corporate Law.
Private and Public Commercial Law.
Sarbanes-Oxley Act.
Securities Litigation and Enforcement.
Sports Law.
Studies in Corporate Control.
Trade Secrets.
Work, Poverty, and Law.

**CONSTITUTIONAL LAW**

**Courses**

American Law and the Rhetoric of Race.
Constitutional Decisionmaking.
Constitutional Law I: Governmental Structure.
Constitutional Law III: Equal Protection and Substantive Due Process.
Constitutional Law IV: Speech and Religion.
Criminal Procedure I: The Investigative Process.
Criminal Procedure II: The Adjudicative Process.
Foreign Relations Law.
Human Rights: Alien and Citizen.
Immigration Law and the Rights of Non-citizens.
Privacy.
Regulation of Sexuality.
Sex Discrimination.
Right to Counsel in the Criminal Justice System.

**Seminars**
Civil Liberties and National Security.
Comparative Constitutional Design.
Constitutional Decision Making.
Constitution in Congress.
Diversity and Community Standards.
European Union Law I: Constitutional and Institutional Framework.
First Amendment and the Media.
Free Speech Theory.
Law and Politics: U.S. Courts as Political Institutions.
Originalism’s Alternatives.
U.S. Supreme Court.
Workshop: Constitutional Law.

**COURTS, JURISDICTION, AND PROCEDURE**

**Clinics**
Appellate Advocacy Clinic.

**Courses**
Admiralty Law.
Constitutional Decisionmaking.
Conflicts of Law.
Criminal Procedure I: The Investigative Process.
Criminal Procedure II: The Adjudicative Process.
Evidence.
Federal Jurisdiction.
International Litigation in U.S. Courts.
Legal Ethics.
Legal Profession.
Local Government Law.
Professional Responsibility.
Remedies.
The Right to Counsel in the Criminal Justice System.

**Seminars**
Advanced Civil Procedure: Complex Litigation.
Advanced Trial Advocacy.
Class Action Controversies.
Complex Appellate Litigation.
Complex Litigation Management.
Federal Courts from the Judge’s Perspective.
Intensive Trial Practice Workshop.
Juvenile Justice System.
Law and Politics: U.S. Courts as Political Institutions.
Law and the Political Process.
Legal Interpretation.
Pre-Trial Advocacy.
Practicing Corporate Law.
Trial Practice: Strategy and Advocacy.
U.S. Supreme Court.
Voting in Courts.
White Collar Criminal Practice and Advocacy.

**CRIMINAL LAW AND CRIMINAL PROCEDURE**

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

**Courses**
Criminal Procedure I: The Investigative Process. 47201.
Criminal Procedure II: The Adjudicative Process. 47301.
Evidence.
Federal Criminal Law.
International Criminal Law.
Right to Counsel in the Criminal Justice System.
White Collar Crime.

**Seminars**
Advanced Issues in Criminal Procedure.
Civil Liberties and National Security.
Corporate Crime & Investigation.
Criminal Investigation: Interrogation Methods and Undercover Operations.
Criminal Justice & Cyberlaw.
Sentencing.
White Collar Criminal Practice and Advocacy.
Workshop: Crime and Punishment.

**FAMILY LAW, PROPERTY RIGHTS, TORTS, AND INSURANCE**

**Clinics**
Criminal and Juvenile Justice Project.
Immigrant Children’s Advocacy Project.
Mental Health Advocacy.

**Courses**
Art Law.
Children and the Law.
Copyright.
Education and Moral Psychology.
Environmental Law.
Family Law.
Labor Law.
Land Use.
Law and Economic Development.
Law and the Mental Health System.
Marriage.
Parent, Child, and the State.
Patents.
Regulation of Sexuality.
Sex Discrimination.
Sex Equality.
Sexual Orientation and the Law.
Trademarks and Unfair Competition.
Trusts & Estates.

**Seminars**
Affordable Housing Transactions.
Divorce Practice.
Elder Law.
Genetic Property and the Law.
Employee Benefits.
Historic Preservation Law.
Juvenile Justice System.
Law, Behavior, and Regulation.
Law & Practice of Zoning, Land Use & Eminent Domain.
Law and Science.
Law, Science, and Medicine.
Reproductive Law and Ethics.
Risk and Uncertainty.
Social Welfare Law.
Topics in U.S. Health, Economics, Sociology, and Policy.

**HEALTH LAW**

**Clinics**
Mental Health Advocacy.

**Courses**
Children and the Law.
Family Law.
Genetic Property and the Law.
Health Law.
Health Law and Policy.
Insurance Law and Policy.
Law and the Mental Health System.
Parent, Child, and the State.

**Seminars**
Elder Law.
Food and Drug Law.
Health Care Resource Allocation.
Law and Science.
Law, Science, and Medicine.
Reproductive Law and Ethics.
Topics in U.S. Health, Economics, Sociology, and Policy.
**Intellectual Property, Technology Law, & Entrepreneurship**

*Clinic*
Institute for Justice Clinic on Entrepreneurship.

*Courses*
Art Law.
Antitrust Law.
Copyright.
Entertainment Law.
Intellectual Property Litigation; Advanced Issues.
International Intellectual Property.
Network Industries.
Patents.
Structuring Venture Capital & Entrepreneurial Transactions.
Telecommunications Law and Policy.
Trademarks & Unfair Competition.

*Seminars*
Advanced Antitrust.
Advanced Issues in Telecommunication Law.
Advanced Trademarks and Unfair Competition.
Criminal Justice & Cyberlaw.
Electronic Commerce Law.
Enterprise & the Law.
Intellectual Property Law and the Regulation of Information.
IT: Complex Industry Transactions.
IT: Negotiating the Path to Outsourcing Success.
Law and Technology: Current Issues.
Sports Law.
Trade Secrets.

**International and Comparative Law**

*Clinics*
Immigrant Children’s Advocacy Program.

*Courses*
Comparative Law.
East Asian Law.
European Legal History.
Foreign Relations Law.
Human Rights: Alien and Citizen.
Immigration Law and the Rights of Non-citizens.
International Business Transactions.
International Criminal Law.
International Finance.
International Intellectual Property.
International Taxation.
Public International Law I.
Public International Law II.
Structuring International Business Transactions.

*Seminars*
Advanced Antitrust.
Advanced Issues in Telecommunication Law.
Advanced Trademarks and Unfair Competition.
Criminal Justice & Cyberlaw.
Electronic Commerce Law.
Enterprise & the Law.
Intellectual Property Law and the Regulation of Information.
IT: Complex Industry Transactions.
IT: Negotiating the Path to Outsourcing Success.
Law and Technology: Current Issues.
Sports Law.
Trade Secrets.
Legal Aspects of Contemporary China’s Economic Transition.
Legal History of Early China.
Nonproliferation and International Trade in Nuclear Materials.
Laws of War.
Torture, the War on Terror, and the War in Iraq.
Workshop: International Law.

**JURISPRUDENCE AND LEGAL THEORY**

**Courses**
Economic Analysis of the Law.
Feminist Jurisprudence.
Human Rights: Alien and Citizen.
Law and the Mental Health System.
Legal Profession.
Professional Responsibility.

**Seminars**
American Legal Theory.
U.S. Courts as Political Institutions.
Law, Behavior, and Regulation.
Legal Interpretation.
Voting in Courts.
Workshop: Crime and Punishment.
Workshop: Law and Economics.

**LEGAL HISTORY**

**Courses**
American Law and the Rhetoric of Race.
American Legal History: 1607-1870.
European Legal History.
History of American Federalism: Origins to the Civil War.
History of American Legal Thought in the Twentieth Century.
Legal History of Early China.

**Seminars**
Constitutional Traditions in European Legal History.
Judicial Review Before the Founding.
Torture, the War on Terror, and the War in Iraq.

**TAXATION**

**Courses**
International Taxation.
Introductory Income Tax.
Legal Elements of Accounting.
Partnership Taxation.
Structuring Venture Capital and Entrepreneurial Transactions.
Taxation of Corporations I.
Taxation of Corporations II.

**Seminars**
Business Planning.
Employee Benefits.
Estate and Gift Tax.
Tax Policy.
Topics in State & Local Finance.

**COMPLEMENTARY, MULTIDISCIPLINARY, & CROSS-LISTED COURSES**

**Courses**
American Law & the Rhetoric of Race.
Art Law.
Decisionmaking.
Health Law & Policy.
Law and Emotions.
Legal Scholarship Workshop.
Plato’s *Phaedrus*.
Professional Responsibility.
Price Theory.

**Seminars**
Diversity and Community Standards.
Education and Moral Psychology.
Game Theory and the Law.
Higher Education and Law.
Law and Economics of Health Care.
Law and Literature.
Law and Politics: U.S. Courts as Political Institutions.
Legal Writing and Analysis.
Recent Literature on Courts. 54402. (POLSCI).

Risk and Uncertainty.
Roman Law.
Sports Law.
Workshop: Crime and Punishment.
Workshop: Law and Philosophy.

**Clinical Courses**
Appellate Advocacy.
Civil Rights Clinic: Police Accountability.
Criminal and Juvenile Justice Project.
Housing Project.
Immigrant Children’s Advocacy Project.
Institute for Justice Clinic on Entrepreneurship.
Mental Health Advocacy.
Poverty & Housing Law Clinic.
THE LAW SCHOOL

The Law School’s architecturally distinguished facilities give physical expression to its commitment to rigorous scholarship and teaching. Designed by Eero Saarinen, the Laird Bell Quadrangle at the center of the complex faces the Midway over an open court and reflecting pool. Its six stories of glass and modern architecture overlook the courtroom complex, the Kane Center for Clinical Legal Education and the two-level classroom building to the east and the Benjamin Z. Gould Administration Building to the west.

The design of the Quadrangle promotes informal and frequent interchange among faculty, staff and students. The D’Angelo Law Library tower, symbolizing Chicago’s scholarly core, is at the center of the Quadrangle. Faculty offices are arranged on the perimeter of the bookstacks and study areas of the upper floors. The students work in newly designed study carrels, as well as attractive soft seating areas, in close proximity to the faculty. The custom at the Law School is for faculty to work with their doors open so that students can drop in on their professors without going through secretaries or other staff. On the ground floor of the library tower is the Harold J. Green Law Lounge, an open area surrounded by windows containing the Law School café, tables, chairs and informal seating areas. The Green Lounge is the “town hall” of the Law School, a central crossroads where faculty, staff and students gather, meet and talk between classes, for coffee breaks and meals.

THE D’ANGELO LAW LIBRARY

The D’Angelo Law Library, occupying five floors in the central tower of the Laird Bell Quadrangle, supports and fosters the Law School’s commitment to intellectual excellence and scholarly research. Its unique design, faculty offices surrounding bookstacks, interspersed with ample seating and student study areas, brings faculty and students together. The D’Angelo Law Library combines one of the finest print collections of legal materials in the country with access to a vast collection of electronic resources, including campus networked information sources in all disciplines, online legal information sources and LexisNexis and Westlaw. Wired and wireless networks throughout the tower enable seamless access to these electronic resources, while the online library catalog is the gateway to the Library’s print collection. The D’Angelo Law Library collection numbers more than 650,000 volumes, including a comprehensive common law collection, extensive civil and international law collections, and current and historical sources of law and commentary. Faculty and students have unlimited access to all electronic resources from the Library computers, home computers and laptops, with downloading and printing capabilities. The Library’s webpage, at http://www.lib.uchicago.edu/e/law/, guides students and professors to the resources and services provided by the D’Angelo Law Library as well as to an array of sources available on the internet generally. Statutes, cases, foreign law, treatises, international law, journal articles, working papers, catalogs, bibliographies, statistics, and past examinations are all easily located. D’Angelo’s law librarians bring
experience and expertise to the design of the virtual gateway as they provide mediation and assistance connecting the faculty, students and staff with the resources and information they seek. The librarians also instruct students in legal research through the first-year research and writing program, in an Advanced Legal Research course and in less formal sessions held in 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. Holding over seven million volumes and electronic resources for all disciplines, the University Library offers Law School students and faculty the ability to pursue multidisciplinary studies with the resources of one the country’s finest research libraries. The staff of the D’Angelo Law Library works closely with students to locate materials they need throughout the University Library System, around the world and in the virtual library of the internet.

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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 three student-edited law journals, the Hinton Moot Court, 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., Street Law, Public Interest Law Society), and social activities (e.g., Law School Musical, Wine Mess).

The University of Chicago Law Review, founded in 1933, is one of the country’s pre-eminent 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 Cutting-Edge Issues in Class Action Litigation, The Scope of Equal Protection, Antitrust in the Information Age, Frontiers of Jurisdiction, and The Law of Cyberspace. 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 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 recipients.
Semifinalists from the previous year constitute the Hinton Moot Court Board and organize and run the competition.

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 (ACS), 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 that 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, an organization to spark debate about the nature and shortcomings of the current state of two-party politics;
- the Chicago Law Foundation, a nonprofit organization providing funds for Law School students to work on public interest legal projects;
- the Christian Legal Society, a group 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 Entertainment and Sports Law Society, a group of students interested in exploring professional opportunities in the fields of entertainment and sports law;
- 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 before attending Law 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 Japanese Law Society, organized to promote knowledge and awareness of Japan and its legal system through lectures by practitioners and scholars and sponsorship of students who wish to attend Japan-related business and academic conferences;
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 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;
the Middle Eastern Law Students Association (MELSA), created to promote a better understanding of the cultures, politics, and legal institutions of the Middle East and to encourage students connected with the region to meet and exchange views;
the Muslim Law 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;
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;
Scales of Justice, an a cappella singing group;
S.O.F.A., or Students Organized for Fun and Amusement, an organization of students seeking off-beat recreational and social activities for the sometimes over-stressed student body;
the South Asian Law Students Association, 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 board games, 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 each year to participate in intramural activities, 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 open to all. 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 a.m. 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 a.m. to noon each Wednesday at the Joseph Bond Chapel on the main Quadran- gle. Diverse religious groups in the neighborhood of the University welcome student participation in their programs and worship.

**CAREER SERVICES**

The Office of Career Services offers comprehensive career 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 approximately 650 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 employers, and manages information about non-traditional opportunities for students and graduates. Approximately 1,000 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 judges to assist students during the application process. Throughout the year, the office conducts numerous informational and skill development programs.

Our Career Resource Center contains a variety of materials to facilitate student self-assessment and to design individual job searches. These materials include books, newspapers, periodicals, proprietary survey information, and online materials including a proprietary database of almost 4,500 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 98% of the Class of 2006 had found employment: 74% entered private practice; 14% obtained judicial clerkships; 2% entered business; 6% obtained positions in public service and government; and 2% continued their academic studies. During the summer of 2006, virtually 100% of the Class of 2007 was employed in legal positions. The majority of these opportunities were with law firms; 5% of these positions were with public service and public interest organizations; and approximately 1% were with finance, business, and corporate positions. About 98% of the Class of 2008 obtained law-related employment in the summer of 2006. Approximately one-third of this class worked in the private sector at a law firm or business, one-third worked in the public interest/public service sector, 18% were employed at the Law School in one of our clinics or as research assistants to faculty members, and 17% accepted judicial internships.

In recent years, approximately 20-25% of the students in each graduating class have accepted a judicial clerkship. During the 2004-2005 United States Supreme Court Term, seven Law School graduates served as law clerks for United States Supreme Court justices.
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 that 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 and the Public Interest Law Society (PILS). In addition, the resource center in the Office of Career Services houses a combination of hard copy and electronic materials to assist students and graduates who are pursuing public interest opportunities. The Office of Career Services 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 maintains a public interest list-serv for students and alumni interested in public service opportunities and information.

Each year the Office of Career Services participates in several programs designed to connect students with prospective public interest employers including a Public Interest Employers Reception co-sponsored with PILS, the Equal Justice Works Career Fair and Conference, the Chicago Area Law School Consortium Public Interest Employer Reception, and the Midwest Public Interest Law Career Conference. In addition, some 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 that 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, offers guaranteed funding for qualifying summer jobs for first-year students, 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 Immigrant Children’s Advocacy Project, and the Institute for Justice Clinic on Entrepreneurship.
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.

The Law School maintains and staffs one student computer lab located on the third floor of the Library. The computers in the lab 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. This lab and networked classrooms are used for training students on using the campus network, internet information sources, the Library’s online catalog, Lexis/Nexis, and Westlaw. The lab also provides 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. The 4th, 5th, and 6th floors of the Law Library each contain a pair of public terminals similar to those in the computer lab and a laser printer for student jobs.

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

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). 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 $7,280 or $8,835 per person in a single or a super-single respectively. A semi-single private room—two singles that share a bath—is available at $6,740.

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 $2,125 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 $525 to $995 monthly; those for unfurnished are from $580 to $1,526 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. The majority of 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 at a cost of $4,638 for the year. Other packages including Flex Dollars 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, or at rh.uchicago.edu.

**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. During the academic year, The Family Resource Center provides activities for the families of graduate and professional students, as well as referrals for various child care services. Please contact the Director by phone at 773/702-5094. 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) Action for Children. 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.

Action For Children provides free personalized assistance to University employees and students seeking child care. Students may contact Action For Children at 773/564-8890 or childcare@actforchildren.org.

It is important to remember that the Action for Children 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 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.

**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.

**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.

UNIVERSITY POLICIES

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, gender, sexual orientation, gender identity, national or ethnic origin, age, disability, or other factors prohibited by law. 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 POLICY
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.

Privileges 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 these privileges should contact the Benefits Office, 970 East 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) in the Student Accident and Sickness Insurance plan, the student will need to complete enrollment forms for the dependents and will need to present his or her approved Statement of Domestic Partnership. 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.

- Student Accident and Sickness Insurance plan - Administration Building room 231-2, 5801 South Ellis Avenue
- Athletic and Recreational Sports - Ratner Athletic Center, 5530 South Ellis Avenue, Front Desk
- Library - Regenstein Privileges Office, 1100 East 57th Street, 1st floor (bring partner)
- Housing - Graduate Students Assignment Office, 5316 South Dorchester Avenue

**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/](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 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 SSA Dean of Students Office at 969 E. 60th Street, Chicago, IL 60637, (773/702-1135). 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 SSA Dean of Students Office (773/702-1135).

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 South Ellis Ave., Chicago, IL 60637, (773/702-8806).

9. Information on academic programs, faculties, and facilities, can be obtained from the SSA Dean of Students Office, 969 E. 60th Street, Chicago, IL 60637, 773/702-1135.

**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.

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FINANCIAL INFORMATION

FEES

Application Fee. An application fee of $75 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 2007–2008 is $39,198 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 also 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, either in the form of scholarships or loans. 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. 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) as well as the University’s loan application. 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 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, Unsubsidized Stafford Loans, and Graduate PLUS 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 $57,000, 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.

***
PREPARATION FOR THE STUDY OF LAW

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). Applicants may submit their applications electronically through the LSDAS Electronic Application, available at www.lsac.org. The application fee is $75 and may be paid by check or money order made payable to the University of Chicago Law School. If applying electronically you may pay by credit card. Completed applications can be submitted starting September 1, 2007.

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, 2007, 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, 2008. 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 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 five 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 requires 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 need-based 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. Transfer applications are accepted starting June 1.
PUBLICATIONS of the FACULTY

Albert Alschuler


Douglas Baird

Contracts Stories (Foundation Press 2006) (editor).
Economics of Contract Law (Edward Elgar 2007) (editor).


Mary Anne Case


Ronald H. Coase


Adam Cox


David Currie


Kenneth Dam


Frank Easterbrook


Richard A. Epstein


“Bid Farewell to Capgains Tax,” The New York Sun 7 (January 5, 2007).

“Competition Law in Two Easy Steps,” FT.com (July 12, 2006).


“Death without Taxation,” Chief Executive 56 (June 2007).


“EU Continues Battle Against Microsoft,” FT.com (5 March 2007)


“A New Year’s Resolution for CEOs: No Special Deals,” Chief Executive 37 (December 2006).
“Patents - to Nationalise, or Otherwise,” FT.com (7 November 2006).
“Pork and Power,” Guardian.co.uk (January 5, 2007).
“The Road to Stagnation,” New Zealand Centre for Political Debate Online Forum (March 12, 2007) (available at www.nzcpd.com/Guest44.htm).
“Trust Busters on the Supreme Court,” The Wall Street Journal A16 (July 12, 2006).
“What’s Good for Pharma is Good for America,” The Boston Globe E1 (December 3, 2006).
“The Wright Stuff,” Regulation 8 (Spring 2007).
“You Do the Math!” TNR.com (March 13, 2006).

Jacob Gersen

Bernard E. Harcourt


R.H. Helmholz


“Marriage Agreements in Medieval England,” in *To Have and To Hold: Marrying and its Documentation in Western Christendom, 400–1600* 260, Philip Reynolds and John Witte, Jr., eds. (Cambridge 2007).


M. Todd Henderson

Dennis J. Hutchinson
The Supreme Court Review 2006 (edited with David A. Strauss and Geoffrey R. Stone).

Joseph Isenbergh

Alison LaCroix

William Landes

Saul Levmore

Lyonette Louis-Jacques

Anup Malani

Abner Mikva
Thomas J. Miles


Phil C. Neal


Martha Nussbaum


*Een Waardig Bestaan: Over dierenrechten* (Ambo/Anthos 2007) (translation of section of *Frontiers of Justice*).

*The Ethics and Politics of Compassion and Capabilities* (University of Hong Kong Faculty of Law 2007) (with J. Chan, J. Lau, and C. Jiwei).

*Las fronteras de la justicia* (Paidos 2006) (translation of *Frontiers of Justice: Disability, Nationality, Species Membership*). Also translated into Dutch as *Grensgebieden van het Recht* (Ambo 2006).

“Boerkaverbod komt voort uit irrationele angst,” NRC Handelsblad (December 5, 2006) (English title “Fearing Strangers”).


Randal Picker


Eric Posner


Richard Posner


The Little Book of Plagiarism (Pantheon Press 2007).


“The Lessons of Toronto and Domestic Intelligence,” Chicago Tribune C21 (June 8, 2006).

“We Need Our Own MI5,” Washington Post A13 (Aug. 15, 2006).

Julie Roin


Adam Samaha


Geoffrey R. Stone

The First Amendment, 2007 Annual Supplement (with Louis M. Seidman, Cass R. Sunstein, Mark V. Tushnet, and Pamela Karlan).
The Supreme Court Review 2006 (edited with Dennis J. Hutchinson and David A. Strauss).
War and Liberty: An American Dilemma from 1790 to the Present (W. W. Norton 2007).
“Civil Union Bill an Apt Compromise,” Chicago Tribune C17 (March 26, 2007).
“Gays Kept Separated; Church and State Not,” Chicago Tribune C9 (November 19, 2006).
“A Narrow View of the Law,” Chicago Tribune C17 (February 6, 2007).
“Secrecy: The Enemy of Democracy,” Chicago Tribune C7 (December 17, 2006).
“What It Means to Be a Liberal,” Chicago Tribune C17 (October 10, 2006).
“The Wrong Side of History,” Chicago Tribune C17 (June 12, 2007).

Lior Strahilevitz


David Strauss

The Supreme Court Review 2006 (edited with Dennis J. Hutchinson and Geoffrey R. Stone).

Cass Sunstein

Radicals in Robes: Why Extreme Right-Wing Courts Are Wrong for America (Basic Books 2005).

“Church, state and taxpayers,” The Boston Globe D9 (March 11, 2007).


“Ginsburg’s dissent may yet prevail,” Los Angeles Times 31 (April 20, 2007).


“Where are the liberal visionaries on the Supreme Court?” TNR Online (June 15, 2007).
David A. Weisbach

Diane Wood
SIGNIFICANT ACHIEVEMENTS RELATED TO THE CLINICAL PROGRAMS

The Employment Discrimination Project recently achieved several significant victories. In Smith v. Nike Retail Services, (N.D. Ill.), a race discrimination case in which it is alleged that Nike created a racially hostile work environment for its employees and customers in its flagship store in Chicago, the Project obtained class certification of a class consisting of every African-American employee from December 17, 1999 to the present. In Lemery v. Balomoral Racing Club (Ill. H.R.C.), the Project successfully proved that its client was unlawfully discharged in retaliation for filing a claim of discrimination. The Project’s client was awarded reinstatement and back pay. And in the legislative arena, the Project was instrumental in getting the Illinois House and Senate to pass an amendment to the Illinois Human Rights Act that gives victims of discrimination the right to proceed in court on their claims of discrimination.

The Housing Initiative helped spur the creation of two community land trusts that will develop long-term affordable housing in the City of Chicago. A community land trust (CLT) is a nonprofit organization that acquires and holds land in gentrifying neighborhoods. Housing built on land owned by a CLT is sold to low-income buyers, but the land underneath the housing stays with the CLT in perpetuity. A ground lease between the CLT and the homebuyer lays out the affordability requirements for the home, which usually include a resale formula that ensures the home will remain affordable for future buyers. Housing Initiative students, together with a team from the Institute for Community Economics in Burlington, Vermont, worked with a local nonprofit organization on Chicago’s west side to create the First Community Land Trust of Chicago, which serves the West Humboldt Park neighborhood. Students established the entity, developed bylaws that balanced the roles of different constituency groups within the land trust, and drafted the form of ground lease that the CLT will use with its future homebuyers. Shortly thereafter, the Housing Initiative advised the City of Chicago Department of Housing on the creation of a City-wide community land trust, and developed bylaws for the City-wide CLT as well. The Housing Initiative is currently working on the closing for the land and financing for the first ten CLT homes in West Humboldt Park, which is scheduled for mid-summer 2007.

Students in the Immigrant Children’s Advocacy Project worked on an important piece of legislation, the Unaccompanied Alien Child Protection Act (UACPA). Students researched and wrote policy briefs on provisions of the UACPA concerning the appointment of guardians ad litem (Child Advocates) for unaccompanied immigrant children who are subject to deportation. In March 2007, the Senate accepted the UACPA by voice vote as an amendment to the Comprehensive Immigration Reform Act of 2007 (S. 1348). This is a big step toward protecting the rights of unaccompanied children in the U.S. Although the Senate voted to end debate on the Comprehensive Immigration Reform Act, the UACPA may yet be introduced as a stand-alone act.
The Institute for Justice Clinic on Entrepreneurship led several small businesses past major milestones in their development. Shawnimals LLC, which makes quirky plush toys like Wee Ninja and Son of Moustachio, is soaring to new heights of popularity, thanks in part to an infrastructure created by the IJ Clinic. Students advised the growing company on setting up a limited liability company, protecting its rights to the unique characters and brands at the heart of the business, outsourcing manufacturing overseas, and licensing characters to other toymakers. Students at the IJ Clinic also helped a client close a deal to buy a car wash in Joliet, Illinois, negotiating with the seller and other parties with whom the seller had contracts. The Clinic’s assistance was especially valuable to this particular client, who cannot read or write himself. In addition to client services like these, the IJ Clinic presented a conference called “Growing Opportunities: Fostering Inner-City Entrepreneurship in Chicago” on April 26, 2007. The speakers and audience included academics, policymakers, service providers, and low-income entrepreneurs, and the conference provided a forum for people to discuss quite frankly the obstacles faced by inner-city entrepreneurs and the extraordinary qualities of creativity and perseverance that allow individuals to overcome those obstacles.

The Mental Health Advocacy Project scored an important victory in its efforts to improve the treatment of persons with mental illnesses in the ninety nine county jails in Illinois and in preserving public access to government records. The Illinois Department of Human Services had decided to collect data from county jails on their treatment of persons with mental illnesses. However, the Department learned that the Mental Health Association in Illinois (MHAI) was also interested in this topic and was fearful that the data, once collected, might be made public and used to advocate for better services. The Department entered into an agreement with a private entity to collect the data and allow representatives from the Department to view the data without ever taking possession of it. The Project represented MHAI in a request under the Freedom of Information Act (FOIA) to obtain the data. In Mental Health Association in Illinois v. the Department of Human Services, the Circuit Court found that, even though collected by a private entity, the records were subject to FOIA and ordered them turned over to MHAI. The Court also awarded attorneys fees to the Project for its success in this litigation.

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INFORMATION about the
STUDENT BODY

DEGREES CONFERRED IN 2007

The Degree of Master of Laws
Axel Beranek
Marcus Aurelio Bottino, Jr.
Thomas Nikolaus Broichhausen
Henri Capin Gally Santos
Wonil Chang
Giampaolo Corea
Cristiano Rodrigo Del Debbio
Rodrigo Jose Delaveau Swett
Ying Deng
Caroline Derache
Zsuzsa Elek
Aaron Espin Rojo
Jose Mariá Etchegaray Delgado
Christopher Fode
Alfonso Donato Giuliani
Yin Dee Goh
Lucia Guerra Juarez
Hidenao Hama
Shuoye Hu
Mariá Hyde Marcin
Ruchun Ji
Xiaolei Kang
Sarah Catherine Kennedy-Good
Sungwook Kim
Thilo Kuntz
Jung-Suk Min
Vania Marques Ribeiro Moyano
Marcelo Giovanni Perlman
Rodrigo Peruyero Blanco
Alexandre Pereira Pinheiro
Jozef Pinxten
Joanna Camet Portella
Jonas Alexander Pruemm
Jaime Rodriguez Ordonez
Karina Manzella Romano
Bernardo De Vilhena Saadi
Salvatore Spagnuolo
Huimin Tang
Fernando Valdés Urrutia
Ashwini Vittalachar
Jochen Von Berghes
Ju Wang
Flávia Coelho J. Warde
Charlotte Sabine Wieser
Jih-Ching Yeh

The Degree Of Master Of Comparative Law
Naoko Teranishi

The Degree of Doctor of Jurisprudence
Shahar John Dillbary

The Degree of Doctor of Law
Hitesh Lachman Aidasani
* Megan Elizabeth Alvarez
* Matthew Philip Anderson
Jonathan Brian Austin
Peter Andrew Austin
Tanya Lynn Avila
* Bradley Michael Baglien
Kirstie Megan Siobhan Baker
Mark Bala
Josh Banerje
James Michael Baranyk
Scott Edward Beech
Nathan John Berkebile
Ricardo O’Neil Bernard
Javier Antonio Blanco
Alexandra Rose Bratsafolis
Aaron Kyle Briggs
Andrew Scott Corey Brinkman
**† Jeremy Michael Brodsky
Candice Natalya Brown
Dana Michelle Brown
* Colin Bruce Bumby
Daniel Burstein
* Jonathon Delmar Byrer
Connie Jane Cannon
David Michael Caves
* James Brady Chandler, Jr.
Jennifer Shiu-Ling Chang
Juliana Wan-Yu Chen
* Bret Thomas Chrisope
    Cason Colleen Clements
* Britnee Erin Cole
*† Ryan Lee Conley
    Sarah Elizabeth Crane
    Christopher David Crowell
    Melissa Rachel Currivan
**† Ryan Preston Dahl
    Carshae Deann Davis
    Shane Wyatt Davis
    Grace Del Val
    Jonathan Richard Dixon
    Elise Sylvie Doshier
    Brian Patrick Doty
    Michael Franklin Doty
    Brian Lars Dougherty
    Leah Marie Drennan
    Jeffrey Alan Dritz
* Patrick Robert Armstrong Dunn
*† Brian James Dunne
*‡ Peter Dow Edgerton
    Karen Elizabeth Escalante
    Jason Cosmo Ewart
    Sarah Lynne Fackrell
    Amani H. Farid
    Hunter Olds Ferguson
    Rachel Miriam Fleischer
    Jessica Catherine Forns
* Ross Ryan Fulton
    Kareem Ghanem
    Christina Renee Gibson
    Aaron Jesse Ginsberg
* Emily Anne Glunz
    Nancy Marie Godinho
    Christine Elizabeth Graham
**† Bradley Dax Grossman
    Tanya Guerrero
    Amy L. Hackbarth
    Shaheen Haji
    Shaun Halder
* Ross Louis Halper
    John Han
    Johnathon Hardaway
* Eric James Hayden
    Jessica R. Hertz
    Katie Mckenzie High
*† Kathleen Anne Hill
* Junlin Ho

Adam Richard Ellis Hoff
    Cory Leonard Hojka
    Philip Joshua Holroyd
    Alexandra Doepel Holt
    Terry Huang
    Justin William Hurwitz
    Daniel Edward Ingber
    Nancy Clare Jacobson
    Bryan Paul Jenkins
**† Meredith Huhn Jenkins
    Joi Kamper
    Ellen Hope Kanner
***† Ashley Conrad Keller
* Brian Patrick Kelly
    Raina Sae Hee Kim
* Constantine Koutsoubas
*† George William Kroup
* James J. Ktsanes
    Rachel Kui
* Jessica Seema Kumar
    Nicholas Allen Lambrecht
* Robert John Lange Li
    Kyle Thomas Langvardt
    Betsy Laroche
    Jay Lee
    Tiffany S. Lee
    Sara Lind Nygren
    Wan-Shon Lo
    Christina Rieck Loukas
    Valerie Ann Lynch
    Eric Mack
**† Andrew Charles Macnally
* Kevin Joseph Malaney
*† Jeremy Griffin Mallory
    Shelliann Renée Marcano
* Jared Paul Marx
* Kathleen Heather Mcdermott
    James Thomas Mcdonnell
    Eon Ernest Mcleary
    Robert Brian McNary
    Maria Cristina Meléndez
*† Kenneth Hugh Merber
    Regina Merson
    Scott Allen Michie
    Brian Lanny Mikulencak
    Melanie Jeanne Miles
    Cristina Isabel Miller-Ojeda
    Konica Mitra
Amy Leigh Moffett
Robert Thompson Morrison
Heidi Elizabeth Mueller
Fawn Noriko Nonaka
Devon Kimberly Nunneley
Olivia Ann Odell
Grant Nnamdi Ogbu
Steven Isaac Olson
Erica Welch Onsager
Diana Maria Perez
Margaret Jacques Pines
Justin Joseph Podjasek
Anne Claire Pogue
* Mark W. Premo-Hopkins
* Robin Claire Price
Umair Abdul Qadeer
Vijay Raghavan
Jaime Emilio Ramirez
Arash Rebek
Jennifer Jiyoung Rho
Sarah Julienne Risken
* Alexander Patrick Robbins
* James Bradley Robertson
Callie Jean Robinson
Mauricio Marcos Rodriguez
Kimberly Langston Rogers
* Aaron Z. Rokach
Chad Micah Rubalcaba
Christine Sachi Safreno
Bryson Scott Santaguida
Eric Jonah Schwab
* Vladimir Wallace Sentome
Nirav Dinesh Shah
Ariel Ephraim Shapiro
Rachel D. Sher
Anthony Lee Shoemaker
Spencer Ryun Short

Melissa Sue Simonetti
Catherine Ginna Slack
Darah Ashley Smith
**† Adam Michael Snyder
**† Jonathan Paul Solomon
* Sloan Garrett Speck
Timothy Decker Sperling
Kenneth Edward Stalzer
Matthew Douglas Stanton
Raymond Aftandilians Sturm
Meghna Subramanian
Brett Taxin
Laura Cofer Taylor
Asha Thimmapaya
Elizabeth Colleen Tryon
Olga Marie Urbita
Hilla Uribe Jimenez
Matthew Charles Vogel
*† Patrick Joseph Wackerly
Jack H. Wang
Shirley Andrea Wang
William Robinson Webb
Lena Marguerite Wegner
*† Justin Bret Weiner
Amanda Louise Weiss
Vernon Walker Wells
Peter Ginewicz Wilson
*† Austin Thomas Witt
David Michael Wolff
Julie Robyn Wolfmark
*† Frederick Richard Yarger
* Robert Edward Zuver, Jr.

*** highest Honors
** high Honors
* honors
† Order of the Coif
# Schools, Colleges, and Universities Represented in the Student Body During 2006–2007

<table>
<thead>
<tr>
<th>No. of Students</th>
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<tbody>
<tr>
<td>Aarhus Universitet</td>
<td>Georgia Institute of Technology</td>
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<td>Abilene Christian University</td>
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<td>Arizona State University</td>
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<td>Brisk Rabbinical College</td>
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<td>College of William and Mary</td>
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<td>Colorado College</td>
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**Total number of schools represented**: 186

## States and Countries Represented in the Student Body During 2006–2007

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LAW SCHOOL FUNDS and ENDOWMENTS

PROFESSORSHIPS

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 Mark and Barbara Fried Professorship in Law was established by Mark (J.D. 1956) and Barbara (A.B. 1954, J.D. 1957) Fried in 2006 to be used for the support of a faculty member at the Law School who takes special responsibility for a Chicago Policy Initiative or whose teaching, research, or direction of students is, in the opinion of the Dean of the Law School, otherwise focused on an impact of the law on a pressing social problem.

The William B. Graham Professorship in Law 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.

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 Law 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 in Law was established in 1984 by members of the law firm of Kirkland & Ellis LLP, 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 wife and is awarded to a professor who has attained distinction in the field of commercial law.

The Edward H. Levi Distinguished Service Professorship in Law 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, dean of the Law School from 1950 to 1962, and a member of the Law School faculty from 1936 until his death in 2000.

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 the Logans' children as a memorial to Seymour Logan, a member of the Class of 1944.

The Bernard D. Meltzer Professorship in Law was established in 2000 honoring the distinguished service of Bernard D. Meltzer (A.B. 1935, J.D. 1937) at the Law School. Professor Meltzer served on the faculty of the Law School for more than 50 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 in Comparative Law 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 Gerald Ratner Distinguished Service Professorship in Law was established in 2006 by Mr. Ratner (Ph.B. 1935, J.D. 1937) to help attract and sustain first-rate law faculty.

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

The Arnold I. Shure Professorship in Law 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 Harry N. and Ruth Fox Wyatt. Mr. Wyatt was a member of the Law School Class of 1921 and Mrs. Wyatt 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 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 Class of 1925 and founder of Baker & McKenzie, for the support of foreign and upper-class 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 Harry C. Bull (J.D. 1985) and his daughters, Madeline and Alexandra, by their friends and family in 2002.

**The Richard W. Burke Scholarship Fund** was established in 2004 by Richard W. Burke (J.D. 1958) to provide scholarships for students in the Law School and research stipends and support for students interested in pursuing public interest careers.

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

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

**The Clinton Family and Douglas G. Baird Fund** was established in 2004 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 Lawrence J. Corneck Scholarship Fund was established in 2006 by Lawrence J. Corneck, a member of the Class of 1971, to provide scholarship aid to worthy and deserving students at the Law School.

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 Donald E. 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 Nancy Lieberman Ellman Scholarship Fund was established in 2002 by Nancy Lieberman Ellman (J.D. 1979) to provide scholarships for students in the Law School.

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 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 Fund 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 Fund 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 Fund* was established in 1981 by the partners of Friedman & Koven to provide scholarships in 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 Fund* 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.B. 1930, J.D. 1932) to provide financial support to deserving students.

*The Ernest Greenberger Scholarship Fund* was established in 2002 by Stacia Greenberger in memory of her husband, Ernest, a member of the Class of 1947. 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.B. 1927, J.D. 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 (J.D. 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 provides financial aid for deserving students.

*The George L. and Janet Hecker Scholarship Fund* was established in 1997 by George L. Hecker (Ph.B. 1931, J.D. 1933) to provide scholarship support for students in the Law School, with preference for those who 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 Fund 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 Martin D. and Mary A. Jacobson Scholarship Fund was established by Martin (J.D. 1976) and Mary Jacobson in 2005 to provide scholarship aid to worthy and deserving students at the Law School, with preference for students who have served in the nation's armed forces.

The Ruth and Seymour Keith Scholarship Fund was established in 2003 by Gerald Goodman (J.D. 1959) to provide scholarships for students in the Law School and to encourage student programs associated with Jewish law.

The Paul R. and Edmund W. Kitch Scholarship Fund was established by Thomas D. Kitch (J.D. 1969) in honor of his father, Paul, a member of the Class of 1935, and his brother, Edmund, a member of the Class of 1964. The Fund will provide scholarship aid to worthy and deserving 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 Scholarship Fund provides scholarships to deserving students through funds contributed by alumni.

The Rex Lee Scholarship Fund was established in 2003 by the members of the Class of 1963 in honor of Rex Lee (J.D. 1963).

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 LLP 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 Fund 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 Samuel Martini Memorial Scholarship Fund was established in 1975 by a bequest under the will of Chester Martini in memory of his parents.

The Edwin B. Mayer Student Aid Fund was established in 1956 in honor of Edwin B. Mayer, a member of the Class of 1912.

The Mayer, Brown, Rowe & Maw Scholarship Fund was established in 2006 by the law firm and its partners and associates.

The McDermott Will and Emery Scholarship Fund was established in 2004 to provide support of student scholarships. It is supported by gifts from members of the firm.

The Victor McQuistion Scholarship Fund was created in 1986 by his widow, Ethel McQuistion, and the estate of Victor McQuistion, a member of the Class of 1921. The fund provides 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) Miller. 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.B. 1939, J.D. 1941) for the benefit of students at the Law School.

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

The Benjamin and Rita Ordower Scholarship Fund was established in 2005 in honor of Benjamin (Ph.B. 1932, J.D. 1934) and Rita Ordower by Mark Ordower (J.D. 1966) and Lawrence Ordower.

The Tony Patiño Fellowship Fund 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 George B. Pletsch Scholarship Fund was established in 1985 by the Grover Hermann Foundation as a memorial to George B. Pletsch (A.B. 1942, J.D. 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 Abra and Herbert Portes Scholarship was funded by The Margaret and Richard Merrill Foundation in 2006 to provide scholarship support to students in the Law School. Herbert Portes was a graduate of the Law School and the former Director of the Merrill Foundation.

The James Nelson Raymond Scholarship Fund was established in 1930 by Anna Louise Raymond in memory of her husband, James Nelson Raymond.

The Reuben & Proctor Scholarship Fund 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, in memory of her husband, Harry N. Wyatt (Ph.B. 1918, J.D. 1921), 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 to 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 Harold N. Solomon Scholarship Fund was established in 2005 in loving memory of Harold N. Solomon (J.D. 1931) by his son, William A. Stone. Mr. Solomon, primarily a trial lawyer, had a career that spanned seven decades, including an appointment as a special war crimes prosecutor in post-war Leipzig, Germany. The scholarship is awarded to annually to students demonstrating both financial need and the highest moral and ethical standards.

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 Company Scholarship Fund, established in 1972 by the Stepan 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 Fund 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 Fund was established in 2004 by Thomas E. (J.D. 1969) and Janet M. Unterman. The fund provides 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 provides 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. and Ruth F. 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 law students as determined by the dean of the Law School.

PUBLIC SERVICE FUNDS

The Mark A. Aronchick Fellowship Fund was established in 2004 by Mark A. Aronchick (J.D. 1974) to support students and graduates of the Law School who pursue careers or summer employment dedicated to the public interest, in government, non-profit organizations, or comparable opportunities.

The Edward D. Friedman Fellowship Fund 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 Glazov Family Fund was created by Burton (J.D. 1963) and Adrienne Glazov and members of the Glazov family to support summer stipends for students working in public service.

The Bernard Heerey Family Foundation Student Fellowship Grant Program in support of public interest work was created in 2006 to provide forgivable loans to Heerey Fellows who work in the public interest during the summer following their first or second year of law school.
The James C. Hormel Fund was established in 2004 by Mr. Hormel, a member of the Class of 1958. The fund supports the Hormel Public Interest Program at the Law School, which provides grants and loan repayments designed to encourage and assist graduates of the Law School who pursue qualifying public-interest work.

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 Karsten Library Computerized Legal Research Endowment Fund was established in 2000 to support the Karsten Library in the Mandel Legal Aid Clinic.

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 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 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 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 Norval Morris Public Interest Fellowship was established in honor of the late Norval Morris by his family, colleagues, students and friends in 2004. The fund supports a criminal justice or mental health internship for a Law School student each summer. Professor Morris was a member of the Law School faculty for forty years, a former dean of the Law School, and founding director of the Center for Studies in Criminal Justice.

The Ranney Family Fund was created in 2006 by George Ranney, Jr. (J.D. 1966) and Alison Ranney (J.D. 1995) as a public service fellowship fund for research stipends, loan forgiveness and school support to students and graduates who pursue careers or summer employment dedicated to the public interest in government, non-profit organizations or other comparable opportunities.
The Daniel C. Smith Fellowship Fund 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 LLP.

The Harry B. and Branka J. Sondheim Government Service Fund was established in 2003 by Harry (A.B. 1954, J.D. 1957) and Branka Sondheim to provide support for students interested in pursuing careers in government service.

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 students in the Law School’s Mandel Legal Aid Clinic and 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 34 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 Fund 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.

**Loan Funds**

The Harry A. Bigelow Loan Fund was established in 1929 by the 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 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 Loan Fund was established in 1903 in memory of Julius Rosenthal, by the late Judge Julian W. Mack, formerly a professor in the Law 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.

Faculty Research 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, a member of the Class of 1925, was the founder of Baker & McKenzie.

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 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 John Dewey Lectureship in Jurisprudence was established in 1981 by the John Dewey Foundation.

The Aaron Director Fund in Law and Economics was established as a research fund in 1986 by an anonymous donor in honor of Aaron Director, professor of economics emeritus at the Law School. In 2005, the fund was changed to support a professorship in law and economics.

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 LLP clients, and other friends. The fund supports scholarship in law and government at the Law School.

The Raymond and Nancy Goodman Feldman Fund was established in 1975 to support faculty research 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 Brenna Freeman Faculty Research Fund was created in 1986 by Lee A. Freeman, Sr. to provide faculty support for research and study.

The Herbert and Marjorie Fried Teaching and Research Scholars Fund was established in 1980 by Mr. and Mrs. Fried to assist in providing teaching and research support for the 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.B. 1940, J.D. 1942) and his wife Muriel, an alumna of the college. Its purpose is to underwrite a lectureship in legal history.

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 Dwight P. Green, Sr. Fund for Studies in Criminal Justice was established in 1973 by Dwight P. Green (J.D. 1912) for support of the Law School's continuing research and teaching program in crime control and criminal justice.

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 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 workmen’s compensation insurance and related areas.

The Kanter Family Foundation Initiatives Fund was established in 2006 to support the Law School’s Chicago Policy Initiatives program and the Kanter Director of the program.

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 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 Daniel and Gloria Kearney Fund was established by Daniel (J.D. 1965) and Gloria Kearney in 2006, to provide support for the director or co-director of the Law and Economics Program at the Law School.

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 Bernard G. Sang (J.D. 1935) in celebration of the 50th anniversary of his graduation.

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 Paul H. Leffmann Fund was established in 1990 by Mr. Leffmann (Ph.B. 1927, J.D. 1930) to support research in the Law School.

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 Walter Mander Teaching and Research Scholars Fund was created in 2005 by Charles Wolf (J.D. 1975) in honor of his uncle, Walter Mander.

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 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 who teach at the Law School. Mr. Merriam was a member of the Class of 1925.

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. (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 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 37 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 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 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 D’Angelo Law Library.

**The Sonnenschein Fund** was established as an endowed fund in 1984 by the partners of Sonnenschein Nath & Rosenthal LLP in honor of Leo J. Carlin (J.D. 1919), Bernard Nath (J.D. 1921), and Samuel R. Rosenthal. Income from the fund is 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 Bernard G. Sang (J.D. 1935) in celebration of the 50th anniversary of his graduation.

**The Jerome S. Weiss Faculty Research Fund** was established in 1980 through the generosity of 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 LLP, as well as friends of Mr. Weiss, have made substantial contributions to the fund.

**The Hans Ziesel Endowment for Empirical Research in the Law** is to be used in the Law School for faculty support and research.
DEAN’S DISCRETIONARY AND OTHER FUNDS

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 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 Stephen C. 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 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 student-edited Chicago Journal of International Law.

The Joseph N. and Patricia J. DuCanto Fund 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 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 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 Irving H. Goldberg Family Fund was created in 1988 by 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 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. The fund is 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 Elmer M. Heifetz Memorial Fund was established in 2001 by Harriet Heifetz in memory of her husband, Elmer (J.D. 1937), to support special faculty and student conferences and events.

The David and Celia Hilliard Fund was established in 2004 by David (J.D. 1962) and Celia Hilliard.

The Karl R. Janitzky Memorial Fund supports the academic mission of the Law School. It was established in 2003 through a bequest from Karl Janitzky (A.B. 1938, J.D. 1940).

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 Lillian E. Kraemer Fund was created by Ms. Kraemer (J.D. 1964) in 1993, in anticipation of the 30th anniversary of her graduation. The fund is used by the dean of the Law School to meet the needs of faculty and students, and to address opportunities and problems as they arise.

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 Frank D. Mayer Fund was established in 1985 through a gift from the Nathan and Emily Blum Foundation in honor of Mr. Mayer (J.D. 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 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 Bernard J. 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 Robert H. O’Brien Fund was established in 1998 by a gift from Robert H. O’Brien (LL.B. 1933) to support the Law School at the dean’s discretion.

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 Law and Philosophy Workshop at the Law School.
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 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 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.

### Class Funds

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

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

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

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 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 1967 Fund was established by members of the Class of 1967 in honor of their 40th reunion to provide scholarships in 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 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 para-curricular programs.

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 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 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.

The Class of 1997 Fund was established by members of the Class of 1997 in honor of their 10th reunion to provide scholarships in 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 Morton John Barnard Fund was established in 2005 by Eleanor S. Barnard in memory of her husband, Mr. Bernard (J.D. 1927) to provide support for the D’Angelo Law Library.

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 fund was established as a bequest by Leon M. Liddell, a 1946 graduate of the College.

The J. Franklin 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, a 1927 graduate of the Law School and 1931 graduate of the College.

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 (J.D. 1930). 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 N. 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 Law Library Fund was established in 1978 by Maurice (A.B. 1940, J.D. 1942) and Muriel Fulton. The fund is used to acquire recreational magazines, which are placed in the Fulton Reading Room.

The Muriel and Maurice Fulton Book Fund in Law and Economics was established in 1978 by Maurice (A.B. 1940, J.D. 1942) and Muriel Fulton.

The Lewis R. Ginsberg Endowed Book Fund was established 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 (A.B. 1930, J.D. 1932).

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 was 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 Clower 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. Established as a bequest by Leon M. Liddell (BLS 1946).

The Leon Morris Liddell Law Library Fund supports the acquisition and preservation of books and other library materials for the D’Angelo Law Library. Established as a bequest by Leon M. Liddell, a 1946 graduate of the College.

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. Established as a bequest by Leon M. Liddell, a 1946 graduate of the college.

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. Established as a bequest by Leon M. Liddell, a 1946 graduate of the college.
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. Established as a bequest by Leon M. Liddell, a 1946 graduate of the college.

The Bernard and Emma S. Nathan and Maurice and Dorothy S. Kay Law Library Fund was established in 1986 by Stuart C. (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 (J.D. 1940) 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 Library 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 supports the Comparative Law Collection of the D’Angelo Law Library.

The Maurice A. and Rose Rosenthal Library Fund was established in 1978 through the gift of Maurice A. (A.B. 1925, J.D. 1927) and Rose Rosenthal.

The Adolph A. Rubinson Law Library Fund was created by Mr. Rubinson’s family in his memory in 1998. Mr. Rubinson was a 1932 graduate of the College and 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 Lilian 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 (A.B. 1948, J.D. 1951) by his family and friends. In 1985, it became a permanent source of support for the D’Angelo Law Library.

The Sheldon and Elizabeth Tefft Law Library Fund to be used for the acquisition and preservation of books and other library materials for the D’Angelo Law Library. Established as a bequest by Leon M. Liddell, a 1946 graduate of the college.

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 D. Francis Bustin Educational Fund for the Law School was established in 1971 by provision of the will of D. Francis Bustin (LL.B. 1917) 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 Herbert L. Caplan Award Fund was established in 2006 by Herbert L. Caplan (A.B. 1952, J.D. 1957). The Award shall be given to a student who demonstrates excellence or special promise in pursuing service in the public interest. The Award will be given during a student’s second year of study.

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 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 Kirkland & Ellis Centennial Fund was established in 2005 by the firm of Kirkland & Ellis LLP and its partners and associates to honor those students at the Law School who rank highest in scholarship in their class.

The Hinton Moot Court Competition Awards are given 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 2007-2008

(TENTATIVE)*

AUTUMN QUARTER

August 24 Transfer Student Orientation
August 27-September 14 OCS On-Campus Interviews
September 10-21 Intensive Trial Practice
September 18-21 Orientation
September 24 Classes Begin
October 15-16 Callback Days
November 21-23 Thanksgiving Break
November 30 Last Day of Classes
December 1-5 Reading Period
December 6-12 Exams
December 13-January 2 Winter Break

WINTER QUARTER

January 3 Classes Begin
January 21 MLK Holiday
March 6 Last Day of Classes
March 7-9 Reading Period
March 10-15 Exam Period
March 16-30 Spring Break

SPRING QUARTER

March 31 Classes Begin
April TBA Admitted Students Weekend
May 23 Last Day of 2L/3L Classes
May 24-26 Reading Period for 2Ls/3Ls
May 27-June 1 Exams for 2Ls/3Ls
May 30 Last Day 1L Classes
May 31-June 3 Reading Period for 1Ls
June 4 1L Elective Exam
Jun3 6, 10, &12 1L Exams Required Classes
June 13 1L Exam Make-up Day
June 13 Graduation

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